

OLDER BABIES/TODDLERS

SKILL ASSESSMENT

The following questions will help you identify the skills in which you excel and target those which you need to develop. By yourself or with your team, try to answer each of the questions as honestly as possible. After completing this independent living skill assessment, review it with your team and identify those skills you would like to strengthen.

	<i>I do not know about this</i>	<i>I need to know more about this</i>	<i>I know about this</i>
1. Know at what ages babies learn how to sit, stand, crawl and walk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Know what cruising is and when babies do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Know how and when to wean a baby off the bottle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Know when to switch from breast milk and formula to cow's milk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Know at what age babies can begin to feed themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Know at what age toddlers usually begin to talk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Know why it is important to create safe and stimulating environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Know why babies exhibit a tremendous curiosity during the 9-15 month stage and will explore everything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Know the pros and cons of walkers and playpens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Know why it's important to talk to babies and read to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Know when babies begin to learn the concept of cause and effect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Know what "stranger anxiety" is and when babies may develop it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Know the best/safest way for toddlers to descend stairs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Know why toddlers need less sleep than infants do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Know how to enjoy playing with my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Know how to use supports and ask for help if I need a break.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Know the difference between discipline and punishment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Know why toddlers need firm guidance combined with permission to explore a safe environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Know why positive reinforcement (using rewards) encourages good behavior more effectively than punishment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Know how to discipline a child without hitting him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Know the importance of the relationship between discipline and consistency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Know what kinds of toys and activities toddlers enjoy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Know at what age toddlers are likely to display temper tantrums.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Know why active play-running, climbing, jumping, swinging and leaping around are all necessary for a toddler's development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Know why routines are important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Know how to cope with frustration and stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Know how to set appropriate limits without punishment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Know that toddlers enjoy playmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Know when and how to approach potty training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Understand why toddlers enjoy books with bright and simple pictures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have now completed the assessment section for “Older Babies and Toddlers” and identified those skills that you would like to strengthen in order to make better decisions on your own. The following guide can help you in planning how you can learn about and practice these skills. Choose a few skills that you want to develop and, with your team, write down your plan of action. Remember, once you accomplish these goals, you can go back to your assessment tool and select new goals to build your new skills.

EXAMPLE

GOAL:

IMPROVE PARENTING

State Skill 1:

Plan:

When:

Who:

To learn how to cope with stress and frustration



To establish a list of people I could ask for support if I am stressed and frustrated.



Two times a week for 1 hr for two weeks



With my TLP staff

Establish scheduled times when I can rest and take care of myself, e.g. when the baby is napping.



Twice a week for 30 minutes for 3 weeks



Myself and my TLP staff

Develop strategies on how to reduce stress and relax, e.g. exercise, breathing



Once a week for 1 hour for 4 weeks



With my TLP staff and other teen parents in groups

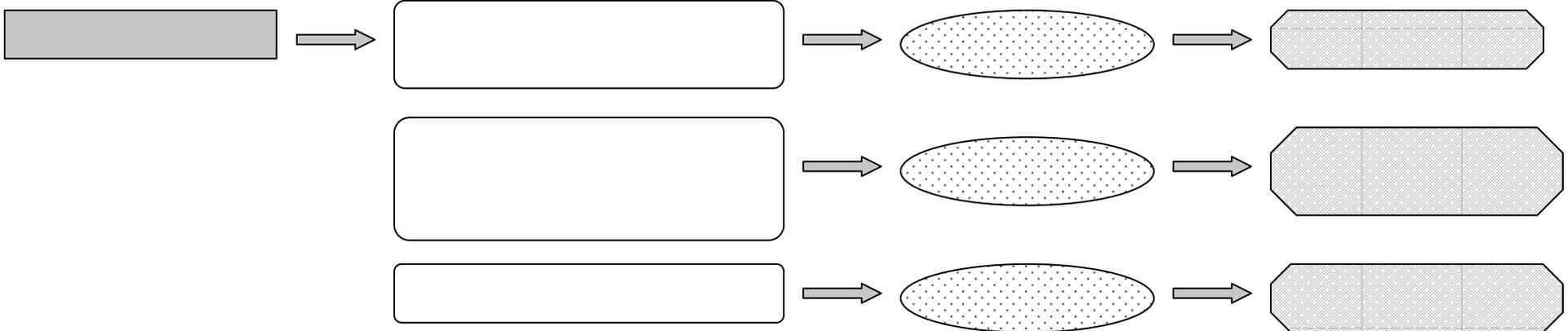
GOAL: WORK ON PRE-NATAL CARE SKILL

State Skill 1:
To be developed
and/or improved.

