UNIT 2: THE TODDLER YEARS (1 to 3 YEARS)

LABORATORY MANUAL
For LESSON PLANS FOR GRADES 10 THRU 12

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Developed and written by the Staff of The Early Child Development Program, formerly from the Department of Psychiatry,
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We owe the model for the structured lesson plans used in our curriculum to Harriet Heath, Ph.D., Sara Scattergood, A.B., and Sandra Meyer, B.A., Ed., who used such a model in their Introductory Curriculum: Learning About Parenting Through Learning to Care (1986).

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THE TODDLER YEARS (1 - 3 YEARS)

GUIDELINES FOR THE USE OF THE MANUAL
GUIDELINES FOR THE USE OF THE LABORATORY MANUAL

The manual is designed to enable you, through semi-monthly visits to observe a toddler creatively. You will become attuned to his/her many ways of communicating with his/her parents, as you monitor his/her development over a period of eight or nine months. You will observe also how her/his mother communicates with her/him, and the ways Mother promotes her/his physical, mental and emotional growth.

Organizing Your Visits

1. Among your friends or relatives find a family which there is a toddler 1 to just under 3 years of age or younger.
2. Explain your school project to the mother, and ask her permission to observe the child, and to interview her about him, twice a month for an hour. Try to plan a time for your visits when the toddler is likely to be awake.
3. Once a time is set, be sure to keep your appointments regularly. However, if you have a contagious cold, or if you have some problem which makes it impossible for you to come, be sure to call to cancel and re-schedule your appointment.
4. Before each visit, read the material in the Laboratory Manual, and in your own class notes, on the subjects of the day. This will help you organize your questions and observations.

How To Observe

When observing "your" toddler, note the following:
1. The toddler's face - what do you think he is feeling, and trying to express?
2. The toddler's body movements - are they tense or relaxed or happily excited?
3. The toddler's vocalizations - can you tell from them what he is feeling, and trying to communicate?
4. What does your own empathic response tell you about how the toddler is feeling?
5. How does the mother respond to the toddler's communications?
6. What does she do to try to help him in his development?
(Note: We are very much indebted to mothers who allow us to observe their infants, and who are willing to talk with us about them. It is possible that once in a while you might not agree with a mother's approach to child rearing. It is important never to criticize what she is doing. Different approaches to child rearing will be sorted out in class discussions.)

7. Each time you visit, you will focus on one to three special aspects of development, except for the last two sessions which will be used to review the toddler's progress in all areas.

Your visiting schedule for the year will be as follows:

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Session 14 will be used as a make-up, if needed, for any visit which may have been cancelled. Sessions 15 and 16 will be observational and review visits. Note: Although each visit has a special focus, you are encouraged to observe and discuss with the mother any additional aspects of the infant's behavior which interest you.

**Recording**

1. During the visit you will record on the manual chart sheets your observations of both the Human Development, and the Child Rearing Aspects of the subject(s) of the day. You may not be able to observe everything listed on the sheets. For any item that you had no opportunity to observe, enter N.O. (Not observed). However, if the mother answers the question for you, enter her response rather than N.O. You will note that space on the chart is limited, so use few, but meaningful words.

2. As soon as possible after the visit write a summary of at least a page recording the most important observations of the day and adding any personal impressions you have from the visit.
THE TODDLER YEARS (1 TO 3 YEARS OF AGE)

PHYSICAL DEVELOPMENT

DEGREE OF ADAPTIVE CAPABILITY / HELPLESSNESS
An infant is born with important given: the genes he inherited, his state of health and physical vigor at birth, and his more or less active, irritable or calm temperament. In addition to these factors, two other influences have a great deal to do with the child's whole future development: (1) The physical care he is given -- adequate food, warmth, rest and medical attention (2) The emotional care he receives in the form of loving relationships with his family, and being respected, valued, taught and guided by them.

Because toddlers vary greatly in their temperaments, even toddlers within the same family, parents need to understand each individual child, and to adapt their approach to meet his special needs. By the time the baby is 1 year old, toddler and parents have become acquainted with and much accustomed to one another.

In observing the degree of helplessness of your toddler, you will expect to see considerable change between your first and last visits. Note carefully how strong the child's desire to do things himself seems to be, and in what ways his mother encourages him to do things on his own (such as in exploring and using a toy.)

In observing activity level and type, you may find the toddler showing pretty much the same temperament throughout the year or he may show noticeable change. A toddler who can barely walk may become increasingly active, or an overly active toddler may become calmer as he becomes better organized as time goes on. Also, an toddler's irritability and intolerance of frustration will usually improve as time passes. Some of these changes may be in response to his parent's help, which you will want to note.
In assessing the toddler's **sensori-motor functions** you will observe how he moves about, and in consultations with the mother, record how well he can heed what the parents are saying and how well he can communicate in signs and words. In later visits you can note how he has progressed in the use of all his senses -- his taste preference, his sense of touch and smell, and how his muscles, coordination and goal-directed locomotion are developing. You will record the important milestones of when he walked, climbed, began to run, etc. In all of these developments you will note how the mother and other members of the family, if present, help the child.

The toddler is well on her way to **socializing**, by communicating in gestures and increasingly in words, phrases, and sentences. You will record when you observe this, and note whether it happens spontaneously, or in response to something the mother does. Observe to what degree and when the toddler makes eye contact with her mother, and you. Notice when and at whom the infant smiles. How does she express affection, fear and other feelings? And note how her mother helps her toddler find ways of expressing these.

You will also have a chance to see during the third year (when the toddler is 2 years old) whether or not the toddler's **urinary** and **anal sphincters** are sufficiently developed by the ease or lack of ease with which the toddler becomes toilet trained. Of course, where there are difficulties in achieving this, it may be due to emotional causes rather than to immaturity in the development of these sphincters. It is generally accepted by doctors that in most toddlers these sphincters do not develop until into the third year of life.

You will also see from the toddler's behaviors during their third year that something must develop within them that turns on their awareness of their own and others' genitals. Child developmentalists have inferred from these behaviors in normal children that some maturation of the toddler's **reproductive-sexual system** occurs during the third year, or even before, which causes this new awareness.
FIRST VISIT

NAME OF CHILD ___________________________ DATE OF BIRTH ___________ DATE OF VISIT ___________

Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

HUMAN DEVELOPMENT ASPECT

Helplessness:
Which of his/her physical and emotional needs can the 1 to 3 year old provide for himself/herself?

For which does the toddler need the help of the parent or caregiver?

Activity Level and Type:
Record whether the toddler is physically very active, moderately active or calm.
Note signs of irritability, if you see them.
Note signs of the toddler's ability to tolerate frustration, if you see them.
FIRST VISIT (Continued)

Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

HUMAN DEVELOPMENT ASPECT

Sensori-Motor Functions:
How much and how well does the toddler walk, climb, use his/her limbs?

How well does he manipulate toys? Describe how he uses toys? How much does it look like fun? How much like serious business?

Does she try to dress herself? Describe.

When does the toddler begin to help in the feeding process? In the bathing process?

Does the toddler show a liking for certain sights or sounds? A dislike for others?

For later visits, record at what age the infant
took first steps__________; toddled__________; climbed__________; walked up stairs__________; ran__________.
FIRST Visit (Continued)

Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

HUMAN DEVELOPMENT ASPECT

Social Responses:

Does the toddler seek, avoid, welcome, enjoy, interaction with Mother? With Father? Siblings?

How does he/she enjoy or avoid touching and being touched or held by Mother? Father? Siblings?

Has the toddler developed specific smiling responses to Mother? Father? Siblings?

Is the toddler communicating in words or phrases or sentences? How clear are these? Can you understand what the toddler is saying? If you can't, can the family members?
FIRST VISIT (Continued)

NAME OF CHILD ________________________ DATE OF BIRTH ____________  DATE OF VISIT ____________

Observations on  Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

CHILD REARING ASPECTS

**Helplessness:**
How and when does the mother respond to the child's signals of distress?

How does she help him/her cope with frustration, e.g., to wait a few minutes for getting what he wants?

How does the mother help the child learn to do things him/herself -- e.g., to feed him/herself? Let the toddler try things out himself first?
FIRST VISIT (Continued)
Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

CHILD REARING ASPECTS

Activity Level and Type:
Do you think the child's level of activity needs calming, stimulation, or is fine as it is?

How does the mother calm the child if his high level of activity interferes with exploring, feeding or sleep?
How does she encourage the toddler's activities if he/she seems reluctant to try to explore, self-feed, do new things?

How does she calm the child, if he/she is irritable?

If the child's level of activity and level of irritability are changing, what did Mother and Father do to help bring this about?

Sensori-Motor Functions:
What does the mother do to encourage her toddler to sort things out for himself/herself, such as to look at things, to listen to sounds?

What does she do to encourage the child's vocalizing and communicating?

What does she do to help him with the ability to use his muscles and move about?

Does the mother seem to be "tuned in" with the child's readiness to learn new skills?
Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

CHILD REARING ASPECTS

Detail who in the family did what to help the toddler learn:
- to explore his/her world?
- To play with toys and games in usual and in inventive ways?
- To develop herself/himself as someone able to do things on her/his own?

Social Responses:
What does the mother do when
- The child smiles at her?
- The child looks at her?
- The child cries?
- The child screams?

Does the mother seem to understand what the child is communicating to her?

How does the mother help the child to become a sociable person?
SUMMARY OF VISIT

Conclude with the toddler's degree of dependence and self-reliance. Detail on whom? and for what?
SEVENTH VISIT

NAME OF CHILD ___________________________ DATE OF BIRTH ___________ DATE OF VISIT ___________

Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

HUMAN DEVELOPMENT ASPECT

Helplessness:
Which of his/her physical and emotional needs can the 1 to 3 year old provide for himself/herself?

For which does the toddler need the help of the parent or caregiver?

Activity Level and Type:
Record whether the toddler is physically very active, moderately active or calm. Note signs of irritability, if you see them. Note signs of the toddler's ability to tolerate frustration, if you see them.
SEVENTH VISIT (Continued)
Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

HUMAN DEVELOPMENT ASPECT

Sensori-Motor Functions:
How much and how well does the toddler walk, climb, use his/her limbs?

How well does he manipulate toys? Describe how he uses toys? How much does it look like fun? How much like serious business?

Does she try to dress herself? Describe.

When does the toddler begin to help in the feeding process? In the bathing process?

Does the toddler show a liking for certain sights or sounds? A dislike for others?

For later visits, record at what age the infant
took first steps_________; toddled_________; climbed_________; walked up stairs_________; ran_________. 
SEVENTH VISIT (Continued)
Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

HUMAN DEVELOPMENT ASPECT

Social Responses:
Does the toddler seek, avoid, welcome, enjoy, interaction with Mother? With Father? Siblings?

How does he/she enjoy or avoid touching and being touched or held by Mother? Father? Siblings?

Has the toddler developed specific smiling responses to Mother? Father? Siblings?

Is the toddler communicating in words or phrases or sentences? How clear are these? Can you understand what the toddler is saying? If you can't, can the family members?
SEVENTH VISIT

NAME OF CHILD ______________________  DATE OF BIRTH ____________  DATE OF VISIT ____________

Observations on  Helplessness,  Activity Level and Type,  Sensori-Motor Functions,  Social Responses,  Reflexes

CHILD REARING ASPECTS

Helplessness:
How and when does the mother respond to the child's signals of distress?

How does she help him/her cope with frustration, e.g., to wait a few minutes for getting what he wants?

How does the mother help the child learn to do things him/herself -- e.g., to feed him/herself?  Let the toddler try things out himself first?
SEVENTH VISIT (Continued)

Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

CHILD REARING ASPECTS

Activity Level and Type:
Do you think the child's level of activity needs calming, stimulation, or is fine as it is?

How does the mother calm the child if his high level of activity interferes with exploring, feeding or sleep?
How does she encourage the toddler's activities if he/she seems reluctant to try to explore, self-feed, do new things?

How does she calm the child, if he/she is irritable?

If the child's level of activity and level of irritability are changing, what did Mother and Father do to help bring this about?

Sensori-Motor Functions:
What does the mother do to encourage her toddler to sort things out for himself/herself, such as to look at things, to listen to sounds?

What does she do to encourage the child's vocalizing and communicating?

What does she do to help him with the ability to use his muscles and move about?

Does the mother seem to be "tuned in" with the child's readiness to learn new skills?
SEVENTH VISIT (Continued)

Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

CHILD REARING ASPECTS

Detail who in the family did what to help the toddler learn:

to explore his/her world?

To play with toys and games in usual and in inventive ways?

To develop herself/himself as someone able to do things on her/his own?

Social Responses:

What does the mother do when
The child smiles at her?

The child looks at her?

The child cries?

The child screams?

Does the mother seem to understand what the child is communicating to her?

How does the mother help the child to become a sociable person?
SUMMARY OF VISIT

Conclude with a description of the toddler's degree of dependence and self-reliance. Detail on whom? and for what?
FIFTEENTH VISIT

NAME OF CHILD ___________________________    DATE OF BIRTH ___________    DATE OF VISIT ___________

Observations on  Helplessness,  Activity Level and Type,  Sensori-Motor Functions,  Social Responses,  Reflexes

HUMAN DEVELOPMENT ASPECT

Helplessness:
Which of his/her physical and emotional needs can the 1 to 3 year old provide for himself/herself?

For which does the toddler need the help of the parent or caregiver?

Activity Level and Type:
Record whether the toddler is physically very active, moderately active or calm.
Note signs of irritability, if you see them.
Note signs of the toddler's ability to tolerate frustration, if you see them.
FIFTEENTH VISIT  (Continued)
Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

HUMAN DEVELOPMENT ASPECT

Sensori-Motor Functions:
How much and how well does the toddler walk, climb, use his/her limbs?

How well does he manipulate toys? Describe how he uses toys? How much does it look like fun? How much like serious business?

Does she try to dress herself? Describe.

When does the toddler begin to help in the feeding process? In the bathing process?

Does the toddler show a liking for certain sights or sounds? A dislike for others?

For later visits, record at what age the infant

took first steps__________; toddled__________; climbed__________; walked up stairs__________; ran__________.
FIFTEENTH VISIT (Continued)
Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

HUMAN DEVELOPMENT ASPECT

Social Responses:
Does the toddler seek, avoid, welcome, enjoy, interaction with Mother? With Father? Siblings?

How does he/she enjoy or avoid touching and being touched or held by Mother? Father? Siblings?

Has the toddler developed specific smiling responses to Mother? Father? Siblings?

Is the toddler communicating in words or phrases or sentences? How clear are these? Can you understand what the toddler is saying? If you can't, can the family members?
FIFTEENTH VISIT

NAME OF CHILD ___________________________ DATE OF BIRTH ____________ DATE OF VISIT ___________

Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

CHILD REARING ASPECTS

Helplessness:
How and when does the mother respond to the child's signals of distress?

How does she help him/her cope with frustration, e.g., to wait a few minutes for getting what he wants?

How does the mother help the child learn to do things him/herself -- e.g., to feed him/herself? Let the toddler try things out himself first?
Activity Level and Type:
Do you think the child's level of activity needs calming, stimulation, or is fine as it is?

How does the mother calm the child if his high level of activity interferes with exploring, feeding or sleep?
How does she encourage the toddler's activities if he/she seems reluctant to try to explore, self-feed, do new things?

How does she calm the child, if he/she is irritable?

If the child's level of activity and level of irritability are changing, what did Mother and Father do to help bring this about?

Sensori-Motor Functions:
What does the mother do to encourage her toddler to sort things out for himself/herself, such as to look at things, to listen to sounds?

What does she do to encourage the child's vocalizing and communicating?

What does she do to help him with the ability to use his muscles and move about?

Does the mother seem to be "tuned in" with the child's readiness to learn new skills?
FIFTEENTH VISIT (Continued)

Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

CHILD REARING ASPECTS

Detail who in the family did what to help the toddler learn:

to explore his/her world?

To play with toys and games in usual and in inventive ways?

To develop herself/himself as someone able to do things on her/his own?

Social Responses:

What does the mother do when
The child smiles at her?

The child looks at her?

The child cries?

The child screams?

Does the mother seem to understand what the child is communicating to her?

How does the mother help the child to become a sociable person?
SUMMARY OF VISIT

Conclude with the toddler's degree of dependence and self-reliance. Detail on whom? and for what?
THE TODDLER YEARS (1 - 3 YEARS)

THE TODDLER'S ABILITIES TO ADAPT -- PART I

SLEEP - WAKE STATES & PATTERNING
Having started during the first year, to develop a healthful balance of sleep and awake alertness, continues to be important during the 1 to 3 years period. Both states are needed for the toddler's physical and emotional growth and well-being. During your visits you will inquire about the toddler's needs for sleep both at night and during the day. You will find, in some of the toddlers, that their night sleep patterning will stabilize while their need for naps during the day will gradually lessen.

As you observe your toddler, you will try to determine if the toddler appears well-enough rested or not. You will also explore, especially by talking with Mother, the patterns of going to sleep, falling asleep, and awaking. Look especially for the development and stabilization of a pattern for going to bed, for sleeping, and for awaking.

In your summary after the visit, you will be expected to describe these patterns and the degree to which you believe they are stabilizing. If you saw her waking from a nap, tell whether she made the change from sleeping to waking easily, or did she seem irritable and upset at this time? If irritable, why do you think she felt that way?

If you saw the infant when asleep, did he sleep calmly and comfortably, or was he restless? If restless, could you tell what caused it? Did she suck her fingers while napping? If so, why do you think she did this? If you observe her napping, did you see evidence that she might be dreaming? What made you think so?

Describe the ways the mother helps her infant to get his needed sleep. Toddlers often resist being put to bed, even when tired. If you did not see this happening, ask Mother how she deals with this often-encountered resistance?
Find out and describe how the mother comforts the toddler when he awakens crying. You may have the chance to see this if you can catch the toddler waking from an afternoon nap. With regard to night-time crying, does Mother think that she shouldn't go in to him when he does this? If so, when? What does she do when she goes in? Be prepared to answer these questions.

Add to your summary anything of special interest that you saw in your visit.
SECOND VISIT

NAME OF CHILD ____________________________   DATE OF BIRTH ___________   DATE OF VISIT _____________

Observations on  Sleep-Wake Cycles and Patterning

HUMAN DEVELOPMENT ASPECT

Number of hours asleep:
  Between 6 a.m. and noon

  Between noon and 6: p.m.

  Between 6 p.m. and midnight

  Between midnight and 6 a.m.

Total sleeping hours in a 24 hour period.

Characteristics of Sleep Patterning:
Is the toddler usually a quiet or a restless sleeper?

Does he/she fall asleep quickly when put to bed?  Describe the characteristics of the toddler's resistances to going to bed.

How many times does he/she usually waken in the night?
SECOND VISIT  (Continued)

Observations on  **Sleep-Wake Cycles and Patterning**

**HUMAN DEVELOPMENT ASPECT**

How often does the toddler wake up crying due to pain such as due to being sick, due to a cold and not being able to breathe freely enough? Detail.

Does the infant ever wake up crying and seemingly frightened?

Does he/she have any other sleeping problems? Can Mother tell if he/she has bad dreams? What about night terrors? If she has bad dreams, can the toddler tell Mother what it was about? Do the same for night terrors, although night terrors are not common in less than 3 year olds.

Will the infant accept comforting from both mother and father? What seems to work best?

When the infant wakes up in the morning or from a nap, is he/she usually irritable the first few minutes or cheerful? Detail.
SECOND VISIT

NAME OF CHILD ___________________________  DATE OF BIRTH ____________  DATE OF VISIT ____________

Observations on Sleep-Wake Cycles and Patterning

CHILD REARING ASPECT

Does the child have regular or irregular bedtime hours?

How does the mother prepare him/her for bedtime? Get the details of the going to bed routine -- parents usually get into a routine even without being aware of it. If there is not a usual routine, is the going to bed easy and successful?

Does he/she sleep with a night light on?
Does he go to sleep readily when the television or radio is playing? If not, does that seem to disturb him/her?

If the child wakes and cries in the night, how does the mother know whether the problem is serious or not?

If it is serious (for example, if the child has a bad cold and cannot breathe well) what does she do?
SECOND VISIT (Continued)

Observations on Sleep-Wake Cycles and Patterning

**CHILD REARING ASPECT**

Is the crying due to fear? Can Mother tell if the toddler has had a bad dream?

What does she do about this? Does she talk with the toddler about it? When, during the night? In the morning?

If the toddler has night terrors, how does Mother deal with these? Detail on back of sheet if needed.

If the crying is not from a serious cause, what does she do?

Does Father sometimes put the child to bed?

Does he sometimes comfort the child in the night? How does he handle bad dreams? If night terrors, how does he handle these?

Does the toddler resist being put to bed? Sometimes? Usually? How do the parents handle this?
SUMMARY OF VISIT
EIGHTH VISIT

NAME OF CHILD ____________________________   DATE OF BIRTH ___________   DATE OF VISIT _____________

Observations on  Sleep-Wake Cycles and Patterning

HUMAN DEVELOPMENT ASPECT

______________________________

Number of hours asleep:
   Between 6 a.m. and noon
   Between noon and 6: p.m.
   Between 6 p.m. and midnight
   Between midnight and 6 a.m.

Total sleeping hours in a 24 hour period.

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Is the toddler usually a quiet or a restless sleeper?

Does he/she fall asleep quickly when put to bed?  Describe the characteristics of the toddler's resistances to going to bed.

How many times does he/she usually waken in the night?
EIGHTH VISIT  (Continued)

Observations on  Sleep-Wake Cycles and Patterning

HUMAN DEVELOPMENT ASPECT

How often does the toddler wake up crying due to pain such as due to being sick, due to a cold and not being able to breathe freely enough? Detail.

Does the infant ever wake up crying and seemingly frightened?

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EIGHTH VISIT

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If the child wakes and cries in the night, how does the mother know whether the problem is serious or not?

If it is serious (for example, if the child has a bad cold and cannot breathe well) what does she do?
EIGHTH VISIT  (Continued)

Observations on Sleep-Wake Cycles and Patterning

CHILD REARING ASPECT

Is the crying due to fear? Can Mother tell if the toddler has had a bad dream?

What does she do about this? Does she talk with the toddler about it? When, during the night? In the morning?

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SUMMARY OF VISIT
FIFTEENTH VISIT

NAME OF CHILD ____________________________   DATE OF BIRTH ___________   DATE OF VISIT _____________

Observations on  Sleep-Wake Cycles and Patterning

HUMAN DEVELOPMENT ASPECT

**Number of hours asleep:**
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How many times does he/she usually waken in the night?
FIFTEENTH VISIT  (Continued)

Observations on  Sleep-Wake Cycles and Patterning

HUMAN DEVELOPMENT ASPECT

How often does the toddler wake up crying due to pain such as due to being sick, due to a cold and not being able to breathe freely enough?  Detail.

Does the infant ever wake up crying and seemingly frightened?

Does he/she have any other sleeping problems?  Can Mother tell if he/she has bad dreams?  What about night terrors?  If she has bad dreams, can the toddler tell Mother what it was about?  Do the same for night terrors, although night terrors are not common in less than 3 year olds.

Will the infant accept comforting from both mother and father?  What seems to work best?

When the infant wakes up in the morning or from a nap, is he/she usually irritable the first few minutes or cheerful?  Detail.
FIFTEENTH VISIT

NAME OF CHILD ___________________________  DATE OF BIRTH ____________  DATE OF VISIT ___________

Observations on Sleep-Wake Cycles and Patterning

CHILD REARING ASPECT

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Observations on Sleep-Wake Cycles and Patterning

CHILD REARING ASPECT

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Does he sometimes comfort the child in the night? How does he handle bad dreams? If night terrors, how does he handle these?

