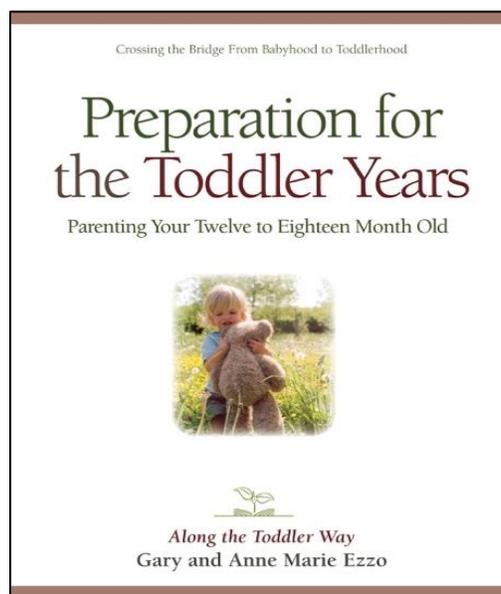


Leader's' Guide
for
Preparation for the Toddler Years



GrowingFamilies.*Life*

The worldwide mission of Growing Families, through its staff and ministry partners, is to provide families with parenting and family resources that will help instil, encourage, and perpetuate the passing on of biblical values from one generation to the next.

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Course Version Numbers

Course Title	Version / Date
Preparation for the Toddler Years	2008

Points of Contact



www.growingfamilies.life
www.growingfamiliesleaders.life



GrowingFamiliesLife



growingfamilieslife



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ALL RIGHTS RESERVED. No portion of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, by any means – electronic, mechanical, photocopy, recording or otherwise – without prior written permission.

WELCOME!

This Leader's Guide has been put together with the aim of encouraging you as class leaders. So, congratulations on your commitment and faith to share in the journey of parenting with others. We believe that as leaders of Growing Families courses you have both an awesome opportunity and big responsibility to speak into the lives of the parents who join you in your classes.

Time and effort will be required to establish and maintain relationships, to encourage and reassure parents, and to humbly share your journey – both your successes and mistakes. So, we hope that this manual will help you share your insights, as well as extract the most out of the course material. We hope that you will bless each family you share your journey with.

Please use this resource in conjunction with the Leader's Guide introduction found at www.growingfamiliesleaders.life

Finally, we would like to share some scripture when God spoke to Moses as an encouragement. *“Who gave man his mouth? Who makes him deaf or mute? Who gives him sight or makes him blind? Is it not I, the Lord? Now go; I will help you speak and will teach you what to say.” Exodus 4:11 (NIV)*

May the Lord bless you in your ministry.

Geoff & Alicia Bongers.

A note from Gary and Anne Marie Ezzo

We are grateful for our leaders who catch the vision of follow through and helping young parents continue on the path of God centered parenting. Once again, we are so appreciative for all the effort put forth by Geoff & Alicia Bongers preparing a Leaders Guide for those leading the Preparation for the Toddler Years.

As co-labourers in ministry you are helping those families coming behind to further laying a solid foundation for the future, *“a wise man builds his house upon the rock...”* Matthew 7:24.

The leadership of Growing Families appreciate the fact that you are part of the Team who can stand in amazement and wonder to see what truly the Lord has done. He provided the vision and together we are attempting to be obedient to the call and injunction that Jesus gave us all thousands of years ago *“Go therefore and make disciples of all the nations... teaching them to observe all things that I have commanded you...”*

May we all remember Who we serve and may His name be glorified through the efforts of all involved with this process.

Blessings,

Gary & Anne Marie Ezzo

Preparation for the Toddler Years

Parenting Your Twelve to Eighteen Month Old

The period between twelve and eighteen months places a child on a one way bridge to the future. Infancy is a thing of the past and toddlerhood is straight ahead. A baby still? Not really, but neither is he a toddler and that is the key to understanding this phase of growth. This is a period of metamorphosis when his potential for learning seems limitless, his budding curiosity unquenchable and his energy level that never seem to diminish.