Plan:
How do you plan to learn,
develop and improve this skill?

When:
When, where, and how often will you
work on this skill and by when will you
have mastered this?

Who:
Who will assist you?

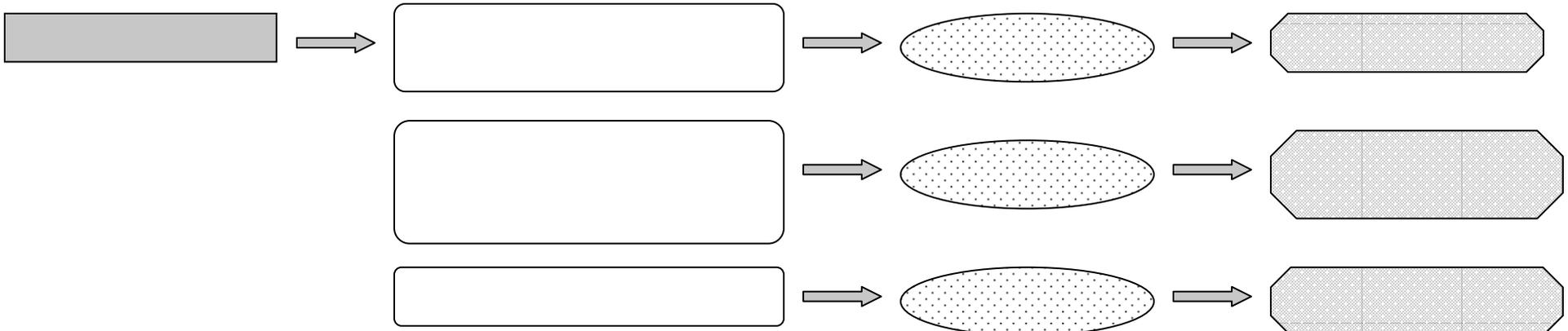


State Skill 2:
To be developed
and/or improved.

Plan:
How do you plan to learn,
develop and improve this skill?

When:
When, where, and how often will you
work on this skill and by when will you
have mastered this?

Who:
Who will assist you?



OLDER BABIES/TODDLERS

APPEARANCE AND COMMON BEHAVIORS

Your baby's appearance and behaviors will change constantly during the first months and years of his or her life, and he/she will develop new skills rapidly. During the first few years of life, your baby will achieve many milestones. However, keep in mind that every baby develops at his/her own pace.

By the end of the first year, babies can usually sit up, crawl and grasp things. They can put things in their mouths and pull themselves up to a standing position. Some babies may actually begin to take their first steps while others will still need a few more months before doing so. Babies this age sit in a high chair and enjoy watching others around them. Before their first year is over, babies will have grown their first teeth and will have learned to rely on their five senses and to communicate through crying and smiling. Also, at around 12 months of age, babies will have to begin to transition from the bottle to a cup, a process which can be quite difficult for some babies because bottles can provide a sense of comfort. Babies this age know their own names and simple words; they can even babble. They certainly recognize you and other familiar caregivers and may develop a fear of strangers. They will also mimic what children and adults do around them, such as giggle and cough.

Babies between 9 and 15 months develop a distinct sense of curiosity and want to explore their environment constantly. Babies this age will also explore the connection between cause and effect. For example, they will throw toys from the playpen to see what will happen to them. Babies also begin to develop a personality and may, for example, not go to bed as willingly as they did before. Many babies this age will begin to sleep through the night with little disruption.

All of these developmental milestones are special events in your life and your baby's. Often when children are older they will ask you when they got their first tooth or took their first step. To be prepared for these questions, you may want to use the chart below to keep track of these events. Many parents actually keep a special baby book for their children where they record these milestones and report any special or funny stories that may have happened during these first years of their children's lives.

Describe any changes in your baby during the first 6 months.

How did his/her behavior change?

What new things did he/she learn?

Can you recall any special, amazing or funny events that happened during this time?

Can you describe any changes in your baby during the 6 to 12 month stage of his/her life?

How did his/her behavior change?

What new things did he/she learn?

Can you describe any special, amazing, or funny things that happened during this time?

You can also use the activity below to record your baby's significant milestones as they occur. We left room for you to include a few descriptive words you may want to record with the milestone.