Does the toddler resist being put to bed? Sometimes? Usually? How do the parents handle this?
SUMMARY OF VISIT
PARENTING FOR EMOTIONAL GROWTH: UNIT 2 - 1 to 3 YEARS

LABORATORY MANUAL

For LESSON PLANS for GRADES 10 THRU 12

HUMAN DEVELOPMENT AND CHILD REARING ASPECT OF FEEDING

The newborn infant experience of feeding will be continued in the way he experiences being fed and feeding himself during the 1 to 3 years period. Just as milk given while cradled in Mother's arms brought not only the relief of hunger but also fed him emotionally and made him feel valued and lovingly cared for, so too does the feeding during 1 to 3 years do all these things. Mother (or Father) talks to him and he looks at her and chatters with her whether in words yet or not. This happens over and over and it continues to reinforce the feeling of being taken care of well, lovingly, and he continues to stabilize his feelings of trust and valuing, and from the middle of the second year adds to these those crucial feelings of love.

Just as whether mother has given him milk from her breast or from a bottle, what matters most in being fed is that he experiences the feeling of being valued and loved. Naturally, there may be times when mother is just too busy to take a casual amount of time to feed her toddler, it should be borne in mind that the infant is being fed emotionally by being fed with warmth and care, even if a bit rushed.

This is the era when the toddler's feeding schedule begins to accommodate to that of the rest of the family in terms of times and frequency. Some toddlers may need a slightly different schedule, especially when parents eat dinner rather late due to heavy work schedules, and they should, of course, be accommodated reasonably. There are large advantages to start the process of helping the toddler eat at the same time as the rest of the family, a highly positive thing for families to do: to eat together.

Where toddler and mother enjoy her feeding him and gradually his more and more feeding himself, both will have a rewarding experience. Sometimes, however, there are problems. Some toddlers who were fitful eaters may well continue to have problems in
eating reasonably well. Sometimes a mother (or father) is tense because of some worries she has; she will then feed the toddler in a
tense way, perhaps even be irritable and the then will not be able to be relaxed while trying to eat. Sometimes a toddler may have
some food allergies. He may dislike certain foods, and if he is forced to eat them, tension may develop between him and his mother; a
child may dawdle over his meals, frustrating his mother (or father), who needs to get to some other work.

All of these problems can be worked out. Often they can be solved if the parents put themselves in their child's place, and
understand what he is feeling. Then they can make reasonable expectations of the child. Other problems may require the help of a
pediatrician or other child development specialist.

Weaning can be a stressful time but the child and parents will get through it well, if it is done gradually. Even after the child can use
a cup at the table, he should be allowed to have a bedtime bottle for as long as he seems to need it. This is not just a bottle, it is a
reminder of mother, a very special comforter when he has to go off to bed alone.

When you visit your mother and child, observe how they respond to each other during the feeding time. In your summary, describe
how the mother goes about the feeding, how she helps the toddler wait while she is preparing it, whether she talks with him during the
feedings, and whether he looks at her and talks to her as he eats. Describe any problems in feeding, note if this is upsetting to the
mother and what she is doing to help the child with this.

Bear in mind that the mother may not do the feedings in just the way we have described. For example, she may feel that he has to be
pushed to eat more quickly than you might think wise, but she may find other times of the day to hold and read to or play with the
toddler, giving him the TLC he needs in another way.
SECOND VISIT

NAME OF CHILD ___________________________   DATE OF BIRTH ____________   DATE OF VISIT ____________

Observations on Feeding

**HUMAN DEVELOPMENT ASPECT**

Does the toddler appear relaxed and comfortable, or tense when eating?

Describe the toddler's behavior when he is fed by his mother

and when he is feeding himself.

Does he appear to feel close to his mother emotionally while being fed? What is the quality of their experience together?

What foods is he given? Does it look like a good diet to you?

Is his appetite good?
Does he resist in mother's efforts to feed him? If he does, what seems to be the reason?

Is he resisting to feed himself?
SECOND VISIT (Continued)

Observations on Feeding

HUMAN DEVELOPMENT ASPECT

Did he have colic when he was an infant? Did it stop? If so, when? Does he continue to have problems eating? Describe any problems with feeding.

Does he have any food allergies?

Does he dislike certain foods?

Does he enjoy it when Father or other members of the family feed him?

Is he playful when eating? Does he chatter with others while eating?

Does he ever try to feed his mother or father, or a pet or doll?

Does he use a pacifier? If so, when?

Does he use a milk bottle? When? Can you tell if it is most for feeding or for comforting?
SECOND VISIT

NAME OF CHILD ___________________________   DATE OF BIRTH ____________    DATE OF VISIT_______

Observations on Feeding

CHILD REARING ASPECT

Does Mother sit with her toddler when he is eating? Does she insist on doing the feeding herself? Does she allow her toddler to feed himself?

Does the toddler eat separately or with the family? Do Mother and Father engage the toddler while they eat?

If the toddler still uses a milk-bottle, how do Mother and Father feel about it?

Does Mother talk with the infant during the feeding? Does she seem to enjoy feeding her toddler?

Is the mother satisfied with the way her toddler feeds? Is she troubled by the way the toddler eats? Is she pleased?

Is Mother trying to start weaning her toddler from the bottle? Any problems in weaning?

If so, how are they being handled?
Observations on Feeding

CHILD REARING ASPECT

Does Father sometimes feed the child? If he does, does he enjoy doing so? Does he chatter with his toddler? Does he make feeding enjoyable?

Does his feeding make the child look comfortable or tense during the feeding?

Has there been difficulty in feeding the toddler? Describe and tell how they are being handled?

Have there been battles of wills between the toddler and Mother or Father during the feeding? Describe. How are these being dealt with?

How do the parents handle dislikes of certain foods? Is there encouragement to try? Or is there outright coercion? With threats?

Does the child interrupt feeding to play? What does Mother or Father do then?
SUMMARY OF VISIT
EIGHTH VISIT

NAME OF CHILD ___________________________   DATE OF BIRTH ____________   DATE OF VISIT ____________

Observations on Feeding

HUMAN DEVELOPMENT ASPECT

Does the toddler appear relaxed and comfortable, or tense when eating?

Describe the toddler's behavior when he is fed by his mother

and when he is feeding himself.

Does he appear to feel close to his mother emotionally while being fed? What is the quality of their experience together?

What foods is he given? Does it look like a good diet to you?

Is his appetite good?

Does he resist in mother's efforts to feed him? If he does, what seems to be the reason?

Is he resisting to feed himself?
EIGHTH VISIT (Continued)

Observations on Feeding

**HUMAN DEVELOPMENT ASPECT**

Did he have colic when he was an infant? Did it stop? If so, when? Does he continue to have problems eating? Describe any problems with feeding.

Does he have any food allergies?

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Is he playful when eating? Does he chatter with others while eating?

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Does he use a pacifier? If so, when?

Does he use a milk bottle? When? Can you tell if it is most for feeding or for comforting?
EIGHTH VISIT

NAME OF CHILD ___________________________   DATE OF BIRTH ____________    DATE OF VISIT_______

Observations on Feeding

CHILD REARING ASPECT

Does Mother sit with her toddler when he is eating? Does she insist on doing the feeding herself? Does she allow her toddler to feed himself?

Does the toddler eat separately or with the family? Do Mother and Father engage the toddler while they eat?

If the toddler still uses a milk-bottle, how do Mother and Father feel about it?

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How do the parents handle dislikes of certain foods? Is there encouragement to try? Or is there outright coercion? With threats?

Does the child interrupt feeding to play? What does Mother or Father do then?
SUMMARY OF VISIT
FIFTEENTH VISIT

NAME OF CHILD ___________________________   DATE OF BIRTH ____________   DATE OF VISIT __________

Observations on Feeding

**HUMAN DEVELOPMENT ASPECT**

Does the toddler appear relaxed and comfortable, or tense when eating?

Describe the toddler's behavior when he is fed by his mother

and when he is feeding himself.

Does he appear to feel close to his mother emotionally while being fed? What is the quality of their experience together?

What foods is he given? Does it look like a good diet to you?

Is his appetite good?
Does he resist in mother's efforts to feed him? If he does, what seems to be the reason?

Is he resisting to feed himself?
FIFTEENTH VISIT (Continued)

Observations on **Feeding**

**HUMAN DEVELOPMENT ASPECT**

Did he have colic when he was an infant? Did it stop? If so, when? Does he continue to have problems eating? Describe any problems with feeding.

Does he have any food allergies?

Does he dislike certain foods?

Does he enjoy it when Father or other members of the family feed him?

Is he playful when eating? Does he chatter with others while eating?

Does he ever try to feed his mother or father, or a pet or doll?

Does he use a pacifier? If so, when?

Does he use a milk bottle? When? Can you tell if it is most for feeding or for comforting?
FIFTEENTH VISIT

NAME OF CHILD ___________________________   DATE OF BIRTH ____________    DATE OF VISIT_______

Observations on Feeding

CHILD REARING ASPECT

Does Mother sit with her toddler when he is eating?  Does she insist on doing the feeding herself?  Does she allow her toddler to feed himself?

Does the toddler eat separately or with the family?  Do Mother and Father engage the toddler while they eat?

If the toddler still uses a milk-bottle, how do Mother and Father feel about it?

Does Mother talk with the infant during the feeding?  Does she seem to enjoy feeding her toddler?

Is the mother satisfied with the way her toddler feeds?  Is she troubled by the way the toddler eats?  Is she pleased?

Is Mother trying to start weaning her toddler from the bottle?  Any problems in weaning?

If so, how are they being handled?
Observations on Feeding

CHILD REARING ASPECT

Does Father sometimes feed the child? If he does, does he enjoy doing so? Does he chatter with his toddler? Does he make feeding enjoyable?

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Has there been difficulty in feeding the toddler? Describe and tell how they are being handled?

Have there been battles of wills between the toddler and Mother or Father during the feeding? Describe. How are these being dealt with?

How do the parents handle dislikes of certain foods? Is there encouragement to try? Or is there outright coercion? With threats?

Does the child interrupt feeding to play? What does Mother or Father do then?
SUMMARY OF VISIT
THE TODDLER YEARS (1 - 3 YEARS)

THE TODDLER'S ABILITIES TO ADAPT -- PART I (Continued)

CRYING
A child's cry is always a communication. His message may be that he is hungry, uncomfortable, in pain, angry, sad, or anxious. He never cries for the pleasure of hearing his own voice, or to exercise his lungs. His cry is both a declaration of how he feels and an appeal for help.

Sensitive parents listen to the tone of their child's cry, scan his facial expression, and usually can tell why the child is in distress. Then they can help him, or if it is not possible to remove the pain, they can offer comfort to make it bearable.

If your toddler is crying at the time of your visit, look at his/her face, and listen to the tone of the crying. See if you can tell whether the cry is of hunger, pain, anger, rage or something else. Check your own impression with the mother's.

In case the toddler is not crying at the time of this visit, fill out the forms from the information the mother gives you. You may add your own observations of the toddler's crying at a later visit.
FOURTH VISIT

NAME OF CHILD ____________________________   DATE OF BIRTH ___________   DATE OF VISIT ____________

Observations on CRYING

HUMAN DEVELOPMENT ASPECT

On the average, how often does the toddler cry during the day?

How often during the night?

What things seem to especially cause him/her to cry?
During the night?

During the day?

How do Mother and Father, and can you, tell what the toddler is crying about?

Does the toddler usually quiet when Mother tries to undo whatever is causing the crying or when she comforts him/her?

Can the toddler be calmed and comforted by Father as he or she can by Mother? Are there differences? If there are, describe.
FOURTH VISIT (Continued)

Observations on CRYING

HUMAN DEVELOPMENT ASPECT

Has the toddler had an illness which made him/her cry a lot? How did Parents deal with this?

Do you think children always cry for a reason? Have you seen your toddler cry for no reason? Discuss.

Have the parents ever been separated from the toddler for more than a day?

If yes, who took care of him/her?
Did he/she cry a great deal then?

Was there ever a situation when the toddler cried and neither Mother nor Father could discover what was wrong? Did you see the toddler cry and were unable to figure out what caused his/her crying?
FOURTH VISIT

NAME OF CHILD ___________________________    DATE OF BIRTH ___________   DATE OF VISIT ___________

Observations on CRYING

CHILD REARING ASPECT

What does Mother do to help the toddler tolerate pain?

What does she, and what would you, do to help your toddler if stomach pain were causing her crying?

What does Mother, and what would you, do if the crying is caused by pain you can't help, such as teething pain?

What does Mother or Father do when the toddler cries because she is so frustrated at not being able to get something she wants? What if she wants the same toy as her older sister has?

    What if she wants another pop-sickle and has not eaten a reasonable amount of food for dinner?

    What if she wants her little friend's toy?
Observations on **CRYING**

**CHILD REARING ASPECT**

What does Mother, and what would you, do if the toddler gets into a rage when you put him/her to bed?

How does Father or Mother, and how would you, help if he/she wakes crying from a frightening dream?

What does Mother do if the toddler is crying because Mother is about to leave him for several hours or to go to work outside the home?

If the toddler cries when Father leaves for work, what does Father do? What does Mother do?

What do you do if the toddler cries when one of your friends or relatives picks him up?
SUMMARY OF VISIT
NINTH VISIT

NAME OF CHILD ____________________________   DATE OF BIRTH ___________   DATE OF VISIT ___________

Observations on CRYING

HUMAN DEVELOPMENT ASPECT

On the average, how often does the toddler cry during the day?

How often during the night?

What things seem to especially cause him/her to cry?
During the night?

During the day?

How do Mother and Father, and can you, tell what the toddler is crying about?

Does the toddler usually quiet when Mother tries to undo whatever is causing the crying or when she comforts him/her?

Can the toddler be calmed and comforted by Father as he or she can by Mother? Are there differences? If there are, describe.
NINTH VISIT (Continued)

Observations on **CRYING**

**HUMAN DEVELOPMENT ASPECT**

Has the toddler had an illness which made him/her cry a lot? How did Parents deal with this?

Do you think children always cry for a reason? Have you seen your toddler cry for no reason? Discuss.

Have the parents ever been separated from the toddler for more than a day?

If yes, who took care of him/her?
Did he/she cry a great deal then?

Was there ever a situation when the toddler cried and neither Mother nor Father could discover what was wrong? Did you see the toddler cry and were unable to figure our what caused his/her crying?
NINTH VISIT

NAME OF CHILD ___________________________    DATE OF BIRTH ___________   DATE OF VISIT ___________

Observations on CRYING

CHILD REARING ASPECT

What does Mother do to help the toddler tolerate pain?

What does she, and what would you, do to help your toddler if stomach pain were causing her crying?

What does Mother, and what would you, do if the crying is caused by pain you can't help, such as teething pain?

What does Mother or Father do when the toddler cries because she is so frustrated at not being able to get something she wants? What if she wants the same toy as her older sister has?

What if she wants another pop-sickle and has not eaten a reasonable amount of food for dinner?

What if she wants her little friend's toy?
NINTH VISIT  (Continued)

**Observations on CRYING**

**CHILD REARING ASPECT**

What does Mother, and what would you, do if the toddler gets into a rage when you put him/her to bed?

How does Father or Mother, and how would you, help if he/she wakes crying from a frightening dream?

What does Mother do if the toddler is crying because Mother is about to leave him for several hours or to go to work outside the home?

If the toddler cries when Father leaves for work, what does Father do? What does Mother do?

What do you do if the toddler cries when one of your friends or relatives picks him up?
SUMMARY OF VISIT
FIFTEENTH VISIT

NAME OF CHILD ____________________________   DATE OF BIRTH ___________   DATE OF VISIT ___________

Observations on CRYING

HUMAN DEVELOPMENT ASPECT

On the average, how often does the toddler cry during the day?

How often during the night?

What things seem to especially cause him/her to cry?
During the night?

During the day?

How do Mother and Father, and can you, tell what the toddler is crying about?

Does the toddler usually quiet when Mother tries to undo whatever is causing the crying or when she comforts him/her?

Can the toddler be calmed and comforted by Father as he or she can by Mother? Are there differences? If there are, describe.
Observations on CRYING

HUMAN DEVELOPMENT ASPECT

Has the toddler had an illness which made him/her cry a lot? How did Parents deal with this?

Do you think children always cry for a reason? Have you seen your toddler cry for no reason? Discuss.

Have the parents ever been separated from the toddler for more than a day?

If yes, who took care of him/her? Did he/she cry a great deal then?

Was there ever a situation when the toddler cried and neither Mother nor Father could discover what was wrong? Did you see the toddler cry and were unable to figure out what caused his/her crying?
Observations on CRYING

CHILD REARING ASPECT

What does Mother do to help the toddler tolerate pain?

What does she, and what would you, do to help your toddler if stomach pain were causing her crying?

What does Mother, and what would you, do if the crying is caused by pain you can't help, such as teething pain?

What does Mother or Father do when the toddler cries because she is so frustrated at not being able to get something she wants? What if she wants the same toy as her older sister has?

What if she wants another popsicle and has not eaten a reasonable amount of food for dinner?

What if she wants her little friend's toy?
FIFTEENTH VISIT  (Continued)

Observations on CRYING

CHILDRARING ASPECT

What does Mother, and what would you, do if the toddler gets into a rage when you put him/her to bed?

How does Father or Mother, and how would you, help if he/she wakes crying from a frightening dream?

What does Mother do if the toddler is crying because Mother is about to leave him for several hours or to go to work outside the home?

If the toddler cries when Father leaves for work, what does Father do? What does Mother do?

What do you do if the toddler cries when one of your friends or relatives picks him up?
SUMMARY OF VISIT
THE TODDLER YEARS (1 - 3 YEARS)

THE TODDLER'S ABILITIES TO ADAPT -- PART I (Continued)

AFFECTS
Test the theory in your observation that "affects are contagious" by:

1. Observing the mother's reaction to the affects that toddler is expressing. Do you find that the mother will reflect her child's feeling tone and that the child will reflect the feeling tone of the mother?

2. Observing the feelings aroused in yourself when the toddler shows distress, or when she laughs. If you find yourself responding to the toddler's mood, that is your empathy at work.

3. Look closely at the ways the parent's reaction to the toddler's affect, influences the child's feeling. For example, notice what happens when the toddler smiles, and the mother smiles back. Notice what happens when the toddler smiles at mother and she does not smile back. Notice how the toddler responds when mother expresses affection. Does the mother think that if she is feeling tired or sad, her mood influences the toddler in any way? If the toddler bumps her head and the mother reacts frightened and very worried, how does the toddler react? If the mother, after checking the toddler's head, gently kisses the bump and says "You're ok.", how does the toddler react?

Ask the mother if the toddler has experienced a highly painful affect when the toddler was sharply frightened, anxious, in a panic, enraged, or depressed? If so, ask her to describe it. How long did the effects of this painful experience seem to last? What did mother and father do to comfort the child, and help her recover from this traumatic event?

After your last visit, summarize:
(1) How your toddler has developed over the year in the number and quality of the affects she expresses, and
(2) How the toddler has developed in being "tuned in" with her mother's feelings.
OBSERVATION OF AFFECTS:  

### AFFECTION

**1st Observation: (Visit 4)**

NAME OF CHILD ________  AGE (in months) ________

Describe what you see. What does it tell you about the toddler is experiencing inside? What seems to have caused it? What part did the mother play in this?

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**2nd Observation: (Visit 9)**

AGE (in months) ________  (Answer above questions)

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**3rd Observation: (Visit 15)**

AGE (in months) ________  (Answer above question)

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OBSERVATION OF AFFECTS: AGITATION

1st Observation: (Visit 4) NAME OF CHILD ________ AGE (in months) ________
Describe what you see. What does it tell you about the toddler is experiencing inside? What seems to have caused it? What seems to have stopped it?

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2nd Observation: (Visit 9) AGE (in months) _________ (Answer above questions)

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3rd Observation: (Visit 15) AGE (in months) _________ (Answer above question)

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OBSERVATION OF AFFECTS: ANXIETY

1st Observation: (Visit 4) NAME OF CHILD ___________ AGE (in months) ___________

Describe what you see. What does it tell you about the toddler is experiencing inside? What seems to have caused it? What part the mother do? What seemed to stop the anxiety?

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2nd Observation: (Visit 9) AGE (in months) ___________ (Answer above questions)

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3rd Observation: (Visit 15) AGE (in months) ___________ (Answer above question)

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OBSERVATION OF AFFECTS: CALMNESS

1st Observation: (Visit 4) NAME OF CHILD _____________ AGE (in months) __________
Describe what you see. What does it tell you about the toddler is experiencing inside? What seems to have caused it? What seemed to be the mother's mood at the time?
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2nd Observation: (Visit 9) AGE (in months) __________ (Answer above questions)
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3rd Observation: (Visit 15) AGE (in months) __________ (Answer above question)
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OBSERVATION OF AFFECTS:         CRYING

1st Observation: (Visit 4) NAME OF CHILD ________ AGE (in months) ________
Describe what you see. What does it tell you about the toddler is experiencing inside? What seems to have caused it? What seemed to have stopped it?
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2nd Observation: (Visit 9) AGE (in months) ________ (Answer above questions)
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3rd Observation: (Visit 15) AGE (in months) ________ (Answer above question)
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______________________________________________________________________________
OBSERVATION OF AFFECTS:  

DEPRESSION

1st Observation: (Visit 4) NAME OF CHILD ______ AGE (in months) ______ 
Describe what you see. What does it tell you about the toddler is experiencing inside? What seems to have caused it? How did the mother try to help? Did this succeed? What seemed to be the mother’s mood at the time?

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2nd Observation: (Visit 9) AGE (in months) ______ (Answer above questions)
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3rd Observation: (Visit 15) AGE (in months) ______ (Answer above question)
OBSERVATION OF AFFECTS: EXCITEMENT

1st Observation: (Visit 4) NAME OF CHILD ___________ AGE (in months) ___________
Describe what you see. What does it tell you about the toddler is experiencing inside? What seems to have caused it? How did the mother respond to the toddler's excitement?

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2nd Observation: (Visit 9) AGE (in months) ___________ (Answer above questions)

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3rd Observation: (Visit 15) AGE (in months) ___________ (Answer above question)

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OBSERVATION OF AFFECTS:  

FEAR

1st Observation: (Visit 4) NAME OF CHILD __________ AGE (in months) __________
Describe what you see. What does it tell you about the toddler is experiencing inside? What seems to have caused it? What seemed to have stopped it?
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2nd Observation: (Visit 9) AGE (in months) __________ (Answer above questions)
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3rd Observation: (Visit 15) AGE (in months) __________ (Answer above question)
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OBSERVATION OF AFFECTS:  

GRIEF

1st Observation: (Visit 4)  NAME OF CHILD ___________  AGE (in months) ___________
   Describe what you see. What does it tell you about the toddler is experiencing inside? What seems to have caused it? Who tried to help the child, and how? Was the effort successful?
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2nd Observation: (Visit 9)  AGE (in months) ____________  (Answer above questions)
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__________________________________________________________________________
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3rd Observation: (Visit 15)  AGE (in months) ____________  (Answer above question)
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OBSERVATION OF AFFECTS: PANIC

1st Observation: (Visit 4) NAME OF CHILD _________ AGE (in months) _________
   Describe what you see. What does it tell you about the toddler is experiencing inside? What seems to have caused it? What seemed to have stopped it?