This is a period of great of exchange: baby food is exchanged for table food; the highchair for booster seat; finger feeding replaced with spoon; babbling sounds transition to speaking, the first unsteady steps are conquered by strides of confidence, and the list goes on. Moving forward at a lightening pace, pretoddlers are driven towards a new level of independence, equipped with a mind of their own. Whether you're ready or not his natural inclination and challenge of "I do myself" will become increasingly apparent, not to mention frustrating.

The emerging pretoddler is acutely aware of self, although at twelve months of age he is not fully absorbed in the self-importance of me, myself and I. (Hang on, that blessing of his nature will show up around twenty – months of age.) Try taking something away and a scream of protest is likely. Remove him from a dangerous object and his curiosity lures him right back. His favourite foods suddenly become not-so-favourite and in a few months "No!" will become his default word whether he understands the question or not.

The natural inclination within pretoddlers towards independence is very strong yet, unpredictable. He is always in motion and not easily restrained, directed or controlled, but he needs to be! Boundaries will be tested, rules understood as suggestions, and curiosity will become a force to reckon with. How will we meet these unfolding challenges? That is big question. The answer begins with understanding the various growth transitions of the next one – hundred and eighty days of your pretoddler's life.

First Night Leader Alerts

- Review the First Class section in the Leader's Guide Introduction available at www.gfileadersplace.com.
- You may like to choose to allow time on the first visit to be a catch up, but also as leaders to ask each parent –"How they are doing?" etc
- Please adapt this information to suit your leadership style, class format and style.

Follow-up & Next Course

- Following up parents helps to stay connected. This is a ministry of relationship building.
- Encourage parents to connect to your local, regional and national Growing Families communities via www.growingfamilies.life or social media.
- Remind them to call you if they are struggling or call a Contact Mum.
- The Toddlerhood Transition for ages 18 months to 3 years builds on the principles learned to date and continues to lay the foundations for your parenting.

Visit One

Managing Your Assets – Minimizing Your Liabilities

Duration: 28 Minutes

General Summary

Here we look at setting a primary goal for the next six months – not to lose any ground: by not losing any ground, you are gaining ground. We encourage parents to persevere even though unpredictable things will happen. With your daily routine we will continue to help our pretoddlers learn. Our guiding principle continues to be seen in this lesson “Begin as you mean to go.”

A word to Fathers encouraging them to show appreciation, empathy, be like-minded, being accountable, knowing ‘Why’, having a mutual commitment, having understanding and to speak life are all looked at to help them be an effective husband and therefore an effective father.

Key Principles

- The guiding principle remains “Begin as you mean to go”
- Don’t focus on gaining ground, but rather focus more on not losing any ground.
- Unpredictability is something that is unfortunately very predictable but your daily routine will help you persevere.
- Concrete examples speed up the process of understanding.
- Context is what allows you to achieve freedom in the decision-making process without compromising your long-range goals or objectives.
- One of the greatest gifts parents can pass onto their children is a beautiful and ongoing demonstration of love for each other.

Suggested Session Outline

	Flipped	Traditional	
Open in Prayer and introduction	✓	✓	Start by reintroducing yourself as a leader especially if there is a new couple that previously didn't join you for Preparation for Parenting or Babyhood Transitions..
Sharing Time	✓	✓	As this is the first visit back after a few months allow time for couples to introduce or reintroduce themselves and allow them share briefly their experiences over the past 6 months.
Video		✓	Duration: 28 mins – Visit Summary page 15
Refreshments		✓	Being the first class this may not last long if your group doesn't really know each other, but this time can merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.



Please Note

When using the email templates, you may want to set a reminder to do this either straight after the class or the next day, so the class participants know when to expect them.

Visit One

Segment One Summary

Transitions

- 1. The period between 12 and 18 months is a bridge linking babyhood with toddlerhood.
- 2. Feeding, wake and naptime continue as the three activities of your pretoddler's day.
- 3. Feeding transitions include:
 - a. nursing/formula to whole milk
 - b. bottle to sippy cup
 - c. baby foods to family meals
 - d. highchair to booster seat
 - e. separate mealtimes to family mealtimes
- 4. Nap transitions: two naps to one nap by 18 months of age.
- 5. Less naptime creates more waketime activities for baby and Mom
- 6. Pretoddlers are too young to be reasoned with — too mobile to be left alone.