Baby's name: _____
Date of Birth: _____ **Birth Weight:** _____
Baby first laughed at age: _____
Baby first rolled over at age: _____
Baby first sat up at age: _____
Baby's first tooth appeared at age: _____
Baby crawled at age: _____
Baby stood with support at age: _____
Baby stood alone at age: _____
Baby's first word at age _____ **was:** _____

By the end of the second year, babies graduate to the toddler stage of development and can stand alone, walk, climb, run and jump. Their fine motor skills have developed as well. They can hold a crayon, clap their hands, put blocks on top of each other and throw a ball. They can feed themselves, drink from a cup and begin to dress themselves. They continue to be very curious and explore their environment. They understand simple requests and can communicate by using single words and short word combinations. Toddlers enjoy being around other children but often just observe. Sometimes two toddlers will play side by side, pretty much ignoring each other. At other times, they may play together. When they do join in, they may explore playmates like they would objects. Toddlers are very busy learning about themselves and are very self-absorbed. Consequently, toddlers are usually not capable of responding to anything but their own needs. So, concepts such as sharing toys should be introduced at a later time when your child will be better able to understand why he should let other children play with his toys.

Toddlers are very attached to their parents and caregivers and may develop a fear of strangers. They also may be quite devoted to comforting and familiar objects, such as a special teddy bear or blanket.

Usually by 18 months of age babies will begin to remember events and the "out of sight-out of mind" state transforms into the ability to establish mental pictures and images. Children this age will move from being completely dependent on their parents to learning to understand that they are their own person and, as they do, they will gradually become slightly more independent. Toddlers will begin to separate from their parents more easily, but will consistently return for reassurance. They will also begin to test limits at this developmental stage. That is why many parents describe this stage as the beginning of the "terrible two's".

As your child continues to grow and develop, you probably will want to record all of your baby's milestones. So much happens during this time that if you don't write it down, you might forget some details.

Describe any changes in your baby from 12 to 18 months.

How did his/her behavior change?

What new things did he/she learn?

Can you recall any special, amazing or funny events that happened during this time?

Describe any changes in your toddler from 18 to 24 months.

How did his/her behavior change?

What new things did he/she learn?

Can you describe any special, amazing or funny things that happened during this time?

You again may want to use the chart below to record significant milestones.

My baby's name: _____ **Date of birth:** _____

My baby's first playmate was: _____

My baby's first sentence was: _____

My baby's favorite toy is: _____

My baby first ran and jumped at age: _____

My baby's favorite food is: _____

My baby's favorite song is: _____

My baby's favorite activity is: _____

My baby's favorite story/book is: _____

NEEDS

Children need lots of love and attention during their toddler years just as they did during infancy. It's important, therefore, that parents continue to respond to their toddler's needs readily as children this age continue to develop trusting relationships and bonds with their caregivers.

Routines

Natural schedules developed in response to the baby's needs should have developed at this time. Routines are very important to children this age as they provide a sense of predictability and security for children. You can establish routines for many different parts of a child's life. Bedtime routines, for example, are important to all children. These routines consist of a sequence of events that are repeated over and over again in the same or similar ways. A bedtime routine, for instance, can begin with a bath; continue with the reading of a story, the singing of a lullaby before possibly ending with a prayer and being tucked in with the favorite teddy bear or blanket.

Describe routines you have developed with your child in the space below:

Our daily routines are:

Our weekly routines are:

Traditions

In addition to routines, traditions are also of great importance to children. How you celebrate birthdays and holidays year after year will provide a sense of connection and family tradition that will be important to your child for the rest of her life. In addition, traditions are a great means of teaching your child about his cultural roots and heritage. You can begin to establish these traditions with your child from toddler age on.

Can you think of traditions you would like to establish with your children? Can you also think of special ways that you would like to celebrate holidays and birthdays with your child?

Learning and Exploration

Older babies and toddlers have to learn many new skills to become more independent. They will have to be confident enough to explore new things and try to accomplish new tasks. It is important for parents to allow children to explore while always accommodating safety needs. It is equally important to provide an opportunity for your toddler to get reassurance and security in between his explorations. He will respond to smiles, praise and positive reinforcement which will give him the confidence to venture out again. If parents do not provide an opportunity for this kind of learning, their children may develop skills at a slower rate and have less self-confidence than those children who receive positive support for their learning explorations. Continued lack of this support and encouragement for children may lead to low self-esteem and learning anxiety.

Evaluate what kind of a learning environment you create for your child to meet his/her developmental need. Do you let your child explore while keeping him/her safe? What do you do to provide reassurance to your child?