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2nd Observation: (Visit 9) AGE (in months) _________ (Answer above questions)

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3rd Observation: (Visit 15) AGE (in months) _________ (Answer above question)

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OBSERVATION OF AFFECTS:  

PLEASURE

1st Observation: (Visit 4) NAME OF CHILD ___________  AGE (in months) _________

Describe what you see. What does it tell you about the toddler is experiencing inside? What seems to have caused it? Did the mother seem to share in the toddler's pleasure?

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2nd Observation: (Visit 9) AGE (in months) _________  (Answer above questions)

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3rd Observation: (Visit 15) AGE (in months) _________  (Answer above question)

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OBSERVATION OF AFFECTS:  SADNESS

1st Observation: (Visit 4) NAME OF CHILD ___________ AGE (in months) __________
Describe what you see. What does it tell you about the toddler is experiencing inside? What seems to have caused it? What was the mother's mood at this time? How did Mother try to help? Was she successful?
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2nd Observation: (Visit 9) AGE (in months) __________ (Answer above questions)
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3rd Observation: (Visit 15) AGE (in months) __________ (Answer above question)
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OBSERVATION OF AFFECTS: SCREAMING

1st Observation: (Visit 4) NAME OF CHILD ___________ AGE (in months) __________
   Describe what you see. What does it tell you about the toddler is experiencing inside? What seems to have caused it? What did the mother do? What seemed to have stopped it?

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2nd Observation: (Visit 9) AGE (in months) __________ (Answer above questions)

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3rd Observation: (Visit 15) AGE (in months) __________ (Answer above question)

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OBSERVATION OF AFFECTS: TENSION

1st Observation: (Visit 4) NAME OF CHILD _____________ AGE (in months) _____________
Describe what you see. What does it tell you about the toddler is experiencing inside? What seems to have caused it? What seemed to have stopped it?
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2nd Observation: (Visit 9) AGE (in months) _____________ (Answer above questions)
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3rd Observation: (Visit 15) AGE (in months) _____________ (Answer above question)
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SUMMARY OF VISITS

VISIT 4:

VISIT 9:

VISIT 15:
THE TODDLER YEARS (1 - 3 YEARS)

THE TODDLER'S ABILITIES TO ADAPT -- PART I (Continued)

SENSORI-MOTOR INTELLIGENCE, EXPLORATORY ACTIVITY, LANGUAGE, AND FANTASY
PARENTING FOR EMOTIONAL GROWTH: UNIT 2 - 1 to 3 YEARS

LABORATORY MANUAL

For LESSON PLANS for GRADES 10 THRU 12

HUMAN DEVELOPMENT AND CHILD REARING ASPECT OF
SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY

We note again what modern child development specialists have proved beyond a doubt: that an infant is not, as formerly thought, "a blank page" on which parents can write instructions on how to grow up.

By one year of age, the toddler can easily go from one place to another by crawling, or already by walking. We can see that her movements have become quite well organized and effective both in going from one place to another but also in handling things and in many instances in making them do what they are intended for. With more or less great energy, perhaps even surprising energy, she plays with a toy, gets some object across the room, or climbs onto and gets off a couch. She manipulates toys and now during the 1 to 3 years period she develops to a remarkable degree both her ability to move about and to handle toys, eating utensils, a tooth brush, and pretend to do many things with all kinds of things.

By the time toddlers are two years old, with the help of their parents, they have developed into intelligent little persons with a surprising amount of knowledge, a number of skills, and with well-developed memories.

When you observe your mother and child, remember Piaget's finding that learning during this first two years occurs primarily through the infant's senses and muscular systems; and Piaget's further conviction that successful learning is tied in with good emotional development. Observe whether the mother is being supportive of the child's emotional development as she teaches the child, and observe the quality of the child's mood as he responds to what the mother is teaching. In your summary, note whether the child seems to be as far along in mental development as you would expect for his age. If he is a bit slow, why do you think this is? If
he is advanced, why? (Remember, children do mature at different rates; their inborn dispositions determine the rate of maturation, but parental handling can facilitate or retard any child's developmental rate.)

When you observe your 1 to 3 year old's locomotion and exploration during your three visits on this subject, note and record the child's developing abilities to not only explore but really to investigate, and how clearly and strongly purposeful, how intense her efforts are, and how engaged she seems to be in her investigations. This is not play; it is work and it is learning.

A child does not need to be taught to explore or to learn; the urge to know what something is and how it works is inborn. It is a more or less driven need to understand and to know what things are and how they work in order to master, to be "on top of". Some speak of it simply as curiosity; we think it is more; it is a built in push to adapt to the universe into which the toddler, the child, was born. Some toddlers may make good use of encouragement, but they may need limits when they are headed for danger or breakage. Note what the mother of the child does to help her explore and learn all she can about her surroundings. Again, bear in mind that the young child never saw the world until she was born into it! How much does the toddler explore and investigate on her own and how much does she turn to Mother or Father for information. How do Mother and Father help the toddler learn about all the things around? Does Mother explain what things are, what they are for, what they do? Does Mother talk about how things work? And most important, do Mother and Father answer her now numerous "Why?" and other questions?

What does Mother or Father do when it is necessary to set limits to protect the toddler or someone else, or the family property? Setting limits can be very difficult when a child has a strong urge to reach for an electrical outlet, for instance. This restraint may make a child angry at the mother who is trying to protect her from hurt. Although we shall talk about this in detail in the Lessons on Aggression, do start to note how the mother handles this kind of at times difficult and unpleasant situation. We suggest that you look at this difficult parenting task now because, regrettably, it arises often during this marvelous beginning school learning type of activity, that is, when the toddler is exploring and testing his growing learning and problem solving skills on the environment. (If you have no chance to see such marvelous exploratory activity begin to flirt with trouble which requires the mother to set limits, ask the mother how she deals with it.)

Does the mother appear to enjoy her child's exploratory activity? Does she see the rich opportunities for learning her toddler's "Why?" questions are? Does she sometimes wish her toddler was not so energetic and so needing answers all the time?
SIXTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY

HUMAN DEVELOPMENT ASPECT

At what age did "your" toddler take her first steps?

How did she react to this accomplishment?

At what age did she start to walk without needing to hold on to furniture or a hand?

At what age did she look "stable" as she walked?

At what age was she first able to run?

At what age was she able to run with good balance, freely?

Are her movements vigorous or slow? Describe.
SIXTH VISIT (Continued)
Observations on SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY
HUMAN DEVELOPMENT ASPECT

Is she a very busy kid, a moderately busy kid? Is she rather a toddler who does not move much but who investigates her universe by looking, listening, asking questions -- all of these are exploratory activities from a distance rather than by being in the middle of it all and "hands on" ways of discovery. Of course, she could be a toddler who explores her world using both "hands on" and distant observation methods. She could be a healthy mix of ways of learning. Describe.

Does "your" toddler give the impression of being very well coordinated? Well, not so well coordinated? Describe.
SIXTH VISIT (CONTINUED)

Observations on  SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY

HUMAN DEVELOPMENT ASPECT

Does she often **move about** with a **sense of pressure and urgency**? Is this pressure too great? Not high enough?

Does she often **explore**, **investigate**, with a **sense of pressure**, giving you a feeling that she is really serious about wanting to know what the thing is or does? Does she give off the feeling that she "needs" to know this?

Describe her **mood** when she **moves about**?

Describe her **mood** when she **explores** things? Does she seem to **study** them?

How does she respond when her mother encourages her exploring?

  Does she sometimes just want to do it herself, with no help?

When you watch "your" toddler exploring, do you get the impression that she is "thinking", "trying to see how something works"? Give an instance, and **describe what makes you infer** this. (Often we cannot have proof a toddler is "thinking", but by close observation one can **infer** this is going on.)
Sixth Visit (continued)

Observations on Sensori-Motor Intelligence and Exploratory Activity

Human Development Aspect

Give one or more examples of your toddler's learning about:

Causality:

Intentionality:

Prediction:

Memory:
  Recognitive Memory:

Evocative Memory
SIXTH VISIT (CONTINUED)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on  SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY

CHILD REARING ASPECT

What were Mother and Father's reactions to "your" toddler's taking her first steps? If you did not see these, ask the toddler's Mother about it. Describe Mother's (or Father's) feelings when she sees it or she tells you about it.

If you were there, how did you feel about "your" toddler's taking her first steps? If you were not, how did you feel when you first saw "your" toddler upright and taking steps? **Don't be afraid to let yourself feel!**

Did you by chance see how Mother reacted to how "your" toddler reacted to this accomplishment? Describe it. (You may be able to see that the toddler's sheer delight at taking her first steps elicits in her mother a similar reaction, a **very important sign** of the mother's or father's emotional investment in her or his child.)

What were Mother's and Father's reactions to their toddler's beginning to look "stable" as she walked? How did you feel when you recognized this?

If she a very busy kid, how does Mother feel about it? If she is a moderately busy kid, how does Mother feel about it? If she rather a toddler who does not move much but who investigates her universe by looking, listening, asking a questions, how does Mother feel about it? What about Father? What do they say about this?

Are "your" toddler's mom or dad concerned about their child's coordination?
Observations on  SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY  
CHILD REARING ASPECT

Does Mother or Father feel her child moves about with too much or not enough of a sense of pressure and urgency? Does she or he try to optimize this, calm the toddler down if the pressure is too great, or try to enhance it if it is not enough?

What do you think could be done to optimize the toddler's inner pressure to investigate and learn?

Does Mother enjoy her toddler's explorations? Do they get to be too much or not enough for Mom? What does she do to make it more what she would like?

Do you think Mom (or Dad) feels her child is really serious about wanting to know what something she explores is or does?

Does mother encourages her exploring?
Does she do anything that might discourage her toddler's exploring?

How does Mom deal with her toddler sometimes just wanting to do it herself, with no help?

Does Mother get the impression that her child is "thinking", or "trying to see how something works"? Have you asked her?
SIXTH VISIT (CONTINUED)

Observations on SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY

CHILD REARING ASPECT

Does Mother or Father recognize their toddler's learning about the following and give examples of what they are doing to optimize the toddler's understanding of them:

Causality:

Intentionality:

Prediction:

Memory:
  Recognitive Memory:

Evocative Memory
SUMMARY OF VISIT
ELEVENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on  SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY

HUMAN DEVELOPMENT ASPECT

At what age did "your" toddler take her first steps?

How did she react to this accomplishment?

At what age did she start to walk without needing to hold on to furniture or a hand?

At what age did she look "stable" as she walked?

At what age was she first able to run?

At what age was she able to run with good balance, freely?

Are her movements vigorous or slow? Describe.
ELEVENTH VISIT (Continued)

Observations on SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY
HUMAN DEVELOPMENT ASPECT

Is she a very busy kid, a moderately busy kid? Is she rather a toddler who does not move much but who investigates her universe by looking, listening, asking a questions -- all of these being exploratory activities from a distance rather than by being in the middle of it all and "hands on" ways of discovery. Of course, she could be a toddler who explores her world using both "hands on" and distant observation methods. She could be a healthy mix of ways of learning.

Does "your" toddler give the impression of being very well coordinated? Well, not so well coordinated?
ELEVENTH VISIT (CONTINUED)

Observations on SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY

HUMAN DEVELOPMENT ASPECT

Does she often move about with a sense of pressure and urgency? Is this pressure too great? Not high enough?

Does she often explore, investigate, with a sense of pressure, giving you a feeling that she is really serious about wanting to know what the thing is or does? Does she give off the feeling that she "needs" to know this?

Describe her mood when she moves about?

Describe her mood when she explores things? Does she seem to study them?

How does she respond when her mother encourages her exploring? Does she sometimes just want to do it herself, with no help?

When you watch "your" toddler exploring, do you get the impression that she is "thinking", "trying to see how something works"? Give an instance, and describe what makes you infer this. (Often we cannot have proof a toddler is "thinking", but by close observation one can infer this is going on.)
ELEVENTH VISIT (CONTINUED)

Observations on SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY

HUMAN DEVELOPMENT ASPECT

Give one or more examples of your toddler’s learning about:

Causality:

Intentionality:

Prediction:

Memory:
  Recognitive Memory:

Evocative Memory
ELEVENTH VISIT (CONTINUED)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY

CHILD REARING ASPECT

What were Mother and Father's reactions to "your" toddler's taking her first steps? If you did not see these, ask the toddler's Mother about it. Describe Mother's (or Father's) feelings when she sees it or she tells you about it.

If you were there, how did you feel about "your" toddler's taking her first steps? If you were not, how did you feel when you first saw "your" toddler upright and taking steps?  Don't be afraid to let yourself feel!

Did you by chance see how Mother reacted to how "your" toddler reacted to this accomplishment? Describe it. (You may be able to see that the toddler's sheer delight at taking her first steps elicits in her mother a similar reaction, a very important sign of the mother's or father's emotional investment in her or his child.)

What were Mother's and Father's reactions to their toddler's beginning to look "stable" as she walked? How did you feel when you recognized this?

If she a very busy kid, how does Mother feel about it? If she is a moderately busy kid, how does Mother feel about it? If she rather a toddler who does not move much but who investigates her universe by looking, listening, asking a questions, how does Mother feel about it? What about Father? What do they say about this?

Are "your" toddler's mom or dad concerned about their child's coordination?
ELEVENTH VISIT (CONTINUED)

Observations on  SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY

CHILD REARING ASPECT

Does Mother or Father feel her child moves about with too much or not enough of a sense of pressure and urgency? Does she or he try to optimize this, calm the toddler down if the pressure is too great, or try to enhance it if it is not enough?

What do you think could be done to optimize the toddler's inner pressure to investigate and learn?

Does Mother enjoy her toddler's explorations? Do they get to be too much or not enough for Mom? What does she do to make it more what she would like?

Do you think Mom (or Dad) feels her child is really serious about wanting to know what something she explores is or does?

Does mother encourages her exploring?
   Does she do anything that might discourage her toddler's exploring?

How does Mom deal with her toddler sometimes just wanting to do it herself, with no help?

Does Mother get the impression that her child is "thinking", or "trying to see how something works"? Have you asked her?
ELEVENTH VISIT (CONTINUED)
Observations on  SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY
CHILD REARING ASPECT

Does Mother or Father recognize their toddler's learning about the following and give examples of what they are doing to optimize the toddler's understanding of them:

Causality:

Intentionality:

Prediction:

Memory:
  Recognitive Memory:

Evocative Memory
SUMMARY OF VISIT
At what age did "your" toddler take her first steps?

How did she react to this accomplishment?

At what age did she start to walk without needing to hold on to furniture or a hand?

At what age did she look "stable" as she walked?

At what age was she first able to run?

At what age was she able to run with good balance, freely?

Are her movements vigorous or slow? Describe.
FIFTEENTH VISIT (Continued)
Observations on SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY
HUMAN DEVELOPMENT ASPECT

Is she a very busy kid, a moderately busy kid? Is she rather a toddler who does not move much but who investigates her universe by looking, listening, asking a questions -- all of these being exploratory activities from a distance rather than by being in the middle of it all and "hands on" ways of discovery. Of course, she could be a toddler who explores her world using both "hands on" and distant observation methods. She could be a healthy mix of ways of learning.

Does "your" toddler give the impression of being very well coordinated? Well, not so well coordinated?
Observations on SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY
HUMAN DEVELOPMENT ASPECT

Does she often move about with a sense of pressure and urgency? Is this pressure too great? Not high enough?

Does she often explore, investigate, with a sense of pressure, giving you a feeling that she is really serious about wanting to know what the thing is or does? Does she give off the feeling that she "needs" to know this?

Describe her mood when she moves about?

Describe her mood when she explores things? Does she seem to study them?

How does she respond when her mother encourages her exploring?
	Does she sometimes just want to do it herself, with no help?

When you watch "your" toddler exploring, do you get the impression that she is "thinking", "trying to see how something works"? Give an instance, and describe what makes you infer this. (Often we cannot have proof a toddler is "thinking", but by close observation one can infer this is going on.)
FIFTEENTH VISIT (CONTINUED)

Observations on  SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY

HUMAN DEVELOPMENT ASPECT

Give one or more examples of your toddler's learning about:

  **Causality:**

  **Intentionality:**

  **Prediction:**

  **Memory:**

    **Recognitive Memory:**

    **Evocative Memory**
FIFTEENTH VISIT (CONTINUED)

NAME OF CHILD _______________________________ DATE OF BIRTH _______ DATE OF VISIT _______

Observations on SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY

CHILD REARING ASPECT

What were Mother and Father's reactions to "your" toddler's taking her first steps? If you did not see these, ask the toddler's Mother about it. Describe Mother's (or Father's) feelings when she sees it or she tells you about it.

If you were there, how did you feel about "your" toddler's taking her first steps? If you were not, how did you feel when you first saw "your" toddler upright and taking steps? Don't be afraid to let yourself feel!

Did you by chance see how Mother reacted to how "your" toddler reacted to this accomplishment? Describe it. (You may be able to see that the toddler's sheer delight at taking her first steps elicits in her mother a similar reaction, a very important sign of the mother's or father's emotional investment in her or his child.)

What were Mother's and Father's reactions to their toddler's beginning to look "stable" as she walked? How did you feel when you recognized this?

If she a very busy kid, how does Mother feel about it? If she is a moderately busy kid, how does Mother feel about it? If she rather a toddler who does not move much but who investigates her universe by looking, listening, asking a questions, how does Mother feel about it? What about Father? What do they say about this?

Are "your" toddler's mom or dad concerned about their child's coordination?
Does Mother or Father feel her child moves about with too much or not enough of a sense of pressure and urgency? Does she or he try to optimize this, calm the toddler down if the pressure is too great, or try to enhance it if it is not enough?

What do you think could be done to optimize the toddler's inner pressure to investigate and learn?

Does Mother enjoy her toddler's explorations? Do they get to be too much or not enough for Mom? What does she do to make it more what she would like?

Do you think Mom (or Dad) feels her child is really serious about wanting to know what something she explores is or does?

Does mother encourages her exploring? Does she do anything that might discourage her toddler's exploring?

How does Mom deal with her toddler sometimes just wanting to do it herself, with no help?

Does Mother get the impression that her child is "thinking", or "trying to see how something works"? Have you asked her?
Observations on SENSORI-MOTOR INTELLIGENCE AND EXPLORATORY ACTIVITY

CHILD REARING ASPECT

Does Mother or Father recognize their toddler's learning about the following and give examples of what they are doing to optimize the toddler's understanding of them:

Causality:

Intentionality:

Prediction:

Memory:

  Recognitive Memory:

Evocative Memory
What do you think a toddler has learned by his third birthday, through his investigations and the exercising of sensori-motor skills?
THE TODDLER YEARS (1 - 3 YEARS)

LANGUAGE DEVELOPMENT AND FANTASY FORMATION
Language development, that is the actual use of words to communicate, generally begins during the second year of life. It may however, already have started during the first year in single syllables or even in words in some children; or it may not really get started and going until a child is in his third year of life. The ability to put one's thoughts into words is one of the most remarkable achievements of humans. The degree to which it facilitates and enriches communication is immeasurable. young children may show much frustration when, trying to communicate something they have in mind, they are not yet able to make themselves understood. Learning to expresses their thoughts and wishes in words brings with it great relief, great pleasure, not only to the toddler but to his or her parents as well. Of course, the many "Why?" questions sometimes make some parents wish their toddlers had not learned so well to speak. Usually, though, parents don't feel that way, and when they do, it usually last for a few seconds. No doubt, to learn to speak is to open one of the most magnificent avenues to human interaction. This is well recognized by all of us to be an important piece of intelligence.

Not as well recognized is that during the 1 to 3 years period, children seem to develop another remarkable part of intelligence, it is the highly adaptive function of having fantasies. We speak of it as fantasy formation. The ability to form fantasies makes it possible to imagine things. To be able to imagine is enormously adaptive in that (1) it is the stuff imagination is made of and it plays a large role in creativity; (2) it makes it possible for us to consider what might happen if one were to do a certain thing and thus can help us to predict an outcome--for instance, I don't have to jump out the window to consider what the outcome might be; all I need do is fantasize, or imagine, what that outcome might be. (3) Closely related to point #2, fantasy can help us solve problems. For these reasons we say that fantasy formation or the developing ability to have fantasies is a highly adaptive component of the development of intelligence.
SIXTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on LANGUAGE DEVELOPMENT

HUMAN DEVELOPMENT ASPECT

At what age did your toddler begin to use single words with the intention to communicate with Mother or Father? What were some of these first used words?

At what age did "your" toddler begin to use phrases? Give some examples.

At what age did "your" toddler begin to use sentences, one at a time or several? For example?

Have you talked with "your" toddler? About what?

Have you seen "your" toddler get frustrated because he tried to communicate something to Mother, Father, or you, but either could not say or did not yet know the words needed to do so? Describe.

Does "your" toddler say words, phrases, or even sentences you cannot understand, but Mother can? If this is so, why do you think the toddler's Mother can and you cannot understand him? Make as good an assumption as you can.

Does "your" toddler like to have children's books read to him? Does he have one or two favorite books?
Does "your" toddler play with dolls? With cars and/or trucks? With animals or whatever toys where the toddler carries out some action? Which and what does he do? Is he then using his imagination? If you answer "Yes", then he is fantasizing.

Does "your" toddler sometimes try to feed Mom, or you, when he is being fed? What is he doing then? Explain.

Does he enjoy playing peek-a-boo, and later hide and seek? What is he doing psychologically then?

When Mother or you reads to him, does he "get into" the story of the book? Does he pretend he is a lion? Or does he make the little train go faster? Does he at times pretend he is a lion, or a dinosaur?

Do you see any evidence of "your" toddler developing a sense of humor? One needs imagination to have a sense of humor -- which is one of those very adaptive things we do. Describe.

Observe your toddler playing by himself or with you. How old is he? What is he doing? What does he want you to do? Is he playing out some fantasy? What?
SIXTH VISIT (Continued)

Observations on LANGUAGE DEVELOPMENT

CHILD REARING ASPECT

What did Mother or Father do, do you think, that may have facilitated "your" toddler's learning to talk? Describe and give some examples.

Do "your" toddler's Mom and Dad talk to him? Do they think he can understand them? What do you think?

Have you done anything to help "your" toddler learn to speak? What did you do?

What does "your" toddler's Mom do when he gets frustrated because he tries to communicate something to Mother, but either cannot not say or does not know the words needed to do so? Describe. If you have been in that situation, what did you do?

What do you do when "your" toddler say words, phrases, or even sentences you cannot understand, but Mother can?

Does "your" toddler's Mom like to read children's books to him? Does she choose which book to read or does she ask him which he would like her to read?

Have you read to "your" toddler? Did he seem to like that? Do you think that might facilitate his learning to talk?
Sixth Visit (Continued)

Observations on Fantasy Formation

CHILD REARING ASPECT

When "your" toddler plays with dolls, cars and/or trucks, animals or whatever toys he may, and he carries out some action, what does Mother do? Does she appreciate his inventiveness? Does she think he is being silly? Does she think "He's just playing, it doesn't mean anything?"

Does Mother or Father worry a lot about the toddler "making a mess" or "making too much noise (when you think he is not)"?

Does Mom interrupt his play a lot with warnings "Don't do this, don't do that!" Did she baby proof the house or apartment enough?

How does Mom react when "your" toddler tries to feed her? How do you react when he tries to feed you? Describe.

Does Mom enjoy playing peek-a-boo with him, and later hide and seek with him? Do you think Mom knows that he is trying to master separations from her and Dad when he pretends she or Dad is disappearing and reappearing at will?