Segment Two

Summary Parenting Goals

- 1. Learn to manage your baby's behavioural 'assets'.
- 2. Avoid creating any new behavioural 'liabilities'.
- 3. Your primary goal for the next six months is not to lose any ground; by not losing any ground, you are gaining ground.
- 4. The word "unpredictable" describes what any day may look like with a pretoddler.
- 5. "Persevere" when things do not go according to plan, stay mindful of your parenting goals.
- 6. "Concrete" examples help pretoddlers learn.
- 7. Remember our guiding principle: Begin as you mean to go.

Segment Three

Summary Words to Fathers

- 1. Appreciation: One of the greatest gifts a husband can give his wife are words that encourage.
- 2. Empathy: A husband's willingness to fully understand the activities of a mother's day.
- 3. Like Minded: Having a mutually agreed upon direction for parenting.
- 4. Accountability: A willingness to have your decisions and judgments questioned by your spouse.
- 5. Knowing "Why": Asking questions to become fully engaged in parenting.
- 6. Mutual Commitment: a well informed husband helps make for a better Dad.
- 7. Understanding: The wise father will first seek understanding from Mom before passing judgment on what he sees when he walks through the door.
- 8. Speak Life: Using words that build up and encourage rather than discourage or dishearten.

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.

This section may include discussion questions (●) and reminder points (❖)

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**

You may like to first read over the summary points of the visit to help this discussion. As a leader take note of these answers because they are a great conversational starting point for the next visit. For example, a mum may state: "I really appreciated being reminded of the importance of my personal quiet time." When the class meets again, you might ask her: "How did you do this week with your personal devotions?" The more you are able to reach back to their personal comments, the more conversational the entire class becomes.

Segment One

- **Do you have any Feeding Transitions issues?**

Discuss class participants' issues – think back to principles of Preparation for Parenting, Babyhood Transitions and this course and remember that you have the freedom to answer "I don't know the answer – I will get back to you." Discuss any unanswered question with a Contact Mum if you have trouble working out the answer and get back to the parents either during the week or next week at class.

- **What do wake time activities look like for a 12-18 month old?**

Refer to Terrific Toddlers for ideas (which they may have received when they did Babyhood Transitions – if not recommend they purchase a copy). Pretoddlers need time by themselves i.e. Playpen and time with others etc.

Segment Two

- **What do you think of the Primary Goal – "Not to lose any ground; by not losing any ground, you are gaining ground?"**

Manage your assets and avoid any new liabilities – just maintaining your healthy waketime and naptime activities is what is expected.

- **What "Unpredictables" do you have at present?**

Unpredictables are okay – they unfortunately are predictable. Just remember that the safety net of your daily routine will help. Remember to persevere.

Segment Three

- **Dads are you on board? If not what can you change to get there?**

The effective Father is first and foremost an effective Husband, discuss how they can demonstrate servant leadership in the home.

Homework Assignment

*Highlight the key activities listed below to encourage class members to apply the principles covered.
Remind the class members to be prepared to share their insights and experiences as appropriate.*

1. **PFTY Manual – Read Visit One Expanded Reading and answer questions on page 31-32.**

Supplemental Resources

Online	growingfamilies.life	growingfamiliesleaders.life
Class Email Template		<input checked="" type="checkbox"/>
Title	Author	ISBN
Calm Baby, Confident Mum – Chap 6	Simone Boswell	978 0 646 47835 7
Creative Family Times	Allen & Connie Hadidian and Will & Lindy Wilson	978-1-932740-23-3

Questions for Review – Visit One – pages 31 - 32 PFTY manual

1. **Describe a principle (or two), from this weeks video presentation that helped you parent more effectively:**
2. **Name at least five transitions, (Exchanges) that will take place between twelve and eighteen months.** (page 23)
 - a. Nursing/Formula to whole milk
 - b. Bottle to sippy cup
 - c. Baby Food to Family Meals
 - d. Highchair to Booster seat
 - e. Separate mealtimes to family mealtimes

3. **What does the word “amusement” mean and what is the warning concerning playtime?** (page 22)

The word amusement means without thinking. The warning given is to ask yourself, “How much of your child’s play falls into this category?”