Sometimes it may be difficult to allow your child to explore. However, keep in mind that your child will have to learn in order to be able to function and adjust to his or her environment. *Consider the following:*

Maggie has a 22-month-old daughter, Juliette. Maggie does not feel well and her daughter wants to try to pick up a glass with juice to take a sip. The last time she tried to drink out of a glass instead of her sippy cup, she spilled all the juice over herself and the carpet. Despite the mess, Juliette was very proud that she was able to get a sip before she spilled the rest. Maggie is not sure what to do.

What advice would you give to Maggie? Should she let her daughter try again?

Bill is at the playground with his son, Lucas, who is 23 months old. The last time they went to the playground Lucas bumped his head when he went down the slide. He cried a little but was fine. Today the first thing Lucas wants to do is go down that same slide again. Bill does not know what to do. He wants to be responsible and does not want Lucas to get hurt again. But he also does not want to spoil his fun and thinks that he will probably learn to go down the slide without hurting himself. *What advice would you give to Bill? How would you handle a situation like this?*

Setting Limits

As we stated previously, during the toddler stage, as a child becomes more independent and develops his or her own personality, s/he will also begin to test limits. Toddlers test limits to learn. Therefore, the responsibility of parents is to teach and to allow their child

to learn in the best possible ways. Consistent limits help a child learn and feel safe while exploring because someone is watching and caring. It is important for parents to understand that toddlers who test limits, have temper tantrums and do not follow their parents instructions are not “bad” or “naughty”. They simply do what they have to in order to accomplish the developmental task of becoming more independent. So, once your child is capable of moving around and exploring his or her world, you will have to think about how you want to set limits.

In other words, you need to think about how you want to teach your child. A child’s way to learn and a parent’s way to teach must be adjusted to the child’s age and ability. For example, an 18-month-old child is probably too young to be disciplined through “time-out” (to sit a child in a chair for designated time out space in the same room with a parent for a short period of time, usually not longer than 1 or two minutes for a toddler). However, a two-year-old may benefit from this kind of limit setting.

Another part of this thought process must include what it is you would like to teach your child, such as “the stove is hot” and simple social interactions, or “hitting other children is not good.” Regardless of what you would like to teach your child, it is important that he/she know that even if she misbehaves you always love him/her without conditions.

Use the following chart to establish what you would like your child to learn and how you would teach him/her through limit setting and positive reinforcement.

- *Essential things I would like my toddler to learn (safety issues):*

- *Other things I would like my toddler to learn (social skills):*

- *How I would set limits/discipline my child:*

- *How I would provide positive reinforcement to my toddler:*

Consistency is Key

When children begin to learn right from wrong and what they should and should not do, it is vital that parents are consistent and clear in their messages. Inconsistency will confuse children and make it very difficult to get your point across without major frustrations for you and your child.

Consider the following

Miguel, 19, gets his son Jose, 23 months, ready for bed. After Jose brushes his teeth, he wants to eat some of his candy. Miguel tells him that he cannot have any candy right before bedtime and particularly not after he brushed his teeth. Jose cries and has a temper tantrum, insisting he wants his candy. Just then the phone rings. It is Miguel's best friend, Anthony, and they are trying to make plans for the weekend. Miguel has a hard time hearing because Jose is still screaming and crying. To quiet him down, Miguel tells him to go ahead and have the candy.

What message do you think this gives to Jose?

What do you think is going to happen tomorrow at bedtime?

What kind of advice would you give to Miguel?

It's very important to remember that if your child has babysitters or daycare providers, they should use the same consistent limit setting and positive reinforcement that you do.

Heather, 17, lives with her 22-month-old daughter, Jessica, in a Teen Living Program. The baby's father comes every other Saturday to pick Jessica up for a visit to his house, where he lives with his parents. Heather is very consistent in trying to teach her daughter several things. Jessica loves watching "Barney" but Heather only lets her watch for about half an hour a day. Heather also tries to teach her daughter to eat her vegetables because Jessica only wants to eat junk food. Heather has also been working with Jessica on her temper tantrums. Jessica is slowly beginning to learn that crying and screaming will not help her to get what she wants. However, when she is with her father at her grandparents' house, she gets spoiled and can do all the things she is not supposed to do at her mother's house.

How do you think Jessica responds to limit setting when she returns home?

What messages do you think she gets from her mother and father?

What do you think her mother and father could do to give their daughter consistent messages?