What is Mother's reaction when, while she reads to him, he "gets into" the story of the book? Does she pretend she is afraid of the lion or dinosaur he is pretending to be? Or when he wants to make the little train go faster?

Do you like "your" toddler's developing sense of humor? Does his mother? His father? How do they react? Describe.
SUMMARY OF VISIT

Find a way to put into words the following:
Where is "your" toddler along the long line of developing language? Anything special about it?

Where is "your" toddler along the development of the critical adaptive function of being able to fantasize? Describe whatever creativity you see in it, whatever imaginative thinking, whatever sense of humor, whatever else you think is there.
ELEVENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH _________   DATE OF VISIT _________

Observations on LANGUAGE DEVELOPMENT

HUMAN DEVELOPMENT ASPECT

At what age did your toddler begin to use single words with the intention to communicate with Mother or Father? What were some of these first used words?

At what age did "your" toddler begin to use phrases? Give some examples.

At what age did "your" toddler begin to use sentences, one at a time or several? For example?

Have you talked with "your" toddler? About what?

Have you seen "your" toddler get frustrated because he tried to communicate something to Mother, Father, or you, but either could not say or did not yet know the words needed to do so? Describe.

Does "your" toddler say words, phrases, or even sentences you cannot understand, but Mother can? If this is so, why do you think the toddler's Mother can and you cannot understand him? Make as good an assumption as you can.

Does "your" toddler like to have children's books read to him? Does he have one or two favorite books?
Observations on **FANTASY FORMATION**

**HUMAN DEVELOPMENT ASPECT**

Does "your" toddler play with dolls? With cars and/or trucks? With animals or whatever toys where the toddler carries out some action? Which and what does he do? Is he then using his imagination? If you answer "Yes", then he is fantasizing.

Does "your" toddler sometimes try to feed Mom, or you, when he is being fed? What is he doing then? Explain.

Does he enjoy playing peek-a-boo, and later hide and seek? What is he doing psychologically then?

When Mother or you reads to him, does he "get into" the story of the book? Does he pretend he is a lion? Or does he make the little train go faster? Does he at times pretend he is a lion, or a dinosaur?

Do you see any evidence of "your" toddler developing a sense of humor? One needs imagination to have a sense of humor -- which is one of those very adaptive things we do. Describe.

Observe your toddler playing by himself or with you. How old is he? What is he doing? What does he want you to do? Is he playing out some fantasy? What?
ELEVENTH VISIT (Continued)

Observations on LANGUAGE DEVELOPMENT

CHILD REARING ASPECT

What did Mother or Father do, do you think, that may have facilitated "your" toddler's learning to talk? Describe and give some examples.

Do "your" toddler's Mom and Dad talk to him? Do they think he can understand them? What do you think?

Have you done anything to help "your" toddler learn to speak? What did you do?

What does "your" toddler's Mom do when he gets frustrated because he tries to communicate something to Mother, but either cannot not say or does not know the words needed to do so? Describe. If you have been in that situation, what did you do?

What do you do when "your" toddler say words, phrases, or even sentences you cannot understand, but Mother can?

Does "your" toddler's Mom like to read children's books to him? Does she choose which book to read or does she ask him which he would like her to read?

Have you read to "your" toddler? Did he seem to like that? Do you think that might facilitate his learning to talk?
Observations on FANTASY FORMATION

CHILD REARING ASPECT

When "your" toddler plays with dolls, cars and/or trucks, animals or whatever toys he may, and he carries out some action, what does Mother do? Does she appreciate his inventiveness? Does she think he is being silly? Does she think "He's just playing, it doesn't mean anything?"

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What is Mother's reaction when, while she reads to him, he "gets into" the story of the book? Does she pretend she is afraid of the lion or dinosaur he is pretending to be? Or when he wants to make the little train go faster?

Do you like "your" toddler's developing sense of humor? Does his mother? His father? How do they react? Describe.
SUMMARY OF VISIT

Find a way to put into words the following:
Where is "your" toddler along the long line of developing language? Anything special about it?

Where is "your" toddler along the development of the critical adaptive function of being able to fantasize? Describe whatever creativity you see in it, whatever imaginative thinking, whatever sense of humor, whatever else you think is there.
FIFTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on  LANGUAGE DEVELOPMENT

HUMAN DEVELOPMENT ASPECT

At what age did your toddler begin to use single words with the intention to communicate with Mother or Father? What were some of these first used words?

At what age did "your" toddler begin to use phrases? Give some examples.

At what age did "your" toddler begin to use sentences, one at a time or several? For example?

Have you talked with "your" toddler? About what?

Have you seen "your" toddler get frustrated because he tried to communicate something to Mother, Father, or you, but either could not say or did not yet know the words needed to do so? Describe.

Does "your" toddler say words, phrases, or even sentences you cannot understand, but Mother can? If this is so, why do you think the toddler's Mother can and you cannot understand him? Make as good an assumption as you can.

Does "your" toddler like to have children's books read to him? Does he have one or two favorite books?
FIFTEENTH VISIT (Continued)

Observations on FANTASY FORMATION

HUMAN DEVELOPMENT ASPECT

Does "your" toddler play with dolls? With cars and/or trucks? With animals or whatever toys where the toddler carries out some action? Which and what does he do? Is he then using his imagination? If you answer "Yes", then he is fantasizing.

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Do you see any evidence of "your" toddler developing a sense of humor? One needs imagination to have a sense of humor -- which is one of those very adaptive things we do. Describe.

Observe your toddler playing by himself or with you. How old is he? What is he doing? What does he want you to do? Is he playing out some fantasy? What?
FIFTEENTH VISIT (Continued)

Observations on LANGUAGE DEVELOPMENT

CHILD REARING ASPECT

What did Mother or Father do, do you think, that may have facilitated "your" toddler's learning to talk? Describe and give some examples.

Do "your" toddler's Mom and Dad talk to him? Do they think he can understand them? What do you think?

Have you done anything to help "your" toddler learn to speak? What did you do?

What does "your" toddler's Mom do when he gets frustrated because he tries to communicate something to Mother, but either cannot not say or does not know the words needed to do so? Describe. If you have been in that situation, what did you do?

What do you do when "your" toddler say words, phrases, or even sentences you cannot understand, but Mother can?

Does "your" toddler's Mom like to read children's books to him? Does she choose which book to read or does she ask him which he would like her to read?

Have you read to "your" toddler? Did he seem to like that? Do you think that might facilitate his learning to talk?
Observations on FANTASY FORMATION

CHILD REARING ASPECT

When "your" toddler plays with dolls, cars and/or trucks, animals or whatever toys he may, and he carries out some action, what does Mother do? Does she appreciate his inventiveness? Does she think he is being silly? Does she think "He's just playing, it doesn't mean anything?"

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What is Mother's reaction when, while she reads to him, he "gets into" the story of the book? Does she pretend she is afraid of the lion or dinosaur he is pretending to be? Or when he wants to make the little train go faster?

Do you like "your" toddler's developing sense of humor? Does his mother? His father? How do they react? Describe.
SUMMARY OF VISIT

Find a way to put into words the following:
Where is "your" toddler along the long line of developing language? Anything special about it?

Where is "your" toddler along the development of the critical adaptive function of being able to fantasize? Describe whatever creativity you see in it, whatever imaginative thinking, whatever sense of humor, whatever else you think is there.
THE TODDLER YEARS (1 - 3 YEARS)

THE DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS
During the first year of life, we saw that the child's attachment to his or her mother (and father) is the earliest and most basic of emotional relationship the child experiences. We repeat that it is not too much to say that developing a good, secure attachment is among the most important tasks of the child's life, because the infant's attachment to his mother and to his father are the forerunners of and the models for all of the child's present and future love relationships, those he will develop from infancy stretching the whole length of his life. But it is even more than that. The relationships he forms are also the crucible in which the development of his sense of self occurs. The development of the self and of human relationships is reciprocal, they develop hand in hand. If he learns to attach well to his mother and other family members, he will form strong bonds of love. He will love them and he will feel worthy of their love; he will feel he is lovable and valued, he will feel they are lovable and valuable. Valuing himself and valuing those he loves will enable him to cope with the frustrations and the angry feelings that arise at times between himself and his family; the love feelings also will make him more receptive to learning from them what he needs to know to adapt to his world.

Given normal average expectable inborn givens, reasonably safe, comfortable enough and responsible living conditions, the child's emotional relationships to his mother and father (and other primary caregiver such as a live-in grandmother, for instance) are the most important factors that determine his present as well as his future well-being. These relationships determine the quality of the child's trust, sense of autonomy, sense of initiative, sense of industry, and his stable self-identity and individuality. The better the child's first 3 years, from the first days of life on, the greater the probability that the development of the self will be of good quality. There is a direct cause and effect relationship. If the parents interact with their children during the first years in a loving, respectful and helpful way, the child will respond to them and later to others, in the way he has learned from them. If a child is not fortunate enough to have this kind of emotional relationship with his parents, he is more likely than the emotionally well cared for child to be headed for later...
emotional, adaptive and behavioral problems as he tries to relate to peers and others. He may then well require some special help to get his relationships with himself and with others, on a better, more constructively adaptive track.

As you observe your toddler with his mother and father, note especially the quality of the interactions between them. Does it seem to be comfortable, emotionally warm, and respecting (this especially on the part of Mom and Dad)? Note especially also, if one or both relationships are not comfortable, loving, respecting. Look for the consequences of each in the child and in the parents. Do you see evidence of what Dr. Spitz and Dr. Bowlby described as a predominantly positive, loving, secure attachment? Continue to look for this as you now also try to ascertain and follow the toddler's progressions through what Dr. Mahler called the Separation-Individuation Phase and process. From these then we shall also look at both the development of the toddler's sense of self and at what his relationships are like.
THE DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

PART 1: THE DEVELOPMENT OF SELF -- SEPARATION-INDIVIDUATION (Continued)
Observations on THE SEPARATION-INDIVIDUATION PROCESS

HUMAN DEVELOPMENT ASPECT

Using the "Outline of Separation-Individuation Theory" developed by Margaret S. Mahler, M.D.", try to ascertain where "your" toddler is developmentally. You will learn more if you do NOT go by "your" toddler's age to try to figure out in what subphase of separation-individuation she is, use the behaviors you see to tell you where the toddler is developmentally.

Be aware of this: the child is in the subphase where her behaviors indicate she is trying to cope; when she has sufficiently mastered given behavioral tasks, she is near the end of or has passed the subphase for which these are typical.

Here are some helpful cues. (1) Your toddler may have passed a given subphase. (2) Here are some behaviors typical for the

The Differentiation Subphase:
While on Mother's lap, seems very interested in the world that surrounds Mother and her. Does she sit on Mother's lap but is turning away from Mother. Does she push away from Mother's body (without being angry with Mother). Does she crawl away from Mother. (Use additional page if more space needed.)
The Practicing Subphase:
The toddler is increasingly busy exploring everything around her. Her body movements are increasingly vigorous, first crawling, then walking. As she learns to do new things, does she do these over and over as if mastering new skills? Does she move away from Mother, even to the other side of the room or even into other rooms? Tell us what she does.

Does she just seems to feel "The world is my oyster"? What is her mood like?

When she falls without injury, does she get upset about it? Does she just pick self up and go on exploring?

Does she just look back at Mother as if to check where she is, smiles at her, and return to her business?

Does she seem more or less driven to do what she "wants" to do? Describe the look on her face and her body movement.

Are there battles of wills between parent and child?

Do these seem to create a conflict with her beloved mother? Does this seem to trouble her?

(Use additional page if more space needed.)
Observations on  THE SEPARATION-INDIVIDUATION PROCESS
HUMAN DEVELOPMENT ASPECT

The Rapprochement Subphase:
She seems to stay within several feet from her mother. She tries to engage Mother in her explorations or whatever she (toddler) is
doing. She has discovered the powerful word "No!" and uses it a fair amount. Battles of wills become more upsetting for the toddler
than they were. She gets hold of others' things and claims they are "Mine, mine, mine" Mothers tend to worry that their toddler has
regressed, has become a baby again. Separation anxiety, clinging, seem to be more intense than they have been. She seems to need
her "comforter" more again (a piece of blanket, a soft toy, etc.) She seems at moments to be torn between staying close to or moving
away from Mother. She gets upset much more easily these days. In fact, she seems to often be in a mildly sad mood (low-keyedness).
Do you see any of these behaviors? Give examples. (Use additional sheet if needed.)
On the Way to Self and Object Constancy:
She seems to cling less again, to feel separation anxiety less intensely. She tries to sort out her own boundaries and separateness from Mother, Father, siblings. She tends to emphasize who she is: "I'm Sara". She specifies who people are: "Mom is (Mom's first name)"; "Dad is (Dad's first name)"; etc. It is easier for her to be dropped off at daycare; much less fuss than before. Do you see any such behaviors? Give examples. (Use another sheet if needed.)
FIFTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on  THE SEPARATION-INDIVIDUATION PROCESS

CHILD REARING ASPECT

Are Mom and Dad able to optimize their toddler's continuing Differentiation? How are they handling their toddler's interest in the world that surrounds the toddler? The toddler's turning away from Mother, and interacting with others? Pushing away from Mother's body (without being angry with Mother)? Crawling or walking away from Mother? What did you see? Describe.
FIFTH VISIT (Continued)

Observations on THE SEPARATION-INDIVIDUATION PROCESS

CHILD REARING ASPECT

Are Mom and Dad able to optimize their toddler's Practicing Subphase activity? How are they handling their toddler's increasingly busy exploring everything around him? His increasingly more vigorous locomotor and exploratory activities? Facilitating his efforts to learn new things and tolerating his doing things over and over in order to master new skills? His widening the arena of explorations, even to the other side of the room or even into other rooms? Do the parents enjoy their toddler's feeling "The world is my oyster!"? His once in a while just momentarily looking back at Mother; does Mother smile at him or wave? Does she just ignore him? His growing insistence to do what he "wants" to do? How are Mom and Dad handling the battles of wills that come up between them and their toddler? How are Mom and Dad handling the child's upset feelings following on the heels of these battles? Have you seen any of these behaviors. Describe. (Use additional page if more space needed.)
Observations on THE SEPARATION-INDIVIDUATION PROCESS

CHILD REARING ASPECT

Are Mom and Dad able to optimize their toddler's **Rapprochement** experiencing? How are they handling their toddler's behaviors? How does Mom seem to feel about her toddler's recently staying just within a few feet from mother? Is Mom (or Dad) able to enjoy being engaged in her toddler's explorations or whatever he is doing? How does Mom react to her toddler's more or less frequent "No"? Are battles of wills become more upsetting for the Parents and their toddler than they were? How is Mom dealing with these (we'll talk about this later too)? How is Mom handling her toddler's getting hold of others' things and claiming they are "Mine, mine, mine"? Is Mother worrying that her toddler is regressing, being a baby again? How is Mom (or Dad) handling the again more intense separation anxiety and even clinging? How does Mom (or Dad) feel about her toddler seeming to need his "comforter" more again? How do they deal with that? How does Mom feel at those times when her toddler seems to be torn between staying close to or moving away from Mother? Does this behavior confuse Mom? Does the toddler's getting upset more easily these days trouble Mom? How does she handle this? In fact, she seems to often be in a mildly sad mood (low-keyedness). Does this worry Mom? What have you seen? Describe. (Use additional sheet if needed.)
FIFTH VISIT (Continued)
Observations on THE SEPARATION-INDIVIDUATION PROCESS
CHILD REARING ASPECT

How are Mom and Dad handling their toddler's **Self and Object Constancy** activity? How do they feel that the toddler seems to cling less again, to feel separation anxiety less intensely? Do they go along with or find it silly when their toddler tries to sort out his own boundaries and separateness from Mother, Father, siblings? What about when he asserts: "I'm Johnny"? Do they dismiss that as silly or do they confirm what their toddler is saying? What about when he specifies who people are: "Mom is (Mom's first name)"; "Dad is (Dad's first name)" etc.? Are they relieved that it is easier to drop Johnny off at daycare with little or no fuss? Add any other observations that you feel has to do with "your" toddler's increasingly knowing he and Mom and he and Dad are all separate individuals in the same family. What did you find? (Add another sheet if needed.)
SUMMARY OF VISIT
TENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on  THE SEPARATION-INDIVIDUATION PROCESS

HUMAN DEVELOPMENT ASPECT

Using the "Outline of Separation-Individuation Theory" developed by Margaret S. Mahler, M.D.", try to ascertain where "your" toddler is developmentally. You will learn more if you do NOT go by "your" toddler's age to try to figure out in what subphase of separation-individuation she is, **use the behaviors you see** to tell you where the toddler is developmentally.

**Be aware of this:** the child is in the subphase where her behaviors indicate she is trying to cope; when she has sufficiently mastered given behavioral tasks, she is near the end of or has passed the subphase for which these are typical.

Here are some helpful cues. (1) Your toddler may have passed a given subphase. (2) Here are some behaviors typical for the

**The Differentiation Subphase:**

While on Mother's lap, seems very interested in the world that surrounds Mother and her. Does she sit on Mother's lap but is turning away from Mother. Does she push away from Mother's body (without being angry with Mother). Does she crawl away from Mother.

(Use additional page if more space needed.)
The Practicing Subphase:
The toddler is increasingly busy exploring everything around her. Her body movements are increasingly vigorous, first crawling, then walking. As she learns to do new things, does she do these over and over as if mastering new skills? Does she move away from Mother, even to the other side of the room or even into other rooms? Tell us what she does.

Does she just seem to feel "The world is my oyster"? What is her mood like?

When she falls without injury, does she get upset about it? Does she just pick herself up and go on exploring?

Does she just look back at Mother as if to check where she is, smiles at her, and return to her business?

Does she seem more or less driven to do what she "wants" to do? Describe the look on her face and her body movement.

Are there battles of wills between parent and child?

Do these seem to create a conflict with her beloved mother? Does this seem to trouble her?

(Use additional page if more space needed.)
TENTH VISIT (Continued)

Observations on  THE SEPARATION-INDIVIDUATION PROCESS
HUMAN DEVELOPMENT ASPECT

The Rapprochement Subphase:
She seems to stay within several feet from her mother. She tries to engage Mother in her explorations or whatever she (toddler) is doing. She has discovered the powerful word "No!" and uses it a fair amount. Battles of wills become more upsetting for the toddler than they were. She gets hold of others' things and claims they are "Mine, mine, mine". Mothers tend to worry that their toddler has regressed, has become a baby again. Separation anxiety, clinging, seem to be more intense than they have been. She seems to need her "comforter" more again (a piece of blanket, a soft toy, etc.) She seems at moments to be torn between staying close to or moving away from Mother. She gets upset much more easily these days. In fact, she seems to often be in a mildly sad mood (low-keyedness). Do you see any of these behaviors? Give examples. (Use additional sheet if needed.)
TENTH VISIT (Continued)

Observations on THE SEPARATION-INDIVIDUATION PROCESS

HUMAN DEVELOPMENT ASPECT

On the Way to Self and Object Constancy:

She seems to cling less again, to feel separation anxiety less intensely. She tries to sort out her own boundaries and separateness from Mother, Father, siblings. She tends to emphasize who she is: "I'm Sara". She specifies who people are: "Mom is (Mom's first name)"; "Dad is (Dad's first name)", etc. It is easier for her to be dropped off at daycare; much less fuss than before. Do you see any such behaviors? Give examples. (Use another sheet if needed.)
Observations on THE SEPARATION-INDIVIDUATION PROCESS

CHILD REARING ASPECT

Are Mom and Dad able to optimize their toddler's continuing **Differentiation**? How are they handling their toddler's interest in the world that surrounds the toddler? The toddler's turning away from Mother, and interacting with others? Pushing away from Mother's body (without being angry with Mother)? Crawling or walking away from Mother? What did you see? Describe.
TENTH VISIT (Continued)
Observations on  THE SEPARATION-INDIVIDUATION PROCESS
CHILD REARING ASPECT

Are Mom and Dad able to optimize their toddler's Practicing Subphase activity? How are they handling their toddler's increasingly busy exploring everything around him? His increasingly more vigorous locomotor and exploratory activities? Facilitating his efforts to learn new things and tolerating his doing things over and over in order to master new skills? His widening the arena of explorations, even to the other side of the room or even into other rooms? Do the parents enjoy their toddler's feeling "The world is my oyster!"? His once in a while just momentarily looking back at Mother; does Mother smile at him or wave? Does she just ignore him? His growing insistence to do what he "wants" to do? How are Mom and Dad handling the battles of wills that come up between them and their toddler? How are Mom and Dad handling the child's upset feelings following on the heels of these battles? Have you seen any of these behaviors. Describe. (Use additional page if more space needed.)
TENTH VISIT (Continued)

Observations on  THE SEPARATION-INDIVIDUATION PROCESS

CHILD REARING ASPECT

Are Mom and Dad able to optimize their toddler's **Rapprochement** experiencing? How are they handling their toddler's behaviors? How does Mom seem to feel about her toddler's recently staying just within a few feet from mother? Is Mom (or Dad) able to enjoy being engaged in her toddler's explorations or whatever he is doing? How does Mom react to her toddler's more or less frequent "No"? Are battles of wills become more upsetting for the Parents and their toddler than they were? How is Mom dealing with these (we'll talk about this later too)? How is Mom handling her toddler's getting hold of others' things and claiming they are "Mine, mine, mine"? Is Mother worrying that her toddler is regressing, being a baby again? How is Mom (or Dad) handling the again more intense separation anxiety and even clinging? How does Mom (or Dad) feel about her toddler seeming to need his "comforter" more again? How do they deal with that? How does Mom feel at those times when her toddler seems to be torn between staying close to or moving away from Mother? Does this behavior confuse Mom? Does the toddler's getting upset more easily these days trouble Mom? How does she handle this? In fact, she seems to often be in a mildly sad mood (low-keyedness). Does this worry Mom? What have you seen? Describe. (Use additional sheet if needed.)
TENTH VISIT (Continued)

Observations on  THE SEPARATION-INDIVIDUATION PROCESS

CHILD REARING ASPECT

How are Mom and Dad handling their toddler's **Self and Object Constancy** activity? How do they feel that the toddler seems to cling less again, to feel separation anxiety less intensely? Do they go along with or find it silly when their toddler tries to sort out his own boundaries and separateness from Mother, Father, siblings? What about when he asserts: "I'm Johnny"? Do they dismiss that as silly or do they confirm what their toddler is saying? What about when he specifies who people are: "Mom is (Mom's first name)"; "Dad is (Dad's first name)" etc.? Are they relieved that it is easier to drop Johnny off at daycare with little or no fuss? Add any other observations that you feel has to do with "your" toddler's increasingly knowing he and Mom and he and Dad are all separate individuals in the same family. What did you find? (Add another sheet if needed.)
SUMMARY OF VISIT
FIFTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on  THE SEPARATION-INDIVIDUATION PROCESS

HUMAN DEVELOPMENT ASPECT

Using the "Outline of Separation-Individuation Theory" developed by Margaret S. Mahler, M.D.", try to ascertain where "your" toddler is developmentally. You will learn more if you do NOT go by "your" toddler's age to try to figure out in what subphase of separation-individuation she is, use the behaviors you see to tell you where the toddler is developmentally.

Be aware of this: the child is in the subphase where her behaviors indicate she is trying to cope; when she has sufficiently mastered given behavioral tasks, she is near the end of or has passed the subphase for which these are typical.

Here are some helpful cues. (1) Your toddler may have passed a given subphase. (2) Here are some behaviors typical for the

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The toddler is increasingly busy exploring everything around her. Her body movements are increasingly vigorous, first crawling, then walking. As she learns to do new things, does she do these over and over as if mastering new skills? Does she move away from Mother, even to the other side of the room or even into other rooms? Tell us what she does.