4. **According to the authors “the primary goal for pretoddler parenting is not to focus on gaining ground, but rather focus more on not losing any ground.” What does this mean to you as a parent?** (page 25)

You have already invested a lot into your pretoddler – protect it like an investment. Manage your behavioural assets and avoid creating any new liabilities.

5. **Name some behavioural assets worth managing and protecting.** (page 25 - 26)

Assets worth protecting are sleep, playpen and foods.

6. **What does the following statement imply? “Go into this pretoddler phase with full expectation that ‘unpredictable’ will become a way of life for the next six months?”** (page 26)

During this transition unpredictability is something that is unfortunately very predictable.

7. **According to the authors, what is one of the greatest gifts parents can give to their children? Explain your answer.** (page 28)

One of the greatest gifts is an ongoing demonstration of love for each other.

8. **Dad, what does it mean to “seek understanding” when you arrive home at night?** (page 30)

Seek understanding of Mum’s day before passing judgement on what he sees.

Visit Two

Meals and Naptime Transitions

Duration: 40 Minutes

General Summary

Many hours of your pretoddler life will be spent in the highchair and therefore many issues will be dealt with in the highchair. This lesson we continue to look at food transitions, solid foods and food challenges. Some of the Transitions that are covered in the lesson are:

- Bottle to Sippy Cup
- Breast/Formula to Cow's Milk
- Baby Food to Table Food
- Finger Food to Utensils

Food Challenges are part of this unpredictable stage of your pretoddler. The picky eater is one challenge. What a pretoddler refuses to eat today may become his favourite food tomorrow.

Sign Language as already mentioned in Babyhood Transitions is important to teach self-control, eliminates wrong communications methods and aids discretionary correction in the future. It is not too late to start now if parents have not started teaching signing.

A Nap transition from two naps to one nap occurs at this stage and the lesson gives you guidance in this transition.

Key Principles

- Maintaining good mealtime and sleep routines are the most important activities in your pretoddler's day.
- With all the Transitions "Begin as you mean to go."
- Motherly wisdom and resolve is essential to overcome challenges.
- Family Mealtime (including pretoddler) with Dad is when parents model family togetherness.
- With the sleep transitions look at behavioural correlations and the overall sleep pattern over a twenty-four hour period.

Suggested Session Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 40 mins – Visit Summary page 35
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Two
Segment One Summary
Mealtime Basics

- 1. Most pretoddlers can transition to a sippy cup between 12 and 14 months.
- 2. A pretoddler, on average will receive up to 24 ounces of whole milk per day.
- 3. Iron deficiency becomes a risk factor when a pretoddler receives more than 24 ounces of milk per day.
- 4. Pretoddlers should not receive low or non-fat milk before age two.
- 5. A pretoddler can continue to receive iron fortified cereal until 18 to 24 months of age.
- 6. Pretoddlers usually have 3 meals a day with one afternoon snack.
- 7. Nutritionally speaking, pretoddlers tend to establish a "primary meal" for the day.
- 8. The spoon and fork can be introduced between 16 and 18 months.