Temper Tantrums

Temper tantrums are a normal part of a toddler's development. However, they can be quite difficult to handle. It is important to understand that temper tantrums are not willful bad acts on a child's part, but happen because of frustration. During the toddler stage, children will have many frustrations and won't know how to deal with them. Sometimes children have tantrums because they would like to dress themselves and they're not yet able to, or they want a piece of candy and their parents won't let them have it. Since they cannot communicate their feelings as easily or quickly as they want and have not yet learned how to deal with delayed gratification, they scream. Sometimes it's best to ignore a temper tantrum, particularly if a child tends to get negative attention through tantrums. If you cannot ignore the temper tantrum because you are not able to stand the screaming, calmly pick up your child and take him to his room. An even better approach may be holding the child gently, if he will let you. Feeling the security of your arms may have a calming effect. Remember, he is a very upset little child who needs to know you still love him, even if you won't give in to his demands.

Consider the following:

Kimberly, 16, lives with her 22-month-old son, Zachary, in a Teen Living Program apartment. Recently Zach began to have great difficulty with his bedtime routine. He just does not want the day to end. He screams and throws himself on the ground when it's time to go to bed.

What advice would you give to Kimberly?

Have you been in a similar situation? What did you do?

Temper tantrums also can be embarrassing if they happen in public.

Consider the following:

Nancy is going shopping with her 20-month-old son, Jonas. As soon as they pass the candy aisle, Jonas starts screaming for candy. When Nancy tells him that he cannot have any, he starts tearing down the candy from the shelves. When Nancy asks him to stop, he continues. In the meantime, other shoppers have stopped to stare at Nancy and Jonas. Nancy is getting embarrassed and does not know how she should handle the situation.

What advice would you give to Nancy?

Have you been in a similar situation? What did/would you do?

Coping with Stress

While parenting a toddler is a very rewarding experience as you see your child's personality emerge and his/her skills develop, it also can be frustrating, at times. As we established, toddlers will challenge you and constantly require attention. It's important,

therefore, for you to realize that you will have days when your nerves are on edge or your patience is low. Remember that it's normal to occasionally feel frustrated, angry or overwhelmed. But it is **not okay** to take your frustrations out on your child. In order to prevent that from happening, you have to know yourself and how you react under pressure and stress. You also have to be aware of what helps you deal with this kind of situation and what you can do to cope.

Here are some suggestions:

- Remember to give yourself a break. Separate yourself from this situation (without compromising the safety of your child). If you need to get away, arrange for babysitting.
- You could try to do something that relaxes both you and your child.
- Sometimes even with a toddler, it's best to simply tell him that you are upset and that it is not his fault. Hug him as you say this.

Use the chart below to figure out how you handle frustration.

Situations that might cause me to get frustrated and angry:	Things I could do to cope:	How I can reassure my child that it's not her/his fault:

Consider the following:

Patti has the flu. Her 24-month-old son, Drew, has just flushed his new toy truck down the toilet. Now Patti has a stopped-up toilet and Drew wants to continue flushing objects. Patti feels herself getting impatient and upset.

What advice would you give to Patti?

Have you ever been in a similar situation? What did you do?

Francesca is in the process of moving to a new apartment. She has been cleaning her old apartment all day because she is expecting her landlord who will inspect the apartment to evaluate whether or not he will return the security deposit to her or if he will keep it for cleaning and repairs. Francesca needs the deposit to pay her first month's rent at the new place. After hours of scrubbing, Francesca is finally done. Just as she is about to sit down, she discovers that her daughter, Fiona, 21 months old, has used her crayons to scribble all over the walls she had washed. While Francesca is trying to remove the crayons from the wall, Fiona spills cranberry juice all over the tan-colored carpet.

What advice would you give Francesca?

Have you ever been in a similar situation? What would you do?

James, 20, has twin sons who just turned two years old. He has the children during the week and they spend the weekend with their mother. James is very busy trying to keep up with all his responsibilities. He attends a vocational training program every day from 8am to 3pm. He then rushes to pick the twins up from daycare. When he arrives home, he cooks, cleans and plays with the boys. Once the twins are in bed, he does his homework and laundry. When the children are at their mother's home for the weekend,

he works at a restaurant as a waiter. James really tries to be a good dad and works very hard to give his children a good life. Lately, however, he feels tired and stressed out. He feels himself getting impatient and upset because of little things. Even playing with his twins seems like a chore. He does not want to take his frustrations out on his children and does not know what to do.

What advice would you give to James?