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When she falls without injury, does she get upset about it? Does she just pick herself up and go on exploring?

Does she just look back at Mother as if to check where she is, smiles at her, and return to her business?

Does she seem more or less driven to do what she "wants" to do? Describe the look on her face and her body movement.

Are there battles of wills between parent and child?

Do these seem to create a conflict with her beloved mother? Does this seem to trouble her?

(Use additional page if more space needed.)
FIFTEENTH VISIT (Continued)

Observations on  THE SEPARATION-INDIVIDUATION PROCESS
HUMAN DEVELOPMENT ASPECT

The Rapprochement Subphase:
She seems to stay within several feet from her mother. She tries to engage Mother in her explorations or whatever she (toddler) is doing. She has discovered the powerful word "No!" and uses it a fair amount. Battles of wills become more upsetting for the toddler than they were. She gets hold of others' things and claims they are "Mine, mine, mine" Mothers tend to worry that their toddler has regressed, has become a baby again. Separation anxiety, clinging, seem to be more intense than they have been. She seems to need her "comforter" more again (a piece of blanket, a soft toy, etc.) She seems at moments to be torn between staying close to or moving away from Mother. She gets upset much more easily these days. In fact, she seems to often be in a mildly sad mood (low-keyedness). Do you see any of these behaviors? Give examples. (Use additional sheet if needed.)
On the Way to Self and Object Constancy:

She seems to cling less again, to feel separation anxiety less intensely. She tries to sort out her own boundaries and separateness from Mother, Father, siblings. She tends to emphasize who she is: "I'm Sara". She specifies who people are: "Mom is (Mom's first name)"; "Dad is (Dad's first name)", etc. It is easier for her to be dropped off at daycare; much less fuss than before. Do you see any such behaviors? Give examples. (Use another sheet if needed.)
FIFTEENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on  THE SEPARATION-INDIVIDUATION PROCESS

CHILD REARING ASPECT

Are Mom and Dad able to optimize their toddler's continuing Differentiation? How are they handling their toddler's interest in the world that surrounds the toddler? The toddler's turning away from Mother, and interacting with others? Pushing away from Mother's body (without being angry with Mother)? Crawling or walking away from Mother? What did you see? Describe.
FIFTEENTH VISIT (Continued)
Observations on THE SEPARATION-INDIVIDUATION PROCESS
CHILD REARING ASPECT

Are Mom and Dad able to optimize their toddler's Practicing Subphase activity? How are they handling their toddler's increasingly busy exploring everything around him? His increasingly more vigorous locomotor and exploratory activities? Facilitating his efforts to learn new things and tolerating his doing things over and over in order to master new skills? His widening the arena of explorations, even to the other side of the room or even into other rooms? Do the parents enjoy their toddler's feeling "The world is my oyster!"? His once in a while just momentarily looking back at Mother; does Mother smile at him or wave? Does she just ignore him? His growing insistence to do what he "wants" to do? How are Mom and Dad handling the battles of wills that come up between them and their toddler? How are Mom and Dad handling the child's upset feelings following on the heels of these battles? Have you seen any of these behaviors. Describe. (Use additional page if more space needed.)
FIFTEENTH VISIT (Continued)
Observations on THE SEPARATION-INDIVIDUATION PROCESS
CHILD REARING ASPECT

Are Mom and Dad able to optimize their toddler's **Rapprochement** experiencing? How are they handling their toddler's behaviors? How does Mom seem to feel about her toddler's recently staying just within a few feet from mother? Is Mom (or Dad) able to enjoy being engaged in her toddler's explorations or whatever he is doing? How does Mom react to her toddler's more or less frequent "No"? Are battles of wills become more upsetting for the Parents and their toddler than they were? How is Mom dealing with these (we'll talk about this later too)? How is Mom handling her toddler's getting hold of others' things and claiming they are "Mine, mine, mine"? Is Mother worrying that her toddler is regressing, being a baby again? How is Mom (or Dad) handling the again more intense separation anxiety and even clinging? How does Mom (or Dad) feel about her toddler seeming to need his "comforter" more again? How do they deal with that? How does Mom feel at those times when her toddler seems to be torn between staying close to or moving away from Mother? Does this behavior confuse Mom? Does the toddler's getting upset more easily these days trouble Mom? How does she handle this? In fact, she seems to often be in a mildly sad mood (low-keyedness). Does this worry Mom? What have you seen? Describe. (Use additional sheet if needed.)
Observations on **THE SEPARATION-INDIVIDUATION PROCESS**

**CHILD REARING ASPECT**

How are Mom and Dad handling their toddler's **Self and Object Constancy** activity? How do they feel that the toddler seems to cling less again, to feel separation anxiety less intensely? Do they go along with or find it silly when their toddler tries to sort out his own boundaries and separateness from Mother, Father, siblings? What about when he asserts: "I'm Johnny"? Do they dismiss that as silly or do they confirm what their toddler is saying? What about when he specifies who people are: "Mom is (Mom's first name)"; "Dad is (Dad's first name)" etc.? Are they relieved that it is easier to drop Johnny off at daycare with little or no fuss? Add any other observations that you feel has to do with "your" toddler's increasingly knowing he and Mom and he and Dad are all separate individuals in the same family. What did you find? (Add another sheet if needed.)
SUMMARY OF VISIT
THE DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

PART 2: THE EARLIEST RELATIONSHIPS
FIFTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on  THE EARLIEST RELATIONSHIPS

HUMAN DEVELOPMENT ASPECT

Who are the most important persons in "your" toddler's home? Estimate how much time each gives to her/his being with and caring for "your" toddler.

Mother:

Father:

Siblings:

Other full or part-time Caregivers in the home:

How many hours per week is "your" toddler in daycare or preschool?
Have you seen "your" toddler in daycare? Describe what you saw of him there. If not, ask Mother to tell you how he/she is handling daycare--look for or inquire about reactions to being dropped off at daycare and being picked up, look for aggressive behaviors, for modes of coping with everyday routine and with stress, relationships, etc.
FIFTH VISIT (Continued)

Observations on THE EARLIEST RELATIONSHIPS

HUMAN DEVELOPMENT ASPECT

To whom does "your" toddler turn when he needs something to eat?

How does this usually turn out? Is it an emotionally engaged interaction? Describe.

To whom does he turn when he is hurting or upset?

How does this usually turn out? Is it an emotionally engaged interaction? Describe.

To whom does "your" toddler turn for playing?

How does this usually turn out? Is it an emotionally engaged interaction? Describe.

To whom does he turn for reading a book?

How does this usually turn out? Is it an emotionally engaged interaction? Describe.
FIFTH VISIT (Continued)

Observations on THE EARLIEST RELATIONSHIPS

HUMAN DEVELOPMENT ASPECT

Who changes his diapers?
How does this usually turn out? Is it an emotionaly engaged interaction? Describe.

Do you think "your" toddler feels loved, valued, and respected by his mother? What is your observational evidence?

Does he seem to feel loved, valued, and respected by his father? What is your observational evidence?

Describe "your" toddler's relationships with his siblings (if he has any).

Describe "your" toddler's relationships with caregivers other than Mom and Dad.

Do you think by now he is experiencing a Secondary Relationship with you? Describe.
FIFTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on  THE EARLIEST RELATIONSHIPS

CHILD REARING ASPECT

Describe Mother's response when her toddler smiles at her.

How does she respond when he has a "stranger reaction?"

How does she help him learn to get used to and accept new people?

Describe what Mother does that would lead her toddler to feel loved, valued and respected? Be specific.

Describe what Father does that would lead his toddler to feel loved, valued and respected? Be specific.

Has Mother ever had to be separated from her toddler for more than a day? If so, how did she handle his reaction to the separation?

How does the mother feel about her toddler's wanting to do things on his own?
FIFTH VISIT (Continued)

Observations on DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS
CHILD REARING ASPECT

Does Mother encourage her toddler to interact with Father? (This can be very important.) In what ways does she do this?

And with others in the family?

Does Father hold, diaper, play with and talk with the toddler? Describe.

What does Father most do with his toddler?

Have parents begun teaching him how people and pets like to be touched and treated?

Are they teaching him how not to treat people and pets? Describe.

What do you like to do with "your" toddler when you visit him?
SUMMARY OF VISIT
TENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE EARLIEST RELATIONSHIPS

HUMAN DEVELOPMENT ASPECT

Who are the most important persons in "your" toddler's home? Estimate how much time each gives to her/his being with and caring for "your" toddler.

Mother:

Father:

Siblings:

Other full or part-time Caregivers in the home:

How many hours per week is "your" toddler in daycare or preschool? Have you seen "your" toddler in daycare? Describe what you saw of him there. If not, ask Mother to tell you how he/she is handling daycare--look for or inquire about reactions to being dropped off at daycare and being picked up, look for aggressive behaviors, for modes of coping with everyday routine and with stress, relationships, etc.
TENTH VISIT (Continued)

Observations on THE Earliest RELATIONSHIPS

HUMAN DEVELOPMENT ASPECT

To whom does "your" toddler turn when he needs something to eat?

How does this usually turn out? Is it an emotionally engaged interaction? Describe.

To whom does he turn when he is hurting or upset?

How does this usually turn out? Is it an emotionally engaged interaction? Describe.

To whom does "your" toddler turn for playing?

How does this usually turn out? Is it an emotionally engaged interaction? Describe.

To whom does he turn for reading a book?

How does this usually turn out? Is it an emotionally engaged interaction? Describe.
TENTH VISIT (Continued)

Observations on THE Earliest RELATIONSHIPS
HUMAN DEVELOPMENT ASPECT

Who changes his diapers?
How does this usually turn out? Is it an emotionally engaged interaction? Describe.

Do you think "your" toddler feels loved, valued, and respected by his mother? What is your observational evidence?

Does he seem to feel loved, valued, and respected by his father? What is your observational evidence?

Describe "your" toddler's relationships with his siblings (if he has any).

Describe "your" toddler's relationships with caregivers other than Mom and Dad.

Do you think by now he is experiencing a Secondary Relationship with you? Describe.
TENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on  THE EARLIEST RELATIONSHIPS

CHLILD REARING ASPECT

Describe Mother's response when her toddler smiles at her.

How does she respond when he has a "stranger reaction?"

How does she help him learn to get used to and accept new people?

Describe what Mother does that would lead her toddler to feel loved, valued and respected? Be specific.

Describe what Father does that would lead his toddler to feel loved, valued and respected? Be specific.

Has Mother ever had to be separated from her toddler for more than a day? If so, how did she handle his reaction to the separation?

How does the mother feel about her toddler's wanting to do things on his own?
TENTH VISIT (Continued)

Observations on DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

CHILD REARING ASPECT

Does Mother encourage her toddler to interact with Father? (This can be very important.) In what ways does she do this?

And with others in the family?

Does Father hold, diaper, play with and talk with the toddler? Describe.

What does Father most do with his toddler?

Have parents begun teaching him how people and pets like to be touched and treated?

Are they teaching him how not to treat people and pets? Describe.

What do you like to do with "your" toddler when you visit him?
SUMMARY OF VISIT
FIFTEENTH VISIT

NAME OF CHILD _______________________________ DATE OF BIRTH __________ DATE OF VISIT __________

Observations on THE EARLIEST RELATIONSHIPS

HUMAN DEVELOPMENT ASPECT

Who are the most important persons in "your" toddler's home? Estimate how much time each gives to her/his being with and caring for "your" toddler.

Mother:

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How many hours per week is "your" toddler in daycare or preschool? Have you seen "your" toddler in daycare? Describe what you saw of him there. If not, ask Mother to tell you how he/she is handling daycare--look for or inquire about reactions to being dropped off at daycare and being picked up, look for aggressive behaviors, for modes of coping with everyday routine and with stress, relationships, etc.
FIFTEENTH VISIT (Continued)

Observations on THE EARLIEST RELATIONSHIPS

HUMAN DEVELOPMENT ASPECT

To whom does "your" toddler turn when he needs something to eat?

How does this usually turn out? Is it an emotionally engaged interaction? Describe.

To whom does he turn when he is hurting or upset?

How does this usually turn out? Is it an emotionally engaged interaction? Describe.

To whom does "your" toddler turn for playing?

How does this usually turn out? Is it an emotionally engaged interaction? Describe.

To whom does he turn for reading a book?

How does this usually turn out? Is it an emotionally engaged interaction? Describe.
Who changes his diapers? How does this usually turn out? Is it an emotionally engaged interaction? Describe.

Do you think "your" toddler feels loved, valued, and respected by his mother? What is your observational evidence?

Does he seem to feel loved, valued, and respected by his father? What is your observational evidence?

Describe "your" toddler's relationships with his siblings (if he has any).

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Do you think by now he is experiencing a Secondary Relationship with you? Describe.
Observations on THE EARLIEST RELATIONSHIPS

CHILD REARING ASPECT

Describe Mother's response when her toddler smiles at her.

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Has Mother ever had to be separated from her toddler for more than a day? If so, how did she handle his reaction to the separation?

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What does Father most do with his toddler?

Have parents begun teaching him how people and pets like to be touched and treated?

Are they teaching him how not to treat people and pets? Describe.

What do you like to do with "your" toddler when you visit him?
SUMMARY OF VISIT
THE TODDLER YEARS (1 - 3 YEARS)

DEPENDENCE AND SELF-RELIANCE
Normal human beings have dependency needs all their lives long. These needs are at their highest point during the first year of life. When they are adequately gratified, the child is able gradually to replace some of these needs with self-reliant, autonomous, independent actions. There is therefore, an age-related factor in the degree to which a developing person is dependent and self-reliant. This inter-relation of being dependent on the one hand and self reliant on the other, is an inter-related process that continues into adulthood, when the normal person can take care of him/herself self-reliantly, in most ways. In one respect especially, however, a healthy adult person never outgrows the need to be dependent on some others. There will always remain a need for supportive, loving relationships with the people close to him, first his parents and siblings, then other relatives, then increasingly and of increasing importance with his friends and peers, and eventually in adulthood, when he/she selects one from that pool of peers, his needs for love and to love will centralize in his/her own mate and the children they may have together, although this need for love and to love will continue to some degree with his/her family of origin.

As we discussed in class, there are three major categories of needs for which the young child is age-appropriately very dependent on his/her caregivers:

1. For physical care
2. For emotional needs, including nurture and love
3. For help in developing constructive skills in adaptation (ways of coping constructively).

We want to emphasize 2 points here:
1. That from birth on and thereafter, the child's emotional relationships, his/her attachments (as John Bowlby said) and needs for love and to love, are of enormous importance to the child's emotional development and well being. It is of utmost importance that primary caregivers, especially Mother and Father, be sufficiently available to the child for his/her emotional needs, i.e. as Margaret Mahler said, that they be "emotionally available", not just physically available to the child. And,

2. It is developmentally expectable that a one year old child, will be more dependent for physical and developing adaptational skills, indeed for all his/her needs than a 10 year old, and a 10 year old will be more dependent on others for these needs than an 18 year old, and so on. And then, the normal human's needs tend to stabilize at an adult level, and as one gets older, the person's dependence on others for physical needs especially generally increase again. It's like the old riddle: "What starts life on four legs, then on two, and eventually on three?" The answer: "Human beings". This factor is important in understanding children's developmental needs, and is spoken of as the child's development or needs being "age-adequate" or "age-appropriate"

When observing "your" toddler(s), note what he/she can and cannot do for him/herself. How has his/her dependency level changed, if at all, from his/her first days of life? How does she react when Mother responds to her signals for help or comforting? How does he react when Mother for some reason has to delay responding to him?

Does the mother seem to enjoy this age-appropriate dependence on her? Does she enjoy, admire, her toddler's push and efforts toward wanting to do things him/herself, toward beginning the process of being more and more self-reliant? Does she seem tuned in with her toddler's needs and signals for dependence as well as for self-reliance?

In your summary, include your opinion of how well you think the child's dependency needs are being met, and to what extent you see signs of gradual movements toward self-reliance, autonomy, independence.
FIFTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT ________

Observations on DEPENDENCE AND SELF-RELIANCE

HUMAN DEVELOPMENT ASPECT

When "your" toddler was born, was he one hundred percent dependent on his parents for his existence? Was he dependent on them for his breathing? For his food digestion and elimination? Specify what he was dependent for.

Physical needs:

Emotional needs:

The development of skills for adaptation:

This changed by the end of 12 months and is continuing to change right now. What can he do for himself now that he couldn't at birth? Give enough detail to convey what "your" toddler is like.

Physical needs:

Emotional needs:

The development of adaptive skills:
FIFTH VISIT (Continued)

Observations on DEPENDENCE AND SELF-RELIANCE

HUMAN DEVELOPMENT ASPECT

For what does "your" toddler show that she/he depends on each Mother?

For what does "your" toddler seem to depend on Father?

To get more specific: Does "your" toddler seek emotional gratification more from Mother or from Father? Does he/she seek it about equally from both? Observe closely, and can you say for what type(s) of emotional needs does "your" toddler turn to one or the other? For affection (a loving smile, hugging, cuddling, kissing, etc.)?

For comforting (soothing, cuddling, patting on the back, etc.)?

For reassurance?

For play (have fun together, physical contact, etc.)?

For just being together?

Does he do these with ease? Is he hesitant to turn to Mom or Dad for any of these? Specify.
Does "your" toddler turn to Mother and/or Father to teach him things? If so, to what degree does he turn to whom?
To read stories?
To build with blocks, Lego's, etc.?
To walk, skip, etc.?
To brush his/her teeth, get washed, get dressed?

What, along these 3 categories of needs does he do for himself now?
Physical needs:

Emotional needs: (e.g., can he comfort himself some?)

Development of adaptive skills:

And what in these categories has he begun to show signs of wanting to do things for himself?

In what ways does he depend for any of these needs on other members of the family?
FIFTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEPENDENCE AND SELF-RELIANCE

CHILD REARING ASPECT

Does Mother seem to enjoy responding to all the dependency needs of her toddler? To some, yes, and to some, no? Describe.

Does Father seem to enjoy responding to all the dependency needs of his toddler? To some, yes, and to some, no? Describe.

Have you observed Mother being affectionate or comforting her toddler? Give some examples. How do you think this met some of her toddler's emotional needs?

Have you observed Father being affectionate or comforting his toddler? Give some examples. How do you think this met some of his toddler's emotional needs?

Have you observed Mother playing with her toddler? Give some examples. How do you think this met some of his dependency needs?
Have you observed Father playing with his toddler? Give some examples. How do you think this met some of his dependency needs?

Have you observed Mother teaching something to her toddler? Describe some of the things she taught, and how the toddler responded.

Have you observed Father teaching something to his toddler? Describe some of the things he taught, and how the toddler responded.

Do either Mother or Father feel that holding or comforting when asked for, or being affectionate often with their toddler will spoil him, or make him too dependent on them? What do you think?
SUMMARY OF VISIT
TENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEPENDENCE AND SELF-RELIANCE

HUMAN DEVELOPMENT ASPECT

When "your" toddler was born, was he one hundred percent dependent on his parents for his existence? Was he dependent on them for his breathing? For his food digestion and elimination? Specify what he was dependent for.

Physical needs:

Emotional needs:

The development of skills for adaptation:

This changed by the end of 12 months and is continuing to change right now. What can he do for himself now that he couldn't at birth? Give enough detail to convey what "your" toddler is like.

Physical needs:

Emotional needs:

The development of adaptive skills:
TENTH VISIT (Continued)

Observations on DEPENDENCE AND SELF-RELIANCE

HUMAN DEVELOPMENT ASPECT

For what does "your" toddler show that she/he depends on each Mother?

For what does "your" toddler seem to depend on Father?

To get more specific: Does "your" toddler seek emotional gratification more from Mother or from Father? Does he/she seek it about equally from both? Observe closely, and can you say for what type(s) of emotional needs does "your" toddler turn to one or the other? For affection (a loving smile, hugging, cuddling, kissing, etc.)?

For comforting (soothing, cuddling, patting on the back, etc.)?

For reassurance?

For play (have fun together, physical contact, etc.)?

For just being together?

Does he do these with ease? Is he hesitant to turn to Mom or Dad for any of these? Specify.
TENTH VISIT (Continued)

Observations on DEPENDENCE AND SELF-RELIANCE

HUMAN DEVELOPMENT ASPECT

Does "your" toddler turn to Mother and/or Father to teach him things? If so, to what degree does he turn to whom?

To read stories?

To build with blocks, Lego's, etc.?

To walk, skip, etc.?

To brush his/her teeth, get washed, get dressed?

What, along these 3 categories of needs does he do for himself now?

Physical needs:

Emotional needs: (e.g., can he comfort himself some?)

Development of adaptive skills:

And what in these categories has he begun to show signs of wanting to do things for himself?

In what ways does he depend for any of these needs on other members of the family?
TENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEPENDENCE AND SELF-RELIANCE

CHILD REARING ASPECT

Does Mother seem to enjoy responding to all the dependency needs of her toddler? To some, yes, and to some, no? Describe.

Does Father seem to enjoy responding to all the dependency needs of his toddler? To some, yes, and to some, no? Describe.

Have you observed Mother being affectionate or comforting her toddler? Give some examples. How do you think this met some of her toddler's emotional needs?

Have you observed Father being affectionate or comforting his toddler? Give some examples. How do you think this met some of his toddler's emotional needs?

Have you observed Mother playing with her toddler? Give some examples. How do you think this met some of his dependency needs?
TENTH VISIT (Continued)

Observations on DEPENDENCE AND SELF-RELIANCE

CHILD REARING ASPECT

Have you observed Father playing with his toddler? Give some examples. How do you think this met some of his dependency needs?

Have you observed Mother teaching something to her toddler? Describe some of the things she taught, and how the toddler responded.

Have you observed Father teaching something to his toddler? Describe some of the things he taught, and how the toddler responded.

Do either Mother or Father feel that holding or comforting when asked for, or being affectionate often with their toddler will spoil him, or make him too dependent on them? What do you think?
FIFTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEPENDENCE AND SELF-RELIANCE

HUMAN DEVELOPMENT ASPECT

When "your" toddler was born, was he one hundred percent dependent on his parents for his existence? Was he dependent on them for his breathing? For his food digestion and elimination? Specify what he was dependent for.

Physical needs:

Emotional needs:

The development of skills for adaptation:

This changed by the end of 12 months and is continuing to change right now. What can he do for himself now that he couldn't at birth? Give enough detail to convey what "your" toddler is like.

Physical needs:

Emotional needs:

The development of adaptive skills:
Observations on DEPENDENCE AND SELF-RELIANCE
HUMAN DEVELOPMENT ASPECT

For what does "your" toddler show that she/he depends on each Mother?

For what does "your" toddler seem to depend on Father?

To get more specific: Does "your" toddler seek emotional gratification more from Mother or from Father? Does he/she seek it about equally from both? Observe closely, and can you say for what type(s) of emotional needs does "your" toddler turn to one or the other? For affection (a loving smile, hugging, cuddling, kissing, etc.)?

For comforting (soothing, cuddling, patting on the back, etc.)?

For reassurance?

For play (have fun together, physical contact, etc.)?

For just being together?

Does he do these with ease? Is he hesitant to turn to Mom or Dad for any of these? Specify.
Observations on DEPENDENCE AND SELF-RELIANCE

Does "your" toddler turn to Mother and/or Father to teach him things? If so, to what degree does he turn to whom?
To read stories?
To build with blocks, Lego's, etc.?
To walk, skip, etc.?
To brush his/her teeth, get washed, get dressed?