Segment Two Summary
More Food Transitions

- 1. For most pretoddlers, pureed baby foods are no longer necessary after 12 months of age.
- 2. Finger food bite size should be small enough to be easily swallowed even when not chewed properly.
- 3. Food and drink snacks should be limited to a specific location such as a snack chair or highchair.
- 4. Picky eaters tend to be the product of training more than genetics.
- 5. Persevere with your favorite family foods.
- 6. Become familiar with any family history of food allergies or dietary related medical conditions.
- 7. Foods that should not be served to pretoddlers include:
 - a. raw carrots
 - b. nuts
 - c. hard candy
 - d. popcorn
 - e. hot dogs or any skin meats

- f. items with large amounts of processed salt
- g. whole grapes

Segment Three Summary

Naps and Nighttime Sleep

- 1. Every child is different when it comes to naps and nap transitions.
- 2. Naps are still critical during the 12 to 18 month growth phase.
- 3. Naps transition from two per day gradually to one by 18 months.
- 4. Learn the difference between a "tired" pretoddler and a "fatigued" pretoddler.
- 5. Pretoddlers need optimal sleep to achieve optimal alertness required for optimal learning.
- 6. Persevere with your nap and nighttime sleep training.
- 7. If your pretoddler is not taking at least one good two-hour nap a day, the problem is with sleep management, not a lack of need.

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.

This section may include discussion questions (●) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**

You may like to first read over the summary points of the visit to help this discussion. As a leader, note take-aways as they are a great conversational starting point for the next visit.

Segment One

- **Do you have your pretoddlers on 3 meals a day, with one afternoon snack?**

Encourage parents to transition if this is not the case, discuss ways to help them achieve this.

- ❖ **Conversion amounts 24 ounces = 700ml.**

Transition from Breast Milk or Formula to whole milk means that the transition of all nutrition coming from breast milk or formula continues to change and more and more nutrition etc comes from food and while milk. Babies who continue to have too much breast milk or formula is not making the transition properly.

- ❖ **Practical Tip: Keep a straw in Nappy bag for those occasions when you don't have access to a sippy cup.**

Teaching the skill to drink with a straw is a handy skill for those times when you don't a sippy cup.

Segment Two

- **If you haven't started Sign Language "Start Now!"**

Some babies will get this concept really quickly; some will be a lot slower at catching on. Talk about the benefits of this now and later. Discretionary correction later is much nicer than saying "what should you say..."

- ❖ **Note: "Cheerios" American Term for a very Basic Cereal.**

- ❖ **Practical Tip: Having a few extra meals pre-prepared in the freezer in serving portions allows you to eat certain meals that may not be suitable for your pretoddler at this stage, eg: a stirfries where the vegetables are not well cooked.**

Segment Three

- **Are you considering transitioning from two naps to one nap?**

Refer to page 57 of the PFTY manual and discuss the questions to consider when working through this transition.

- **Further Questions and answers about Naps in the PFTY manual pages 60-62 may be used as practical discussion to get the class to think about certain situations.**

You may like to pre read the answers and pose the question to the class and see if they can come up with the answers.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered. Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PFTY Manual – Read Visit Two Expanded Reading and answer questions on page 63-64.**

Supplemental Resources

Online	growingfamilies.life	growingfamiliesleaders.life
Class Email Template		<input checked="" type="checkbox"/>
Title	Author	ISBN
Toddler to Teen	Mel Hayde	978-1-920711-02-3

Questions for Review – Visit Two – pages 63 - 64 PFTY manual

1. **Describe a principle (or two), from this weeks Video presentation that helped you parent more effectively:**

2. **At what age should whole milk be introduced to your child and how many ounces per day should he be receiving?** (page 40)

24 ounces = 700ml. 18-20 mths 16-18 ounces = 470 - 530mls

3. **Is it possible to give a pretoddler too much milk? Explain your answer.** (page 40)

Yes, full tummies on milk do not eat sufficient amounts of other table food that provide the necessary iron needed.

4. **What are the dangers associated with offering a pretoddler 2% or non-fat milk?** (page 40)

Low fat and non-fat milk lack the nutritional properties necessary for brain and central nervous system development – that being ‘fats’.

5. **Should a pretoddler receive fortified cereal after his first birthday? Explain your answer.** (page 40)

Yes, for the next 6-12 months you should continue to offer fortified cereal as a good iron supply.

6. **Approximately, how many calories should a pretoddler receive each day?** (page 44)

A pretoddler should receive approximately 1000mls.

7. **What is a “primary meal”?** (page 46)

The primary meal is where a pretoddler consumes most of his/her food at one main meal per day.