Have you ever been in a similar situation? What did you do?

Teaching does not always mean you have to set limits or discipline your child. You also can teach in a playful and fun way.

Consider the following:

Matthew is 21 months old. When Matthew plays with his toys, they usually end up all over the apartment. His mother, Nicole, 18, would like him to learn how to pick up his toys. When she tells him she would like him to help pick up the toys, he does not want to cooperate. Nicole wonders what she should do to teach him.

Instead of telling Matthew to pick up his toys, what do you think Nicole could do?

Giving orders to young children is often unproductive. What can be more fun and more productive is making a game of the task to be accomplished and playing with your child to get the job done. For example, if the task is to put the blocks back in the box, you might say: “Let’s see how fast we can put all the blocks back in the box? Who will finish first?”

Try to avoid a battle of wills or power struggles. They will only result in lots of frustration for both of you.

Use the space below to list all the things you could teach your child by using your creativity, i.e. playing a game.

Teaching goal	Game/Creative Strategy

Remember, while parenting a toddler can be challenging at times, it is also very rewarding! It is important for parents to allow themselves to enjoy their toddlers and to have fun together.

STIMULATION/TOYS

Older babies and toddlers need appropriate stimuli to continue to develop their mental capacities and skills. As children this age are very curious, they are usually very easy to engage in play and activities. They love to explore through hands on activities and using their senses of touch and smell. They are interested in the cause and effect of things; for example, they can spend long periods of time filling and emptying containers. They enjoy playing in the sand and throwing a ball. Expensive toys are not necessary. As a matter of fact, many children are more interested in the wrapping paper and box that a gift comes in rather than the gift itself. Simple household items, such as Tupperware containers and spoons can provide entertainment and learning opportunities for children. Also, inexpensive but long lasting items like building blocks are great. Blocks promote a lot of skill development, particularly in the areas of fine motor development. Children this age will learn through play. Therefore, the more options we give toddlers to play in stimulating ways, the more they will learn.

They will begin to use crayons at this age; the large, easy to grip ones are very popular with toddlers, as are finger paints. Another great educational toy is the shape sorter, which helps toddlers develop fine motor skills and learn shapes.

Always remember, however, that while toddlers occasionally can play by themselves, no toy will be as important and valuable as the time you spend playing with your child.

Reading is also a wonderful activity to engage in with your child at any time of day. Teaching your child to enjoy reading books will be an investment you and she/he will benefit from for life. Children also enjoy listening to stories, learning nursery rhymes

and singing songs. You might be amazed how quickly you will begin to remember these childhood songs and rhymes!

Playing with Your Child

While playing with their children may be easy for some parents, it may not be as easy for others. Those parents who do not know how to play with their children, or are tense, or may not even enjoy playing with them are not “bad” parents. This kind of interaction does not necessarily come natural to all parents, but can be learned like other parenting skills. Parents often just have to learn how to relax, play and have fun with their children. One of the things that is helpful in learning how to play with your child is to examine your own perspective regarding play.

Often parents who experience difficulty in enjoying playing with their children are overwhelmed with caretaking responsibilities. While they are meeting all the basic needs of their children and are completing all household chores, they perceive playing and having fun with their children as frivolous. Other parents may feel funny or childish enjoying activities, such as finger painting or playing with Lego’s.

How do you feel about playing with your child? Do you enjoy playing with him/her? Why? Why not?

What might prevent you from enjoying playing with your child?

Use the following chart to evaluate your and your child’s play habits. Describe your experiences.

ACTIVITY/ PLAY	MATERIALS/ TOYS USED	HOW DID YOU FEEL ABOUT IT?	DID YOUR CHILD LIKE IT?	COMMENTS

Can you think of strategies to improve your play and interactions with your child?

Outings

In addition to playing, your toddler also will enjoy outings and field trips to many different places. You can go to a playground, the park and the zoo. Also many museums, such as the Museum of Science and the Children’s Museum in Boston, offer activities for toddlers. You can obtain free tickets to many of these places through your local library. Also, many museums offer discounted or free tickets on certain days.

Occasionally, you may want to treat your child to one of the indoor playgrounds. Many offer special sections for toddlers. While these playgrounds can be pricey (between two and five dollars per child), they are also a lot of fun, particularly during bad weather. Most YWCA’s offer activities, such as “mommy and me” swimming and gymnastics.

ACTIVITY

Make a list of all the outings and field trips you may want to take your child on.

Fieldtrip/Outing/Activity	Cost/How will we get there?	Comments