What, along these 3 categories of needs does he do for himself now?
Physical needs:

- Emotional needs: (e.g., can he comfort himself some?)

Development of adaptive skills:

And what in these categories has he begun to show signs of wanting to do things for himself?

In what ways does he depend for any of these needs on other members of the family?
FIFTEENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEPENDENCE AND SELF-RELIANCE

CHILD REARING ASPECT

Does Mother seem to enjoy responding to all the dependency needs of her toddler? To some, yes, and to some, no? Describe.

Does Father seem to enjoy responding to all the dependency needs of his toddler? To some, yes, and to some, no? Describe.

Have you observed Mother being affectionate or comforting her toddler? Give some examples. How do you think this met some of her toddler's emotional needs?

Have you observed Father being affectionate or comforting his toddler? Give some examples. How do you think this met some of his toddler's emotional needs?

Have you observed Mother playing with her toddler? Give some examples. How do you think this met some of his dependency needs?
FIFTEENTH VISIT (Continued)
Observations on DEPENDENCE AND SELF-RELIANCE
CHILD REARING ASPECT

Have you observed Father playing with his toddler? Give some examples. How do you think this met some of his dependency needs?

Have you observed Mother teaching something to her toddler? Describe some of the things she taught, and how the toddler responded.

Have you observed Father teaching something to his toddler? Describe some of the things he taught, and how the toddler responded.

Do either Mother or Father feel that holding or comforting when asked for, or being affectionate often with their toddler will spoil him, or make him too dependent on them? What do you think?
SUMMARY OF VISIT
THE TODDLER YEARS (1 to 3 YEARS)

THE DEVELOPMENT OF SEXUAL - REPRODUCTIVE LIFE

PSYCHOSEXUAL DEVELOPMENT DURING THE TODDLER YEARS:

THE ORAL PHASE,

THE ANAL PHASE, AND

THE FIRST GENITAL PHASE
As with all aspects of a human being's functioning, human sexual and reproductive development begins very early in life. Mental health professionals have recognized that sexual experiencing is an important part of every human being's emotional life. It is for this reason, that they have studied not only the human's sexual development from early childhood on, but have especially studied it from the vantage point of the part it plays in the child's emotional, or psychic, life. This is why they labeled this developmental theory: Psychosexual Theory. Psychosexual theory details an important part of human development.

As thought out in Psychosexual Theory, human sexual life begins in forms not considered to be sexual until this past century. Psychosexual development, as the student has learned in class, begins with the oral phase. This is so labeled because during the first year of an infant's life and well into the second year, the mouth plays a large part in the infant's adaptation to life. Through it the infant communicates his needs to his mother.

It is an efficient food intake-sucking body part that frees him from the pain of hunger.

Important for the sexual aspect of the mouth is that the child soon learns that sucking an object such as his thumb or a pacifier will give him a special kind of pleasure and comfort. It is this aspect of the mouth experience that features most as a part of the total sexual system. During the years from 1 to 3, the child is still in the oral phase, now though at a quite more mature level than the early part; now the toddler eats solids though commonly she/he may still either breast feed or bottle feed, has selected whether or not he/she will use a pacifier or thumb or another type of comforter (as a piece of blanket, etc.).
According to psychosexual theory, during the half of the second year, the toddler begins to be aware of sensations associated with both urination and the passing of stools (solid contents of the large intestine). These waste discharge activities produce pleasurable sensations both by the relief of bodily pressures but also due to the unique feelings the passage of these waste products produces in the lining of the organs in question. This period of psychosexual development, from about 18 months to about 3 years, is the **anal phase**. The developmental tasks of learning how to control the discharge of urine and of bowel movements gets stirred up and may be started during the second year, but especially in the USA is believed to more easily and productively--more is gained by the child--achieved during the third year of life. But for the issue of normal sexual development, it is the sensations associated with these everyday functions that has led to these being considered to be part of the total human sexual system.

Many children achieve toilet training quite easily. This is especially so when it is not started before the toddler is ready for it and when the parent-child relationship is predominantly positive. In some instances though, especially where the parent-child relationship is troubled, it has proven to be extremely problematic. Martha Woodall, writer for *The Philadelphia Inquirer*, wrote a front page Feature Story in which she said: "Getting children out of diapers is one of the most frustrating and time-consuming hurdles that all parents face. But for some, it is so frustrating that researchers now are linking toilet-training accidents with many of the most serious-sometimes deadly--cases of child abuse" (November 9, 1993, p. 1).

We also see, in most normal children 2 to 3 years of age, and in some even from about 18 months on, an increased attention to, interest in, and concern about their own and others' genitals. As the student learned in class, this is the beginning of the **first genital phase**. It is so called because the child's sexual experiencing now becomes most organized by pleasurable sensations in their genitals which most likely result from a biological maturation that occurs during this period of development. This period is called the *first genital phase* because there, indeed, is a *second genital phase*, namely that which occurs in **adolescence**; this is initiated by the remarkable biological (physical, etc.) developments that occur at **puberty**. The first genital phase is the **infantile form of sexuality**; the second genital is the beginning of what will mature into the **adult form of sexuality**. Although we address the first genital phase development in detail in Unit 3, and we shall there address some the parenting challenges it brings, here in Unit 2 we need to be aware of its beginnings which start from about 2 1/4 years of age.

In making your observations regarding "your" toddler's psychosexual development, respect the child's needs for privacy. If you speak to "your" toddler about his/her developments, feelings, sensations, etc. be aware of the fact that children are very sensitive to intrusive explorations. It is highly advisable and strongly recommended that you make any inquiries about the child's sexual development in the presence of the toddler's mother or father.
THIRD VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE ORAL PHASE

HUMAN DEVELOPMENT ASPECT

Does "your" toddler suck his/her thumb or use a pacifier?

Does it seem to you that he/she uses sucking as a means of comforting himself? Support your impression with observed instances and facts.

Does he/she sometimes bite? If so, is it always in anger?

If weaning has been started, how is she/he reacting to this? If he/she is already weaned, ask Mother to tell you how the toddler reacted to this. Did the toddler initiate the weaning or did Mother?

Is he completely weaned from his daytime bottles or breast feeding?

Does he still have a night-time bottle? Do you think, from your observations or talks with Mother that the night bottle is more needed as actual nourishment or as a comforter? Why do you think this?

Is "your" toddler a good or a fussy eater? Does he/she seem to enjoy meals or are they ordeals for all?
THIRD VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH _________   DATE OF VISIT _________

Observations on THE ORAL PHASE

CHILD REARING ASPECT

How does Mother handle feedings:
   Does she set her toddler's plate and just goes about her business in the kitchen or elsewhere?

   Does she sit with him and talk with him while he is feeding? Does the toddler eat with the rest of the family? Is feeding a pleasant time for both?

Have you seen Father feed the toddler? How does that go? Describe.

If "your" toddler has problems with eating, how does Mother handled them? How does Dad handle such?

Do Mother and Father allow their toddler to use a pacifier? What does Mother think it does for him? And Father?

If "your" toddler uses a "night bottle", how do Mother and Father feel about it? Try to get them to tell you what they think about using the "night bottle.

When the toddler bites, what does Mother do? What does Father do?
THIRD VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH _______   DATE OF VISIT _______

Observations on THE ANAL PHASE

HUMAN DEVELOPMENT ASPECT

Does "your" toddler have any unusual problems with urination or bowel movements, such as due to some physical abnormalities or allergies? If so, describe. This would, of course, make the process of both elimination and of toilet training more challenging and difficult.

Have you seen any signs of "your" toddler becoming aware of, or expressing an interest in toilet training? How old was he/she when you first saw these?

What were the signs? Describe.

   For example, have you heard "your" toddler talk about his own or someone else's elimination activity, be it urination or having a B.M. (making "pipi" or whatever words the family uses for these functions).
   Sometimes a toddler in play will pretend to go to the potty.

When toilet training is in progress, describe what happens.

   For instance, does "your" toddler say he/she needs to "go potty"?
   Does she/he refuse to or cooperates in letting Mother (or Father, or other caregiver) know when she/he needs to "go potty"?
   Do Mother and toddler get into battles over "going to the potty"? Describe.
THIRD VISIT (Continued)

Observations on THE ANAL PHASE

HUMAN DEVELOPMENT ASPECT

Describe the toddler’s reaction to:

Mother's asking if he/she needs to go to the potty?

Mother's putting some pressure on the toddler to go to the potty?

The toddler making an effort to go to the potty and succeeding?

When the toddler makes an effort and does not succeed?

Overall, do you think "your" toddler is taking the toilet training process in stride or has it created a problem for the toddler and/or the mother/father? Describe.

What gains are you seeing in "your" toddler gradually succeeding in the toilet training?

For instance, he seems to be more confident that he can do things that are challenging. Or/and, he seems to keep his toys in some better order (greater degree of organization). He seems to have a better developed sense of self. He seems to feel more grown-up. Etc. Be cautious in what you read into the child's behaviors, but don't be afraid to guess.
THIRD VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE ANAL PHASE

CHILD REARING ASPECT

If "your" toddler has some unusual problem with urination or bowel movements, how are Mother and Father dealing with it? Give some detail.

How are or have Mother/Father reacted to any signs of "your" toddler becoming aware of, or expressing an interest in toilet training? For example, how did Mother respond to "your" toddler's talking about his own or someone else's need to urinate or have a B.M. or to her toddler's playing at going to the potty.

Describe what Mother and/or Father said or did when, for instance, "Your" toddler said he/she needed to "go potty"?

   The toddler made an effort to go to the potty and succeeded?

   When the toddler made an effort and did not succeed?

   How did Mother ask if he/she needs to go to the potty?

   How did Mother and Father put pressure on the toddler to go to the potty? Detail.
Observations on THE ANAL PHASE

CHILD REARING ASPECT

THIRD VISIT (Continued)

How does Mother handle the toddler's **refusing** to let Mother (or Father, or other caregiver) know when she/he needs to "go potty"? And, how does Mother respond to her toddler's **cooperating** in the toilet training process?

Give some specific instances when the parents **facilitated and/or made the task more difficult** for the toddler.

What do you think Mother and Father do/did that caused **battles** over "going to the potty" become **more intense**? Describe. Or, and, what do you think Mother and Father do/did to make these battles **less intense**? Describe. Or, what did Mother and Father do that **prevented** battles from developing? Detail.

Did you see any evidence (in behavior or in marks on the child's body) of parents' getting terribly upset with their toddler and abusing him/her emotionally or physically.

Overall, do you think "your" toddler is taking the toilet training process in stride or has it created a problem for the toddler and/or the mother/father? Describe.

Do you think "your" toddler's parents recognize the **gains** "your" toddler made in gradually succeeding in the toilet training?
THIRD VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE FIRST GENITAL PHASE

HUMAN DEVELOPMENT ASPECT

Has "your" toddler begun to show an increase in interest in his/her own genitals--such as by asking questions or making comments about it? If so, give examples.

Has he/she expressed any worry about his/her genitals? If so, what?

Has she/he made comments or asked questions about others' genitals, Mother, Father, sibling, or even yours? If so, give examples.

Have you seen more than just momentary hand-touching of her/his own genital area? (Observe only, make no comments to the child!) Describe.

Has "your" toddler become notably interested in a baby? If so, describe what leads you to think so.

Are you seeing a change in "your" toddler's wish to be more with Mother or more with Father than before? If so, give details.
THIRD VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE FIRST GENITAL PHASE

CHILD REARING ASPECT

Has Mother or Father noted an increase in interest in his/her genitals--such as by asking questions or making comments about it? If so, how has each dealt with these? Give examples.

If "your" toddler has expressed worry about his/her genitals, have Mother or Father responded to this? If so, what did the parents do and say?

If these occurred, how did Mother and Father handle comments or questions the toddler asked about others' genitals? If the toddler asked about yours, what did you say? Give specifics.

If there has been more than just momentary hand-touching of her/his own genital area, how did Mother and/or Father deal with this?

If you saw such, did "your" toddler's parents note their child's new interest in a baby? If so, how did they react to this.

If you have seen a change in "your" toddler's wish to be more with Mother or more with Father than before, have the parents seen this too? If so, how are they dealing with this.
SUMMARY OF VISIT
ELEVENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH _______   DATE OF VISIT _______

Observations on THE ORAL PHASE

HUMAN DEVELOPMENT ASPECT

Does "your" toddler suck his/her thumb or use a pacifier?

Does it seem to you that he/she uses sucking as a means of comforting himself? Support your impression with observed instances and facts.

Does he/she sometimes bite? If so, is it always in anger?

If weaning has been started, how is she/he reacting to this? If he/she is already weaned, ask Mother to tell you how the toddler reacted to this. Did the toddler initiate the weaning or did Mother?

Is he completely weaned from his daytime bottles or breast feeding?

Does he still have a night-time bottle? Do you think, from your observations or talks with Mother that the night bottle is more needed as actual nourishment or as a comforter? Why do you think this?

Is "your" toddler a good or a fussy eater? Does he/she seem to enjoy meals or are they ordeals for all?
ELEVENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH _________   DATE OF VISIT __________

Observations on THE ORAL PHASE

CHILD REARING ASPECT

How does Mother handle feedings:
   Does she set her toddler's plate and just goes about her business in the kitchen or elsewhere?

   Does she sit with him and talk with him while he is feeding? Does the toddler eat with the rest of the family? Is feeding a pleasant time for both?

Have you seen Father feed the toddler? How does that go? Describe.

If "your" toddler has problems with eating, how does Mother handled them? How does Dad handle such?

Do Mother and Father allow their toddler to use a pacifier? What does Mother think it does for him? And Father?

If "your" toddler uses a "night bottle", how do Mother and Father feel about it? Try to get them to tell you what they think about using the "night bottle.

When the toddler bites, what does Mother do? What does Father do?
ELEVENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT _________

Observations on THE ANAL PHASE

HUMAN DEVELOPMENT ASPECT

Does "your" toddler have any unusual problems with urination or bowel movements, such as due to some physical abnormalities or allergies? If so, describe. This would, of course, make the process of both elimination and of toilet training more challenging and difficult.

Have you seen any signs of "your" toddler becoming aware of, or expressing an interest in toilet training? How old was he/she when you first saw these?

What were the signs? Describe.
   For example, have you heard "your" toddler talk about his own or someone else's elimination activity, be it urination or having a B.M. (making "pipi" or whatever words the family uses for these functions).
   Sometimes a toddler in play will pretend to go to the potty.

When toilet training is in progress, describe what happens.
   For instance, does "your" toddler say he/she needs to "go potty"?
   Does she/he refuse to or cooperates in letting Mother (or Father, or other caregiver) know when she/he needs to "go potty"?
   Do Mother and toddler get into battles over "going to the potty"? Describe.
ELEVENTH VISIT (Continued)

Observations on THE ANAL PHASE

HUMAN DEVELOPMENT ASPECT

Describe the toddler's reaction to:

Mother's asking if he/she needs to go to the potty?

Mother's putting some pressure on the toddler to go to the potty?

The toddler making an effort to go to the potty and succeeding?

When the toddler makes an effort and does not succeed?

Overall, do you think "your" toddler is taking the toilet training process in stride or has it created a problem for the toddler and/or the mother/father? Describe.

What gains are you seeing in "your" toddler gradually succeeding in the toilet training?

For instance, he seems to be more confident that he can do things that are challenging. Or/and, He seems to keep his toys in some better order (greater degree of organization). He seems to have a better developed sense of self. He seems to feel more grown-up. Etc. Be cautious in what you read into the child's behaviors, but don't be afraid to guess.
ELEVENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE ANAL PHASE

CHILD REARING ASPECT

If "your" toddler has some unusual problem with urination or bowel movements, how are Mother and Father dealing with it? Give some detail.

How are or have Mother/Father reacted to any signs of "your" toddler becoming aware of, or expressing an interest in toilet training? For example, how did Mother respond to "your" toddler's talking about his own or someone else's need to urinate or have a B.M. or to her toddler's playing at going to the potty.

Describe what Mother and/or Father said or did when, for instance, "Your" toddler said he/she needed to "go potty"?

The toddler made an effort to go to the potty and succeeded?

When the toddler made an effort and did not succeed?

How did Mother ask if he/she needs to go to the potty?

How did Mother and Father put pressure on the toddler to go to the potty? Detail.
ELEVENTH VISIT (Continued)

Observations on THE ANAL PHASE

CHILD REARING ASPECT

How does Mother handle the toddler's **refusing** to let Mother (or Father, or other caregiver) know when she/he needs to "go potty"? And, how does Mother respond to her toddler's **cooperating** in the toilet training process?

Give some specific instances when the parents **facilitated and/or made the task more difficult** for the toddler.

What do you think Mother and Father do/did that caused **battles** over "going to the potty" become **more intense**? Describe. Or, and, what do you think Mother and Father do/did to make these battles **less intense**? Describe. Or, what did Mother and Father do that **prevented** battles from developing? Detail.

Did you see any evidence (in behavior or in marks on the child's body) of parents' getting terribly upset with their toddler and abusing him/her emotionally or physically.

Overall, do you think "your" toddler is taking the toilet training process in stride or has it created a problem for the toddler and/or the mother/father? Describe.

Do you think "your" toddler's parents recognize the **gains** "your" toddler made in gradually succeeding in the toilet training?
ELEVENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE FIRST GENITAL PHASE

**HUMAN DEVELOPMENT ASPECT**

Has "your" toddler begun to show **an increase in interest** in his/her own genitals--such as by asking questions or making comments about it? If so, give examples.

Has he/she expressed any **worry** about his/her genitals? If so, what?

Has she/he made comments or asked questions about **others' genitals**, Mother, Father, sibling, or even yours? If so, give examples.

Have you seen more than just momentary **hand-touching** of her/his own genital area? (Observe only, make no comments to the child!) Describe.

Has "your" toddler become **notably interested in a baby**? If so, describe what leads you to think so.

Are you seeing a change in "your" toddler's wish to be **more** with Mother or **more** with Father than before? If so, give details.
ELEVENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE FIRST GENITAL PHASE

CHILD REARING ASPECT

Has Mother or Father noted an increase in interest in his/her genitals--such as by asking questions or making comments about it? If so, how has each dealt with these? Give examples.

If "your" toddler has expressed worry about his/her genitals, have Mother or Father responded to this? If so, what did the parents do and say?

If these occurred, how did Mother and Father handle comments or questions the toddler asked about others' genitals? If the toddler asked about yours, what did you say? Give specifics.

If there has been more than just momentary hand-touching of her/his own genital area, how did Mother and/or Father deal with this?

If you saw such, did "your" toddler's parents note their child's new interest in a baby? If so, how did they react to this.

If you have seen a change in "your" toddler's wish to be more with Mother or more with Father than before, have the parents seen this too? If so, how are they dealing with this.
SUMMARY OF VISIT
SIXTEENTH VISIT

NAME OF CHILD _______________________________ DATE OF BIRTH _______ DATE OF VISIT _______

Observations on THE ORAL PHASE

HUMAN DEVELOPMENT ASPECT

Does "your" toddler suck his/her thumb or use a pacifier?

Does it seem to you that he/she uses sucking as a means of comforting himself? Support your impression with observed instances and facts.

Does he/she sometimes bite? If so, is it always in anger?

If weaning has been started, how is she/he reacting to this? If he/she is already weaned, ask Mother to tell you how the toddler reacted to this. Did the toddler initiate the weaning or did Mother?

Is he completely weaned from his daytime bottles or breast feeding?

Does he still have a night-time bottle? Do you think, from your observations or talks with Mother that the night bottle is more needed as actual nourishment or as a comforter? Why do you think this?

Is "your" toddler a good or a fussy eater? Does he/she seem to enjoy meals or are they ordeals for all?
SIXTEENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE ORAL PHASE

CHILD REARING ASPECT

How does Mother handle feedings: 
   Does she set her toddler's plate and just goes about her business in the kitchen or elsewhere?

   Does she sit with him and talk with him while he is feeding? Does the toddler eat with the rest of the family? Is feeding a pleasant time for both?

   Have you seen Father feed the toddler? How does that go? Describe.

If "your" toddler has problems with eating, how does Mother handled them? How does Dad handle such?

Do Mother and Father allow their toddler to use a pacifier? What does Mother think it does for him? And Father?

If "your" toddler uses a "night bottle", how do Mother and Father feel about it? Try to get them to tell you what they think about using the "night bottle.

When the toddler bites, what does Mother do? What does Father do?
SIXTEENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE ANAL PHASE

HUMAN DEVELOPMENT ASPECT

Does "your" toddler have any unusual problems with urination or bowel movements, such as due to some physical abnormalities or allergies? If so, describe. This would, of course, make the process of both elimination and of toilet training more challenging and difficult.

Have you seen any signs of "your" toddler becoming aware of, or expressing an interest in toilet training? How old was he/she when you first saw these?

What were the signs? Describe.
   For example, have you heard "your" toddler talk about his own or someone else's elimination activity, be it urination or having a B.M. (making "pipi" or whatever words the family uses for these functions).
   Sometimes a toddler in play will pretend to go to the potty.

When toilet training is in progress, describe what happens.
   For instance, does "your" toddler say he/she needs to "go potty"?
   Does she/he refuse to or cooperates in letting Mother (or Father, or other caregiver) know when she/he needs to "go potty"?
   Do Mother and toddler get into battles over "going to the potty"? Describe.
SIXTEENTH VISIT (Continued)

Observations on **THE ANAL PHASE**

**HUMAN DEVELOPMENT ASPECT**

Describe the toddler's reaction to:

- Mother's **asking** if he/she needs to go to the potty?
- Mother's putting some **pressure** on the toddler to go to the potty?
- The toddler making an effort to go to the potty and **succeeding**?
- When the toddler makes an effort and does **not** succeed?

Overall, do you think "your" toddler is taking the toilet training process in stride or has it created a problem for the toddler and/or the mother/father? Describe.

What **gains** are you seeing in "your" toddler gradually succeeding in the toilet training?

- For instance, he seems to be **more confident** that he can do things that are challenging. Or/and,
- He seems to keep his toys in some better order (**greater degree of organization**). Or/and,
- He seems to have a **better developed sense of self**. Or/and,
- He seems to feel **more grown-up**. Etc. **Be cautious** in what you read into the child's behaviors, but **don't be afraid to guess**.
SIXTEENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE ANAL PHASE

CHILD REARING ASPECT

If "your" toddler has some unusual problem with urination or bowel movements, how are Mother and Father dealing with it? Give some detail.

How are or have Mother/Father reacted to any signs of "your" toddler becoming aware of, or expressing an interest in toilet training? For example, how did Mother respond to "your" toddler's talking about his own or someone else's need to urinate or have a B.M. or to her toddler's playing at going to the potty.

Describe what Mother and/or Father said or did when, for instance, "Your" toddler said he/she needed to "go potty"?

The toddler made an effort to go to the potty and succeeded?

When the toddler made an effort and did not succeed?

How did Mother ask if he/she needs to go to the potty?

How did Mother and Father put pressure on the toddler to go to the potty? Detail.
SIXTEENTH VISIT (Continued)

Observations on THE ANAL PHASE

CHILD REARING ASPECT

How does Mother handle the toddler's refusing to let Mother (or Father, or other caregiver) know when she/he needs to "go potty"? And, how does Mother respond to her toddler's cooperating in the toilet training process?

Give some specific instances when the parents facilitated and/or made the task more difficult for the toddler.