8. **In the story of Jenna, (the seventeen-month old who went on a fruit strike), what two qualities did her mother possess that brought them successfully through Jenna’s food challenge?** (page 51)

The two qualities are motherly wisdom and resolve.

9. **Learning how to manage the ‘two naps to one nap’ transition requires a mother to look for trends in two areas. What are they?** (page 58)

The first trends is behavioural – if child not napping well but is showing fatigue or is cranky he may not be ready to drop his morning nap.

The second trend looks at the sleep patterns over a twenty-four period – dropping morning nap if offset by an increase in the afternoon nap.

Visit Three

A World of Boundaries

Duration: 35 Minutes

General Summary

How do you teach young children? According to Isaiah 28:10 they learn “precept upon precept.” This truth has practical implications for training children. All learning is progressive so you cannot move your child into a world of knowledge without first securing a foundation for that knowledge to build on. Children progress from one level of understanding to another level when their minds and spirits are ready to glean and absorb the new knowledge they are receiving. It is a process. We need to find the balance by providing boundaries. Pretoddlers learn best when their play environment or the items they play with are aligned with their developmental age and abilities. Manage the boundaries and you manage the child.

Key Principles

- Overly restrictive environments tend to hold children back from reaching their learning potential but at the other extreme, allowing too many freedoms beyond a child’s ability to manage those freedoms creates confusion in the learning process.
- Pretoddlers will fight boundaries placed on them, yet they thrive within them.
- The funnel analogy represents necessary development boundaries:
 - Freedoms greater than self-control equals development confusion.
 - Freedoms less than self-control equals development frustration.
 - Freedoms equal to self-control equals developmental harmony.

Suggested Session Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 35 mins – Visit Summary page 67
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Three
Segment One Summary
The Role of Boundaries

- 1. Parents must provide a learning environment that is consistent with their pretoddler's developmental age and ability.
- 2. Precept upon precept and line upon line is a biblical reference to how children learn.
- 3. Granting play freedoms beyond a child's ability to manage those freedoms creates confusion in the learning process.
- 4. Overly restrictive environments restrain learning in children.
- 5. God has set boundaries at every level of the Universe.
- 6. A play environment without boundaries negatively impacts behaviour.
- 7. Blanket time provides a portable boundary.

Segment Two Summary
Parenting In and Outside the Funnel

- 1. The funnel analogy represents necessary developmental boundaries.
- 2. Parents will either manage their pretoddler's environment or the environment will manage the pretoddler.
- 3. Children gain freedoms as they become responsible to manage each new level of freedom.
- 4. When a child is at peace with his environment his learning potential increases.
- 5. A primary enemy of learning is allowing a child to interact with items that:
 - a. are meaningless to his life,
 - b. can potentially cause harm,
 - c. can hurt others,
 - d. can cause damage to an item, or
 - e. can cause damage to the property of others.

Segment Three Summary

The Three Equations

- 1. Pretoddlers reach optimal learning when their play environment is in harmony with their developmental abilities.
- 2. The three developmental equations include:
 - a. Freedoms granted that are greater than the child's ability to manage those freedoms equals developmental confusion.
 - b. Freedoms granted that are less than a child's ability to manage those Freedoms equals developmental frustration.
 - c. Freedoms granted that are aligned with a child's ability equals developmental harmony.
- 3. Parenting in the funnel means less correction.
- 4. Parenting in the funnel encourages contentment.

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.

This section may include discussion questions (●) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**

You may like to first read over the summary points of the visit to help this discussion. As a leader, note take-aways as they are a great conversational starting point for the next visit.

Segment One

- **Discuss “Line upon Line, Precept upon Precept”**

Children learn progressively. They first learn to count 1,2,3,4,5; but it will take a while before they realize the same numbers also represent 12,345.

Segment Two & Three

- **Ask whether your class participants understand what “Parenting inside the Funnel” looks like in the pretoddler’s life?**

Give examples eg: remote control, mobile phones etc.

- **Where do you think you are at present in relation to the 3 equations?**

What are they characterised with? Refer to pages 78 -79 for expanded information.