What do you think Mother and Father do/did that caused battles over "going to the potty" become more intense? Describe. Or, and, what do you think Mother and Father do/did to make these battles less intense? Describe. Or, what did Mother and Father do that prevented battles from developing? Detail.

Did you see any evidence (in behavior or in marks on the child's body) of parents' getting terribly upset with their toddler and abusing him/her emotionally or physically.

Overall, do you think "your" toddler is taking the toilet training process in stride or has it created a problem for the toddler and/or the mother/father? Describe.

Do you think "your" toddler's parents recognize the gains "your" toddler made in gradually succeeding in the toilet training?
SIXTEENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE FIRST GENITAL PHASE

HUMAN DEVELOPMENT ASPECT

Has "your" toddler begun to show an increase in interest in his/her own genitals--such as by asking questions or making comments about it? If so, give examples.

Has he/she expressed any worry about his/her genitals? If so, what?

Has she/he made comments or asked questions about others' genitals, Mother, Father, sibling, or even yours? If so, give examples.

Have you seen more than just momentary hand-touching of her/his own genital area? (Observe only, make no comments to the child!) Describe.

Has "your" toddler become notably interested in a baby? If so, describe what leads you to think so.

Are you seeing a change in "your" toddler's wish to be more with Mother or more with Father than before? If so, give details.
SIXTEENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE FIRST GENITAL PHASE

CHILD REARING ASPECT

Has Mother or Father noted an increase in interest in his/her genitals--such as by asking questions or making comments about it? If so, how has each dealt with these? Give examples.

If "your" toddler has expressed worry about his/her genitals, have Mother or Father responded to this? If so, what did the parents do and say?

If these occurred, how did Mother and Father handle comments or questions the toddler asked about others' genitals? If the toddler asked about yours, what did you say? Give specifics.

If there has been more than just momentary hand-touching of her/his own genital area, how did Mother and/or Father deal with this?

If you saw such, did "your" toddler's parents note their child's new interest in a baby? If so, how did they react to this.

If you have seen a change in "your" toddler's wish to be more with Mother or more with Father than before, have the parents seen this too? If so, how are they dealing with this.
THE TODDLER YEARS (1 to 3 YEARS)

AGGRESSION
PARENTING FOR EMOTIONAL GROWTH: UNIT 2 - 1 to 3 YEARS

LABORATORY MANUAL

For LESSON PLANS for GRADES 10 THRU 12

HUMAN DEVELOPMENT AND CHILD REARING ASPECTS OF AGGRESSION

In your visits to observe aggressive behaviors in the 1 to 3 year old toddler you will see considerable development between your first and last visits. As we discussed in class, these are the 4 types of aggressive behaviors to look for--note the major forms of destructive and nondestructive aggression:

**Destructive aggression** -- here note the distinctions between the 3 types of destructiveness:

1. **Non-hostile destructiveness** -- e.g., biting and chewing in the process of eating, pulling things apart to see what is inside.

2. **Hostile destructiveness** with moderate or even outright pleasure -- e.g., having fun breaking things or teasing or outright hurting people, others but at times even the child him/herself, or animals.

3. **Hostile destructiveness** with clear unpleasure (pain) experiencing -- such as when the toddler is feeling very hurt. He cries or even screams in protest of physical or emotional pain, and may also then be calling for comfort and help.

**Non-destructive aggression** -- This positive form of aggression is seen when a child energetically lets his wants be known, explores his environment, asserts him/herself, is pressured from within to attain his/her goals, and shows eagerness to learn.

When you see episodes of any of the above forms of aggression, try to detect what caused the aggressive behavior, tell how the toddler expressed his feelings, what Mother or Father did to help him and what the outcome was. Bearing in mind that anger from
moderate unpleasure can grow -- when the unpleasure becomes too painful -- into hostility unless it is responded to helpfully, do you see any worrisome signs of this? Or, on the other hand, does the mother seem successful in removing the pain, calming the child, and reestablishing an affectionate relationship (even when she has to set a limit?) Note also the child's level of nondestructive or assertive behavior -- would you describe him as placid and unassertive, of medium nondestructive aggressive energy level, or as a very energetic nondestructive aggressive level child? Describe what the mother and other family members do to help the child become assertive in a reasonable way.

From what you see now, do you think your child is angered too often, is having a problem in coping with unpleasure, and stays angry too long? Do you think he is too morose? Does he have rage reactions? Is he developing the ability to experience anger and not be overwhelmed by it? Are his mother and father helping him to express anger reasonably, and to develop confidence that they are there to help. If you see rage reactions, how is the mother handling these? (Be sympathetic; it is very difficult to deal with.) Is "your" toddler beginning to assert himself as a self-respecting person? Is she/he "standing up for her/his rights"? At times "feeling her/his oats"? Remember that these attitudes are in the service of strengthening the child's developing sense of self, of feeling she/he is an individual, like everyone else in the family. We have found that families have the best mental health where everyone is respected enough, where parents are recognized as the responsible adults from whom the children can expect love, guidance and support, the children recognized as growing individuals who can need much love and attention, but from whom the parents can demand their assuming increasing responsibilities and reasonable compliance with caring adults on whom the children depend for their own development and well-being.
SIXTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH _______   DATE OF VISIT ________

Observations on AGGRESSION

HUMAN DEVELOPMENT ASPECT

Have you observed "your" toddler having "unpleasure" experiences? (It is unavoidable even in the best of life conditions.) What have been some of the mildly unpleasurable experiences and how has the toddler reacted? Describe

Has the toddler experienced intensely unpleasurable experiences? If so, what are they? How did the toddler react?

Can you tell from the toddler's vocal (sounds) and physical (facial and gestures) expressions when he/she is really angry? Describe it?

Can you see, hear, and feel when his anger intensifies and becomes hostility, and then even rage? Describe what happened that led to this intensification of hostile destructive feelings. If you cannot tell, or are not sure enough, whether "your" toddler feels anger, hostility, or rage, do the following exercise in the better development of empathy -- which is the ability to perceive, to know, what another person is feeling:

(1) Look at his face and gestures; then, (2) listen to the quality of the sounds he is making; then, (3) try to feel what he might feel like. If you still are not sure enough, do the second part of this exercise in developing better empathy:

(1) Look at his face and gestures and you do the same, look like he looks and make the same gestures; then, (2) listen to the way he sounds and you make the same sounds (out loud or in your head). Then, (3) what do you feel like?

Now, describe what caused the anger and then its intensification into hostility and, if it occurred, into rage. If you do not see such escalation in the child's hostile destructive feelings, ask Mother if she has seen this in her toddler. What caused this?
Observations on AGGRESSION

HUMAN DEVELOPMENT ASPECT

SIXTH VISIT (Continued)

At his present age, what kinds of experiences make him angry? What kind makes him hostile? (Whatever they are, there is always some degree of pain, physical or emotional.)

What usually stops the anger? What stops the hostility?

Does he recover quickly or stay angry for a long time?

Does he have rage reactions or temper tantrums? How frequently do these occur?
How intense would you say they are -- use a 3-point scale: 1 = mild, 2 = moderate, 3 = severe.
If "your" toddler has tantrums, and you observe one, look closely and describe how you feel he might feel.
If you do not see him/her having a tantrum, ask Mother or Father how they think he feels when he tantrums. Describe.

How does he react when Mother tells him to not do something he wants to do, that is when Mother sets limits. Describe.

How does he react when his mother restrains him from taking another child's toy or grabbing a cup of coffee?
SIXTH VISIT (Continued)

Observations on AGGRESSION

HUMAN DEVELOPMENT ASPECT

Does he ever seem to want to hurt his mother, or other person, when angry? If so, how does he show this?

Have you seen "your" toddler hit or kick Mother? If you have, how did he seem to feel after? How did he behave after?

When he is recovering from anger, hostility, or rage or a tantrum, does he want to be comforted? If so, what does he do to try to get the comforting he needs?

Have you observed "your" toddler tease or taunt another person, a child, or Mother, or a grandparent, etc.? Detail. What do you think made him do this? (Remember, children are not born "evil"; find another explanation for their wanting to hurt others.)

Have you seen "your" toddler seem to enjoy breaking something that Mother or Father would not want him/her to break? If so, describe. What do you think or does Mother think may have caused this destructive behavior?

Have you seen "your" toddler seem to enjoy hurting someone intentionally? Accidentally? If so, describe.
Observations on AGGRESSION

HUMAN DEVELOPMENT ASPECT

Did you observe any examples of non-hostile destructive activity (e.g., biting and chewing, pulling something apart to examine it)? Describe something other than his/her eating behaviors.

How does "your" toddler express when he wants something, i.e., "assert his rights"? (Is he timid? Is he comfortable saying what he wants? He is reasonably forceful/persistent? Is he unreasonably, stubbornly, demanding? Etc.)
- When hungry?
- When he is in pain and needs to be comforted?
- When he seems to just want to be held?
- When he wants something he knows he is not entitled to, like his older brother's truck?

Have you heard "your" toddler say "No!" to his/her mother? To father? What do you think it meant?

When he explores, does he go at it with energy and persistence -- i.e., nondestructive aggressive? Describe what you saw.

If "your" toddler seems lacking in good enough aggressive energy (maybe appearing "lazy"), describe that.
SIXTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on AGGRESSION

**CHILD REARING ASPECT**

How does Mother, and how does Father handle "your" toddler's having *unpleasure* experiences?
When the toddler is having some *mildly* unpleasurable experience? Describe.

When the toddler is experiencing an *intensely* unpleasurable experience? How did Mother react? If Father was there, how did he handle it?

Do you think that Mother and Father can tell from the toddler's vocal (sounds) and physical (facial and gestures) expressions when he/she is really angry? What makes you think so; support your impression with evidence.

Do you think the parents can tell when their toddler's *anger* intensifies and becomes *hostility*, and then even *rage*? How can you tell?

Do you think they look for what happened that led to this *intensification* of *hostile destructive* feelings in their child? Give the evidence (data) for your impression.

How would you rate "your" toddler's parents' ability to *empathize*, i.e., *to perceive*, to know, what another person is feeling? Rate it on a 3-point scale (good, mixed, poor) and be reasonable in your estimation.
Observations on **AGGRESSION**

**CHILD REARING ASPECT**

SIXTH VISIT (Continued)

Does Mother know what kinds of experiences make him **angry**? What kind makes him **hostile**? Does Father? How do you know?

Does Mother think there is always some hurt or pain, physical or emotional, that is causing the anger or hostility? What does Father think about the cause of anger or hostility, or even rage in his toddler?

  Mother:

  Father:

Ask Mother: What usually stops the toddler's anger? What stops her/his hostility?

What does Father say?

If "your" toddler has had a **rage reaction** or **temper tantrum**, how did Mother react? If you observed one, describe how Mother felt. How did she think the toddler felt? (Be reasonable and sympathetic in your appraisal; tantrums are extremely difficult to tolerate and handle.) Address the same questions in your observation of Father. If you do not see him/her having a tantrum, ask Mother or Father how they think he feels when he tantrums. Describe.
SIXTH VISIT (Continued)

Observations on AGGRESSION

CHILD REARING ASPECT

How do Mother and Father each set limits? Describe each and non-critically compare.

Does each, and how do they, tell their toddler what each expects of him/her? (She/he is clear/not clear, considerate/inconsiderate, loving but firm/hostile, pleading, blasting, etc.)

Do Mother and Father have a usual way of setting limits, i.e., is there a predictable pattern to the way they do so? Detail.

Mother's way:

Father's way:

Does each take into account their toddler's particular sensitivities, personality tendencies? (E.g., is the toddler a shy child, a quick reactor who needs clear, quickly executed limits, etc.)

Does each warn the toddler clearly enough when the limit setting is one step away from getting into punishment (privilege withdrawal)? Say how it goes with each parent.

Mother:

Father:

Do they follow through when punishment is called for? Are Mother and Father reasonable?

Mother:

Father:
Observations on **AGGRESSION**

**CHILD REARING ASPECT**

How does Mother react when her toddler wants to hurt her when toddler is angry? Describe.

How does Father react when his toddler wants to hurt him? Describe.

If "your" toddler hit or kicked her, how did Mother reacted? If this happened with Father?
If you have seen this, how did Mother seem to feel after? How did she behave after? Address the same questions about Father.

When after being angry, hostile, raging or having a tantrum, toddler wants to be comforted, how has Mother responded? What did she do? Did it work well? Detail.

Address the same about Father.

If you observed "your" toddler **tease or taunt** another person, a child, or Mother, or a grandparent, etc., how did Mother handle this behavior? Detail. Did Mother **try to explore** with toddler **what made him do this**? What about Father?

Do your toddler's mother or father think that children are **not** born "evil"; what explanation do they have for their toddler's wanting to hurt others.
SIXTH VISIT (Continued)

Observations on **AGGRESSION**

**CHILD REARING ASPECT**

If you saw "your" toddler seem to enjoy breaking something that Mother or Father would not want him/her to break, how did they handle this behavior? If so, describe. What did Mother/Father think may have caused this destructive behavior?

Mother:

Father:

If you saw "your" toddler seem to enjoy hurting someone intentionally, what did Mother do? Did she assume it was accidental? Do you think it was? Describe.

Address the same questions about Father?

Does "your" toddler's mother help or allow her toddler to express him/herself freely when he/she wants something, i.e., "**assert his rights**"? And what about Father?

When hungry?

When he is in pain and needs to be comforted?

When he seems to just want to be held?

When he wants something he knows he is not entitled to, like his older brother's truck?
SIXTH VISIT (Continued)

Observations on AGGRESSION

CHILD REARING ASPECT

When you heard "your" toddler say "No!" to his/her mother, what did Mother do? Do you think Mother knows that this "No!" is in the service of her toddler's consolidating his/her sense of self? (Be sympathetic; none of us likes to be told "No!")

When you heard "your" toddler say "No!" to his/her father, what did Father do? Do you think Father knows that this "No!" is in the service of his toddler's consolidating his/her sense of self? (Be aware that fathers even more than mothers tend to be more troubled by their toddlers' "No!")

If, when the toddler explores, he goes at it with energy and persistence -- i.e., nondestructive aggressive, how does Mother react? Does she like to see her toddler behave so, or does she feel the toddler is too full of him/herself? Describe what you saw.

What about Father?

If "your" toddler seems lacking in good enough aggressive energy (maybe appearing "lazy"), what does Mother do about this? Does it please her to have a toddler who never gets into things? Does she encourage him describe that./her to explore more? Do you think Mother knows that one needs this kind of free energy to overcome obstacles to our goals and get where we want to get in life? Discuss.

What about Father?
SUMMARY OF VISIT
TWELFTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH ________   DATE OF VISIT ________

Observations on AGGRESSION

HUMAN DEVELOPMENT ASPECT

Have you observed "your" toddler having "unpleasure" experiences?  (It is unavoidable even in the best of life conditions.)

What have been some of the mildly unpleasurable experiences and how has the toddler reacted?  Describe

Has the toddler experienced intensely unpleasurable experiences?  If so, what are they?  How did the toddler react?

Can you tell from the toddler's vocal (sounds) and physical (facial and gestures) expressions when he/she is really angry?  Describe it?

Can you see, hear, and feel when his anger intensifies and becomes hostility, and then even rage?  Describe what happened that led to this intensification of hostile destructive feelings.

If you cannot tell, or are not sure enough, whether "your" toddler feels anger, hostility, or rage, do the following exercise in the better development of empathy -- which is the ability to perceive, to know, what another person is feeling:

(1) Look at his face and gestures; then, (2) listen to the quality of the sounds he is making; then, (3) try to feel what he might feel like.  If you still are not sure enough, do the second part of this exercise in developing better empathy:

(1) Look at his face and gestures and you do the same, look like he looks and make the same gestures; then, (2) listen to the way he sounds and you make the same sounds (out loud or in your head).  Then, (3) what do you feel like?

Now, describe what caused the anger and then its intensification into hostility and, if it occurred, into rage.

If you do not see such escalation in the child's hostile destructive feelings, ask Mother if she has seen this in her toddler.  What caused this?
TWELFTH VISIT (Continued)

Observations on AGGRESSION

HUMAN DEVELOPMENT ASPECT

At his present age, what kinds of experiences make him angry? What kind makes him hostile? (Whatever they are, there is always some degree of pain, physical or emotional.)

What usually stops the anger? What stops the hostility?

Does he recover quickly or stay angry for a long time?

Does he have rage reactions or temper tantrums? How frequently do these occur? How intense would you say they are -- use a 3-point scale: 1 = mild, 2 = moderate, 3 = severe.
If "your" toddler has tantrums, and you observe one, look closely and describe how you feel he might feel.
If you do not see him/her having a tantrum, ask Mother or Father how they think he feels when he tantrums. Describe.

How does he react when Mother tells him to not do something he wants to do, that is when Mother sets limits. Describe.

How does he react when his mother restrains him from taking another child's toy or grabbing a cup of coffee?
Observations on AGGRESSION

HUMAN DEVELOPMENT ASPECT

Does he ever seem to want to hurt his mother, or other person, when angry? If so, how does he show this?

Have you seen "your" toddler hit or kick Mother? If you have, how did he seem to feel after? How did he behave after?

When he is recovering from anger, hostility, or rage or a tantrum, does he want to be comforted? If so, what does he do to try to get the comforting he needs?

Have you observed "your" toddler tease or taunt another person, a child, or Mother, or a grandparent, etc.? Detail. What do you think made him do this? (Remember, children are not born "evil"; find another explanation for their wanting to hurt others.)

Have you seen "your" toddler seem to enjoy breaking something that Mother or Father would not want him/her to break? If so, describe. What do you think or does Mother think may have caused this destructive behavior?

Have you seen "your" toddler seem to enjoy hurting someone intentionally? Accidentally? If so, describe.
Observations on **AGGRESSION**

**HUMAN DEVELOPMENT ASPECT**

Did you observe any examples of **non-hostile destructive** activity (e.g., biting and chewing, pulling something apart to examine it)? Describe something other than his/her eating behaviors.

How does "your" toddler express when he wants something, i.e., "assert his rights"? (Is he timid? Is he comfortable saying what he wants? He is reasonably forceful/persistent? Is he unreasonably, stubbornly, demanding? Etc.)

- **When hungry?**

  - When he is in pain and needs to be comforted?

  - When he seems to just want to be held?

  - When he wants something he knows he is not entitled to, like his older brother's truck?

Have you heard "your" toddler say "No!" to his/her mother? To father? What do you think it meant?

When he explores, does he go at it with energy and persistence -- i.e., **nondestructive aggressive**? Describe what you saw.

If "your" toddler seems lacking in good enough aggressive energy (maybe appearing "lazy"), describe that.
TWELFTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on AGGRESSION

CHILD REARING ASPECT

How does Mother, and how does Father handle "your" toddler's having "unpleasure" experiences?
When the toddler is having some mildly unpleasurable experience? Describe.

When the toddler is experiencing an intensely unpleasurable experience? How did Mother react? If Father was there, how did he handle it?

Do you think that Mother and Father can tell from the toddler's vocal (sounds) and physical (facial and gestures) expressions when he/she is really angry? What makes you think so; support your impression with evidence.

Do you think the parents can tell when their toddler's anger intensifies and becomes hostility, and then even rage? How can you tell?

Do you think they look for what happened that led to this intensification of hostile destructive feelings in their child? Give the evidence (data) for your impression.

How would you rate "your" toddler's parents' ability to empathize, i.e., to perceive, to know, what another person is feeling? Rate it on a 3-point scale (good, mixed, poor) and be reasonable in your estimation.
Observations on AGGRESSION

CHILD REARING ASPECT

Does Mother know what kinds of experiences make him angry? What kind makes him hostile?
Does Father? How do you know?

Does Mother think there is always some hurt or pain, physical or emotional, that is causing the anger or hostility? What does Father think about the cause of anger or hostility, or even rage in his toddler?

Mother:

Father:

Ask Mother: What usually stops the toddler's anger? What stops her/his hostility?

What does Father say?

If "your" toddler has had a rage reaction or temper tantrum, how did Mother react? If you observed one, describe how Mother felt. How did she think the toddler felt? (Be reasonable and sympathetic in your appraisal; tantrums are extremely difficult to tolerate and handle.) Address the same questions in your observation of Father.
If you do not see him/her having a tantrum, ask Mother or Father how they think he feels when he tantrums. Describe.
TWELFTH VISIT (Continued)

Observations on AGGRESSION

CHILD REARING ASPECT

How do Mother and Father each set limits? Describe each and non-critically compare.

Does each, and how do they, tell their toddler what each expects of him/her? (She/he is clear/not clear, considerate/inconsiderate, loving but firm/hostile, pleading, blasting, etc.)

Do Mother and Father have a usual way of setting limits, i.e., is there a predictable pattern to the way they do so? Detail.

Mother's way:

Father's way:

Does each take into account their toddler's particular sensitivities, personality tendencies? (E.g., is the toddler a shy child, a quick reactor who needs clear, quickly executed limits, etc.)

Does each warn the toddler clearly enough when the limit setting is one step away from getting into punishment (privilege withdrawal)? Say how it goes with each parent.

Mother:

Father:

Do they follow through when punishment is called for? Are Mother and Father reasonable?

Mother:

Father:
Observations on **AGGRESSION**

**CHILD REARING ASPECT**

How does Mother react when her toddler wants to hurt her when toddler is angry? Describe.

How does Father react when his toddler wants to hurt him? Describe.

If "your" toddler hit or kicked her, how did Mother reacted? If this happened with Father?
If you have seen this, how did Mother seem to feel after? How did she behave after? Address the same questions about Father.

When after being angry, hostile, raging or having a tantrum, toddler wants to be comforted, how has Mother responded? What did she do? Did it work well? Detail.

Address the same about Father.

If you observed "your" toddler **tease or taunt** another person, a child, or Mother, or a grandparent, etc., how did Mother handle this behavior? Detail. Did Mother **try to explore** with toddler **what made him do this**?
What about Father?

Do your toddler's mother or father think that children are **not** born "evil"; what explanation do they have for their toddler's wanting to hurt others.
TWELFTH VISIT (Continued)

Observations on AGGRESSION

CHILD REARING ASPECT

If you saw "your" toddler seem to enjoy breaking something that Mother or Father would not want him/her to break, how did they handle this behavior? If so, describe. What did Mother/Father think may have caused this destructive behavior?

Mother:

Father:

If you saw "your" toddler seem to enjoy hurting someone intentionally, what did Mother do? Did she assume it was accidental? Do you think it was? Describe.

Address the same questions about Father?

Does "your" toddler's mother help or allow her toddler to express him/herself freely when he/she wants something, i.e., "assert his rights"? And what about Father?

When hungry?

When he is in pain and needs to be comforted?

When he seems to just want to be held?

When he wants something he knows he is not entitled to, like his older brother's truck?
TWELFTH VISIT (Continued)

Observations on AGGRESSION

CHILD REARING ASPECT

When you heard "your" toddler say "No!" to his/her mother, what did Mother do? Do you think Mother knows that this "No!" is in the service of her toddler's consolidating his/her sense of self? (Be sympathetic; none of us likes to be told "No!")

When you heard "your" toddler say "No!" to his/her father, what did Father do? Do you think Father knows that this "No!" is in the service of his toddler's consolidating his/her sense of self? (Be aware that fathers even more than mothers tend to be more troubled by their toddlers' "No!")

If, when the toddler explores, he goes at it with energy and persistence -- i.e., nondestructive aggressive, how does Mother react? Does she like to see her toddler behave so, or does she feel the toddler is too full of him/herself? Describe what you saw.

What about Father?