- ❖ **General Comment** – Parents have funnel upside down and wonder why Teenagers rebel while they have had all this freedom at a younger age and now they are teenagers the boundaries have been tightened up.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PFTY Manual – Read Visit Three Expanded Reading and answer questions on page 80-81.**

Supplemental Resources

Online

growingfamilies.life growingfamiliesleaders.life

Class Email Template



Title

Author

ISBN

Toddler to Teen

Mel Hayde

978-1-920711-02-3

Questions for Review - Visit Three – pages 80 - 81 PFTY manual

1. **In your own words, explain universal role of “boundaries.”** (page 71)

Boundaries give children a sense of security. We need to learn progressively (refer Isaiah 28:10 precept upon precept). Therefore we need to first secure a foundation then build upon it.

2. **Explain the paradox between freedom and boundaries in the life of a pretoddler.** (page 72)

Any value associated with freedom can only be measured by the limitations boundaries provide. Pretoddlers will fight the boundaries placed on them, yet thrive within them. Give them limitations and they become creative. In other words give them less and they will do more.

3. **What is the difference between active and passive learning?** (page 73)

Active – walking, talking and touching to aid in learning

Passive – sitting in front of a TV and watching/absorbing too many videos etc.

4. **Pretoddlers learn best when what happens in their play environment?** (page 76)

Pretoddlers learn best when their play environment and toys are age-appropriate.

5. **What is the primary enemy of learning during the pretoddler phase?** (page 78)

The primary enemy is allowing freedoms to children that they are too young for.

6. **What does it mean to parent in and outside the funnel?** (page 78)

To parent in the funnel means you are parenting age appropriately.

To parent outside the funnel is you are allowing too many freedoms too early.

7. **According to the authors, what is a major cause of developmental confusion?** (page 78)

One minute grant a freedom and then the next take it away again.

Visit Four

Pretoddler Correction

Duration: 32 Minutes

General Summary

As your pretoddler grows, so does his need for specific guidance. Part of that guidance comes by way of encouraging right behaviours and responses and a portion will come by way of correcting inappropriate behaviour. Correction brings him back on track when his little hands or feet wander off to places they should not go. We need to nurture the good seeds, in others words we need to encourage good behaviour, but we also need to weed the garden i.e. correct the unwanted behaviour.

Healthy discipline is always consistent, be prudent and wise. Be ready to utilize one of the four corrective strategies - Verbal Correction, Isolation, Logical Consequences or Discomfort. Much of your success during the toddler years will be a result of what you are doing now!

Key Principles

- Parents fulfil the role of teacher, leader and mentor in a process called training.
- Healthy Discipline is always consistent.
- Parents must be prudent and wise in using corrective strategies.
- Parents must learn how to control situations on behalf of their pretoddler until he is old enough to control his own life.
- We must mean what we say and say what we mean e.g. “Stop” must mean Stop, “No” must mean No etc.
- Our parenting motto must be “Train don’t retrain!” No credit card parenting.
- A power struggle is when a parent fails to exercise his or her authority wisely.
- Healthy Discipline is always consistent and has a number of essential principles and actions, some encouraging and some corrective.

Suggested Session Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration:32 mins – Visit Summary page 85
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities as if they were coming back for another visit. If they have any further questions encourage them to call you or a Contact Mum in the area. Remind them of the next course – The Toddlerhood Transition.

Visit Four
Segment One Summary
Nurturing Good Seeds

- 1. Be careful not to encourage the growth of any seed that will have to be "weeded out" at a later age.
- 2. Transitional objects are common items children carry into the next phase of development.
- 3. The pacifier and bottle are two "transitional objects" parents should work on eliminating from their pretoddler's day.
- 4. Staying consistent with your boundaries pays positive behavioural dividends during the day.
- 5. Include your pretoddler's name when giving instruction.
- 6. Employ the practice of "substitution" instead of "suppression".
 - a. To suppress is to deny the child a specific action or access.
 - b. To substitute is to offer an equally desirable experience in place of what the child is doing.
- 7. Remember to keep your child's play environment age-appropriate.

Segment Two Summary
Forms of Pretoddler Correction

- 1. Direct and redirect with your voice tones.
- 2. Utilize an attention getting hand squeeze.
- 3. Defining training options:
 - a. To isolate: removes the child from a challenging circumstance.
 - b. To distract: redirects a child's attention.
 - c. To redirect: is to point a child in another direction.
- 5. Teach your pretoddler consequences by removing items he should not be touching.
- 6. Physical correction, such as a swat may become appropriate toward the end of this transition.
- 7. Remember, the best form of correction is prevention.

Segment Three Summary

Connecting the Dots

- 1. Remember every child is different and every family unique; not all desired behaviours are achieved at the same time.
- 2. Stay mindful of the parenting goal.
- 3. Focus on not losing any ground with your pretoddler; by not losing ground you are actually gaining ground.
- 4. Do not underestimate the speed in which your pretoddler advances in cognitive skills.
- 5. The growingkids.org website provides many resources for parents of pretoddlers and preschoolers.

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.

This section may include discussion questions (●) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion. As a leader, note take-aways as they are a great conversational starting point for following up.

Segment One

- **Do you have any transitional objects that you may need to consider ie: Dummy, Bottle**
Discuss ways to remove these objects and make them aware the longer they keep them the harder and longer the process becomes to remove them.
- **Discuss the substitution versus suppression concept.**
Suppress is to deny an action or access, distract is an attempt to redirect to new activity, while substitution is providing an equally desirable experience to the one that caught your pretoddler curiosity in the first place.
- ❖ **Including Toddler name's at times of instruction later makes the transition for you easy to call the child – wait (until child comes) – then give instruction.**

Segment Two

- **Training Options – Consistency is extremely important – emphasize this.**
Isolate, Distract or redirect are the options in training.
- **Discuss methods of Correction – Verbal Correction, Isolation, Logical Consequences and Discomfort.**
Use these corrective methods wisely avoiding power struggles.

Segment Three

- **Staying connected as a community is vitally important as you will be parenting differently to the norm and it is easy to slip in to old habits etc.**
GEMs, SHEDs, Picnics in Parks, State Family Camps etc are all important. Encourage them to sign up for State newsletter to find out how they can stay connected.



Please Note

As this is the last week, remind the class that when their child approaches about 18 months of age they should be ready for the next course. If you plan to run The Toddler Transition course – it is worth giving an indication of when you plan to run it.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered. Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **PFTY Manual – Read Visit Four Expanded Reading and answer questions on page 103.**

Supplemental Resources

Online

Class Email Template

growingfamilies.life growingfamiliesleaders.life



Title

Toddler to Teen

Author

Mel Hayde

ISBN

978-1-920711-02-3

Questions for Review – Visit Four – page 103 PFTY manual

1. **What lesson principles were most helpful to you this week?**
2. **Please define the difference between the parenting concepts of: suppression, distraction and substitution:** (page 95)

Suppress – deny the child a specific action or access

Distract – redirect the child to a new activity

Substitute – an equally desirable experience offered in place of the original activity that is equally desirable.

3. **In training a pretoddler, the four restrictive commands are “Stop,” “No,” “Do not touch,” and “Do not move.” To bring complete meaning to these words, what must happen?** (page 99)

Stop must mean Stop

No must mean No

Do not touch must mean Do not touch

Do not move must mean Do not move

4. **Please name and briefly describe the four methods of corrective discipline for pretoddlers.** (page 100)

- a. Verbal Correction – Your tone & intent are important. It is what you are saying and how you are saying it.
- b. Isolation – Removing child from an act or place of conflict.
- c. Logical Consequences – Loss of privilege or toy or item.
- d. Discomfort – a squeeze on the hand or swat when accompanied by verbal correction acts as a deterrent.

5. **What is a power struggle and can it happen with a pretoddler?** (page 101)

A power struggle results when a parent fails to exercise his or her authority wisely. That is, they are forced into a “must win” situation over a seemingly minor conflict.