If "your" toddler seems lacking in good enough aggressive energy (maybe appearing "lazy"), what does Mother do about this? Does it please her to have a toddler who never gets into things? Does she encourage him describe that./her to explore more? Do you think Mother knows that one needs this kind of free energy to overcome obstacles to our goals and get where we want to get in life? Discuss.

What about Father?
SUMMARY OF VISIT
SIXTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH ________   DATE OF VISIT ________

Observations on AGGRESSION

HUMAN DEVELOPMENT ASPECT

Have you observed "your" toddler having "unpleasure" experiences? (It is unavoidable even in the best of life conditions.)
  What have been some of the mildly unpleasurable experiences and how has the toddler reacted? Describe

Has the toddler experienced intensely unpleasurable experiences? If so, what are they? How did the toddler react?

Can you tell from the toddler's vocal (sounds) and physical (facial and gestures) expressions when he/she is really angry? Describe it?

Can you see, hear, and feel when his anger intensifies and becomes hostility, and then even rage? Describe what happened that led to this intensification of hostile destructive feelings.
If you cannot tell, or are not sure enough, whether "your" toddler feels anger, hostility, or rage, do the following exercise in the better development of empathy -- which is the ability to perceive, to know, what another person is feeling:
  (1) Look at his face and gestures; then, (2) listen to the quality of the sounds he is making; then, (3) try to feel what he might feel like.
If you still are not sure enough, do the second part of this exercise in developing better empathy:
  (1) Look at his face and gestures and you do the same, look like he looks and make the same gestures; then, (2) listen to the way he sounds and you make the same sounds (out loud or in your head). Then, (3) what do you feel like?
Now, describe what caused the anger and then its intensification into hostility and, if it occurred, into rage.
If you do not see such escalation in the child's hostile destructive feelings, ask Mother if she has seen this in her toddler. What caused this?
SIXTEENTH VISIT (Continued)

Observations on **AGGRESSION**

**HUMAN DEVELOPMENT ASPECT**

At his present age, what kinds of experiences make him **angry**? What kind makes him **hostile**? (Whatever they are, there is always some degree of pain, physical or emotional.)

What usually stops the anger? What stops the hostility?

Does he recover quickly or stay angry for a long time?

Does he have **rage reactions** or **temper tantrums**? How **frequently** do these occur?

How **intense** would you say they are -- use a 3-point scale: 1 = mild, 2 = moderate, 3 = severe.

If "your" toddler has tantrums, and you observe one, look closely and describe how you feel he might feel.

If you do not see him/her having a tantrum, ask Mother or Father how they think he feels when he tantrums. Describe.

How does he react when Mother tells him to not do something he wants to do, that is when Mother sets limits. Describe.

How does he react when his mother restrains him from taking another child's toy or grabbing a cup of coffee?
SIXTEENTH VISIT (Continued)

Observations on AGGRESSION

HUMAN DEVELOPMENT ASPECT

Does he ever seem to want to hurt his mother, or other person, when angry? If so, how does he show this?

Have you seen "your" toddler hit or kick Mother? If you have, how did he seem to feel after? How did he behave after?

When he is recovering from anger, hostility, or rage or a tantrum, does he want to be comforted? If so, what does he do to try to get the comforting he needs?

Have you observed "your" toddler tease or taunt another person, a child, or Mother, or a grandparent, etc.? Detail. What do you think made him do this? (Remember, children are not born "evil"; find another explanation for their wanting to hurt others.)

Have you seen "your" toddler seem to enjoy breaking something that Mother or Father would not want him/her to break? If so, describe. What do you think or does Mother think may have caused this destructive behavior?

Have you seen "your" toddler seem to enjoy hurting someone intentionally? Accidentally? If so, describe.
SIXTEENTH VISIT (Continued)

Observations on AGGRESSION

HUMAN DEVELOPMENT ASPECT

Did you observe any examples of non-hostile destructive activity (e.g., biting and chewing, pulling something apart to examine it)? Describe something other than his/her eating behaviors.

How does "your" toddler express when he wants something, i.e., "assert his rights"? (Is he timid? Is he comfortable saying what he wants? He is reasonably forceful/persistent? Is he unreasonably, stubbornly, demanding? Etc.)

   When hungry?

   When he is in pain and needs to be comforted?

   When he seems to just want to be held?

   When he wants something he knows he is not entitled to, like his older brother's truck?

Have you heard "your" toddler say "No!" to his/her mother? To father? What do you think it meant?

When he explores, does he go at it with energy and persistence -- i.e., nondestructive aggressive? Describe what you saw.

If "your" toddler seems lacking in good enough aggressive energy (maybe appearing "lazy"), describe that.
SIXTEENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on AGGRESSION

CHILD REARING ASPECT

How does Mother, and how does Father handle "your" toddler's having "unpleasure" experiences? When the toddler is having some mildly unpleasurable experience? Describe.

When the toddler is experiencing an intensely unpleasurable experience? How did Mother react? If Father was there, how did he handle it?

Do you think that Mother and Father can tell from the toddler's vocal (sounds) and physical (facial and gestures) expressions when he/she is really angry? What makes you think so; support your impression with evidence.

Do you think the parents can tell when their toddler's anger intensifies and becomes hostility, and then even rage? How can you tell?

Do you think they look for what happened that led to this intensification of hostile destructive feelings in their child? Give the evidence (data) for your impression.

How would you rate "your" toddler's parents' ability to empathize, i.e., to perceive, to know, what another person is feeling? Rate it on a 3-point scale (good, mixed, poor) and be reasonable in your estimation.
Observations on AGGRESSION

CHILD REARING ASPECT

Does Mother know what kinds of experiences make him angry? What kind makes him hostile? Does Father? How do you know?

Does Mother think there is always some hurt or pain, physical or emotional, that is causing the anger or hostility? What does Father think about the cause of anger or hostility, or even rage in his toddler?

  Mother:

  Father:

Ask Mother: What usually stops the toddler's anger? What stops her/his hostility?

What does Father say?

If "your" toddler has had a rage reaction or temper tantrum, how did Mother react? If you observed one, describe how Mother felt. How did she think the toddler felt? (Be reasonable and sympathetic in your appraisal; tantrums are extremely difficult to tolerate and handle.)

Address the same questions in your observation of Father.

If you do not see him/her having a tantrum, ask Mother or Father how they think he feels when he tantrums. Describe.
Observations on AGGRESSION

SIXTEENTH VISIT (Continued)

CHILD REARING ASPECT

How do Mother and Father each set limits? Describe each and non-critically compare.

Does each, and how do they, tell their toddler what each expects of him/her? (She/he is clear/not clear, considerate/inconsiderate, loving but firm/hostile, pleading, blasting, etc.)

Do Mother and Father have a usual way of setting limits, i.e., is there a predictable pattern to the way they do so? Detail.

Mother's way:

Father's way:

Does each take into account their toddler's particular sensitivities, personality tendencies? (E.g., is the toddler a shy child, a quick reactor who needs clear, quickly executed limits, etc.)

Does each warn the toddler clearly enough when the limit setting is one step away from getting into punishment (privilege withdrawal)? Say how it goes with each parent.

Mother:

Father:

Do they follow through when punishment is called for? Are Mother and Father reasonable?

Mother:

Father:
SIXTEENTH VISIT (Continued)

Observations on **AGGRESSION**

**CHILD REARING ASPECT**

How does Mother react when her toddler wants to hurt her when toddler is angry? Describe.

How does Father react when his toddler wants to hurt him? Describe.

If "your" toddler hit or kicked her, how did Mother reacted? If this happened with Father?
If you have seen this, how did Mother seem to feel after? How did she behave after? Address the same questions about Father.

When after being angry, hostile, raging or having a tantrum, toddler wants to be comforted, how has Mother responded? What did she do? Did it work well? Detail.

Address the same about Father.

If you observed "your" toddler **tease or taunt** another person, a child, or Mother, or a grandparent, etc., how did Mother handle this behavior? Detail. Did Mother **try to explore** with toddler **what made him do this**?

What about Father?

Do your toddler's mother or father think that children are **not** born "evil"; what explanation do they have for their toddler's wanting to hurt others.
SIXTEENTH VISIT (Continued)

Observations on AGGRESSION

CHILD REARING ASPECT

If you saw "your" toddler seem to enjoy breaking something that Mother or Father would not want him/her to break, how did they handle this behavior? If so, describe. What did Mother/Father think may have caused this destructive behavior?

Mother:

Father:

If you saw "your" toddler seem to enjoy hurting someone intentionally, what did Mother do? Did she assume it was accidental? Do you think it was? Describe.

Address the same questions about Father?

Does "your" toddler's mother help or allow her toddler to express him/herself freely when he/she wants something, i.e., "assert his rights"? And what about Father?

When hungry?

When he is in pain and needs to be comforted?

When he seems to just want to be held?

When he wants something he knows he is not entitled to, like his older brother's truck?
Observations on **AGGRESSION**

**CHILD REARING ASPECT**

When you heard "your" toddler say "No!" to his/her mother, what did Mother do? Do you think Mother knows that this "No!" is in the service of her toddler's consolidating his/her sense of self? (Be sympathetic; none of us likes to be told "No!")

When you heard "your" toddler say "No!" to his/her father, what did Father do? Do you think Father knows that this "No!" is in the service of his toddler's consolidating his/her sense of self? (Be aware that fathers even more than mothers tend to be more troubled by their toddlers' "No!")

If, when the toddler explores, he goes at it with energy and persistence -- i.e., **nondestructive aggressive**, how does Mother react? Does she like to see her toddler behave so, or does she feel the toddler is too full of him/herself? Describe what you saw.

What about Father?

If "your" toddler seems lacking in good enough aggressive energy (maybe appearing "lazy"), what does Mother do about this? Does it please her to have a toddler who never gets into things? Does she encourage him describe that./her to explore more? Do you think Mother knows that one needs this kind of free energy to overcome obstacles to our goals and get where we want to get in life? Discuss.

What about Father?
SUMMARY OF VISIT
THE TODDLER YEARS (1 to 3 YEARS)

THE TODDLER'S ABILITIES TO ADAPT -- PART II:

DEVELOPING INTERNAL CONTROLS

DEFENSE MECHANISMS

REGRESSION
PARENTING FOR EMOTIONAL GROWTH: UNIT 2 - 1 to 3 YEARS

LABORATORY MANUAL

For LESSON PLANS for GRADES 10 THRU 12

HUMAN DEVELOPMENT AND CHILD REARING ASPECTS OF
DEVELOPING INTERNAL CONTROLS,
THE DEVELOPMENT OF DEFENSE MECHANISMS,
REGRESSION

From birth on, infants feel. They already have all kinds of feelings, good feelings and painful feelings. From mid-first year on, it is clear that they also have thoughts, wishes and fears (detailed in Unit 1, The First Year of Life). The 1 to 3 year old child has feelings, thoughts, wishes and fears. Some of these feelings, thoughts, wishes are highly pleasurable. On the other hand, some of the 1 year old child's feelings, thoughts, wishes and fears can bring with them intense discomfort including anxiety, depression, shame, the beginnings of guilt, and more. When the discomfort is too intense, the child does all he or she can by appealing to the environment to somehow attenuate these feelings and wishes, and/or by protecting himself or herself against experiencing them by a variety of adaptive maneuvers including the development of internal controls, and psychic mechanisms of defense (which we speak of as "defense mechanisms" or simply as "defenses"). The child is not born with these controls and defenses in place; they develop as the child becomes cognitively able to put these strategies into action in response to the emotional and adaptive need for them.

The student has learned that children experience wishes which create conflict within them such as wishes to separate and individuate side by side with wishes to stay one with mother during the rapprochement conflict, or by having feelings of hostility or hate that lead to the child's experiencing the threatening wishes to harm, to attack, to destroy those the child values, including the self, or, they may have wishes to take things that belong to someone else. In the subsequent Unit, Unit 3, we detail other wishes the child experiences as unacceptable and which lead to enormous feelings of anxiety, guilt, shame, depression, and more. Although the adaptive developments of internal controls and defense mechanisms have already begun during the first year, these developments are sharply accelerated during the second and third years. In these Laboratory exercises you will first make observations on the child's developing internal controls, then on the toddler's development of mechanisms of defense, and then, because it is so often and well (adaptively speaking) used by toddlers, you will be asked to look separately at one of these protecting defenses, regression.
INTERNAL CONTROLS

THE TODDLER YEARS (1 to 3 YEARS)
SIXTH VISIT

NAME OF CHILD _______________________________

DATE OF BIRTH __________  DATE OF VISIT __________

Observations on INTERNAL CONTROLS

HUMAN DEVELOPMENT ASPECT

Have you recently seen "your" toddler get very upset with Mom or Dad when told he can't do something he seems to really wants to do or is told he must do something he seems to just not want to do? If so, did he/she in any way then do something Mom or Dad found troublesome? Describe.

Have you recently seen "your" toddler lose control and lash out at someone or something? Describe what he/she did.

Did you get the impression that "your" toddler tried to control the expression and/or the discharge of feelings during this episode and others like it? Describe.

Have you recently seen "your" toddler do something which then led to his feeling ashamed (often evident in blushing, looking away, hiding behind a chair, all while looking embarrassed)? If so, describe as best you can what happened and what the toddler did to lessen his feelings of shame?

Have you recently seen "your" toddler do something which then led to his feeling guilty (can lead to self-depreciation, "I'm a bad boy!", expecting punishment, etc.)? If so, describe what happened and what the toddler did to lessen his feelings of guilt?

Have you recently seen "your" toddler experience anxiety (of any sort)? What do you think he/she did to cope with it? Describe.
SIXTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on INTERNAL CONTROLS

CHILD REARING ASPECT

When you saw "your" toddler get very upset with Mom or Dad, what did Mom or Dad do to help their toddler develop inner controls? Describe.

When you saw "your" toddler lose control and lash out at someone or something, describe what Mom or Dad did to help their child control him/herself?

Do you get the impression that "your" toddler's parents are helping him/her learn to control the expression and the discharge of hostile feelings? Describe what they do.

Have you seen "your" toddler's parents handle their child's feeling ashamed? If so, describe what they did and how the toddler reacted to these efforts?

Have you seen "your" toddler's parents handle their child's feeling guilty? If so, describe what they did and how the toddler reacted to these efforts?

Have you recently seen "your" toddler's parents help their child deal with his/her feeling anxious? What did they do and how do you think "your" toddler responded? Describe.
TWELFTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on INTERNAL CONTROLS

HUMAN DEVELOPMENT ASPECT

Have you recently seen "your" toddler get very upset with Mom or Dad when told he can't do something he seems to really wants to do or is told he must do something he seems to just not want to do? If so, did he/she in any way then do something Mom or Dad found troublesome? Describe.

Have you recently seen "your" toddler lose control and lash out at someone or something? Describe what he/she did.

Did you get the impression that "your" toddler tried to control the expression and/or the discharge of feelings during this episode and others like it? Describe.

Have you recently seen "your" toddler do something which then led to his feeling ashamed (often evident in blushing, looking away, hiding behind a chair, all while looking embarrassed)? If so, describe as best you can what happened and what the toddler did to lessen his feelings of shame?

Have you recently seen "your" toddler do something which then led to his feeling guilty (can lead to self-depreciation, "I'm a bad boy!", expecting punishment, etc.)? If so, describe what happened and what the toddler did to lessen his feelings of guilt?

Have you recently seen "your" toddler experience anxiety (of any sort)? What do you think he/she did to cope with it? Describe.
TWELFTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH ________   DATE OF VISIT ________

Observations on INTERNAL CONTROLS

CHILD REARING ASPECT

When you saw "your" toddler get very upset with Mom or Dad, what did Mom or Dad do to help their toddler develop inner controls? Describe.

When you saw "your" toddler lose control and lash out at someone or something, describe what Mom or Dad did to help their child control him/herself?

Do you get the impression that "your" toddler's parents are helping him/her learn to control the expression and the discharge of hostile feelings? Describe what they do.

Have you seen "your" toddler's parents handle their child's feeling ashamed? If so, describe what they did and how the toddler reacted to these efforts?

Have you seen "your" toddler's parents handle their child's feeling guilty? If so, describe what they did and how the toddler reacted to these efforts?

Have you recently seen "your" toddler's parents help their child deal with his/her feeling anxious? What did they do and how do you think "your" toddler responded? Describe.
SIXTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on INTERNAL CONTROLS

HUMAN DEVELOPMENT ASPECT

Have you recently seen "your" toddler get very upset with Mom or Dad when told he can't do something he seems to really wants to do or is told he must do something he seems to just not want to do? If so, did he/she in any way then do something Mom or Dad found troublesome? Describe.

Have you recently seen "your" toddler lose control and lash out at someone or something? Describe what he/she did.

Did you get the impression that "your" toddler tried to control the expression and/or the discharge of feelings during this episode and others like it? Describe.

Have you recently seen "your" toddler do something which then led to his feeling ashamed (often evident in blushing, looking away, hiding behind a chair, all while looking embarrassed)? If so, describe as best you can what happened and what the toddler did to lessen his feelings of shame?

Have you recently seen "your" toddler do something which then led to his feeling guilty (can lead to self-depreciation, "I'm a bad boy!", expecting punishment, etc.? If so, describe what happened and what the toddler did to lessen his feelings of guilt?

Have you recently seen "your" toddler experience anxiety (of any sort)? What do you think he/she did to cope with it? Describe.
SIXTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on INTERNAL CONTROLS

CHILD REARING ASPECT

When you saw "your" toddler get very upset with Mom or Dad, what did Mom or Dad do to help their toddler develop inner controls? Describe.

When you saw "your" toddler lose control and lash out at someone or something, describe what Mom or Dad did to help their child control him/herself?

Do you get the impression that "your" toddler's parents are helping him/her learn to control the expression and the discharge of hostile feelings? Describe what they do.

Have you seen "your" toddler's parents handle their child's feeling ashamed? If so, describe what they did and how the toddler reacted to these efforts?

Have you seen "your" toddler's parents handle their child's feeling guilty? If so, describe what they did and how the toddler reacted to these efforts?

Have you recently seen "your" toddler's parents help their child deal with his/her feeling anxious? What did they do and how do you think "your" toddler responded? Describe.
SUMMARY OF VISIT
THE TODDLER YEARS (1 to 3 YEARS)

DEFENSE MECHANISMS:

DENIAL, PROJECTION, DISPLACEMENT, INHIBITION
IDENTIFICATION, REACTION FORMATION, IDENTIFICATION WITH THE AGGRESSOR,
SPLITTING MENTAL REPRESENTATIONS, AND
NEUTRALIZATION, SUBLIMATION, ALTLRUISM, EMPATHY
SEVENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEFENSE MECHANISMS

HUMAN DEVELOPMENT ASPECT

In "your" toddler's behavior, look for evidence of the following defense and describe:

**Denial** (such as "I didn't do it" when the toddler did; or "I'm not upset", when the toddler is).

**Projection** (ascribing to another what the child is feeling, especially so of hostility, such as "Daddy's really angry with me" when you have good evidence that the toddler is angry with his father).

**Displacement** (such as when angry with Mother, hitting the dog).

**Inhibition** (such as standing immobilized when another toddler takes "your" toddler's toy).

**Identification** (is "your" toddler doing for Mother, or you, what Mother usually does for him or her, such offering Mother some of his food; or in some way acting like Mom or Dad does).

**Reaction formation** (such as "your" toddler trying hard to be nice with the new baby he wishes were taken back to the hospital!)
SEVENTH VISIT (Continued)

Observations on DEFENSE MECHANISMS

HUMAN DEVELOPMENT ASPECT

**Identification with the aggressor** (acting like, or pretending to be like, someone or something that frightens him or her).

**Splitting of mental representations** (may be difficult to see. For instance, while visibly showing that "your" toddler is angry with Mother, he is being charming and sweet with the neighbor who is visiting, a person he does not know very well.)

**Neutralization** (usually of hostile feelings. This too may be difficult to see but may be inferred by change in behavior, such as the lessening of hostility over time.)

**Sublimation** (such as shifting from a battle of wills into a game; or from tearing something or making a mess to drawing or building something.)

**Altruism** (such as "your" toddler offering the new baby one of his preferred toys or comforters.)

**Empathy** (such as "your" toddler being sympathetic with Mother, or you, when she, or you, feels hurt or upset.)
SEVENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEFENSE MECHANISMS

CHILD REARING ASPECT

Do you get the impression that "your" toddler's Mom and Dad know that when their child denies, projects, inhibits, displaces, or uses any of the long-term "unhelpful" defense mechanism, the toddler is doing so out of the need to protect himself now against too much distress? Give evidence.

Does Mom and/or Dad try to sort out and understand what is causing their toddler to use the defenses? Give evidence.

Does Mom and/or Dad ask the toddler? Do they listen to the toddler's explanation?

Do they talk about it with the toddler? Give an example.

Do they help calm the toddler's anxiety? How?

Do they try to help the toddler control and handle better his hostility? How?

Do they remove or try to lessen what is causing the stress? Describe.
SUMMARY OF VISIT
THIRTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEFENSE MECHANISMS

HUMAN DEVELOPMENT ASPECT

In "your" toddler's behavior, look for evidence of the following defense and describe:

Denial (such as "I didn't do it" when the toddler did; or "I'm not upset", when the toddler is).

Projection (ascribing to another what the child is feeling, especially so of hostility, such as "Daddy's really angry with me" when you have good evidence that the toddler is angry with his father).

Displacement (such as when angry with Mother, hitting the dog).

Inhibition (such as standing immobilized when another toddler takes "your" toddler's toy).

Identification (is "your" toddler doing for Mother, or you, what Mother usually does for him or her, such offering Mother some of his food; or in some way acting like Mom or Dad does).

Reaction formation (such as "your" toddler trying hard to be nice with the new baby he wishes were taken back to the hospital!)
Observations on DEFENSE MECHANISMS

HUMAN DEVELOPMENT ASPECT

**Identification with the aggressor** (acting like, or pretending to be like, someone or something that frightens him or her).

**Splitting of mental representations** (may be difficult to see. For instance, while visibly showing that "your" toddler is angry with Mother, he is being charming and sweet with the neighbor who is visiting, a person he does not know very well.)

**Neutralization** (usually of hostile feelings. This too may be difficult to see but may be inferred by change in behavior, such as the lessening of hostility over time.)

**Sublimation** (such as shifting from a battle of wills into a game; or from tearing something or making a mess to drawing or building something.)

**Altruism** (such as "your" toddler offering the new baby one of his preferred toys or comforters.)

**Empathy** (such as "your" toddler being sympathetic with Mother, or you, when she, or you, feels hurt or upset.)
THIRTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEFENSE MECHANISMS

CHILD REARING ASPECT

Do you get the impression that "your" toddler's Mom and Dad know that when their child denies, projects, inhibits, displaces, or uses any of the long-term "unhelpful" defense mechanism, the toddler is doing so out of the need to protect himself now against too much distress? Give evidence.

Does Mom and/or Dad try to sort out and understand what is causing their toddler to use the defenses? Give evidence.

Does Mom and/or Dad ask the toddler? Do they listen to the toddler's explanation?

Do they talk about it with the toddler? Give an example.

Do they help calm the toddler's anxiety? How?

Do they try to help the toddler control and handle better his hostility? How?

Do they remove or try to lessen what is causing the stress? Describe.
SUMMARY OF VISIT
SIXTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEFENSE MECHANISMS

HUMAN DEVELOPMENT ASPECT

In "your" toddler's behavior, look for evidence of the following defense and describe:
Denial (such as "I didn't do it" when the toddler did; or "I'm not upset", when the toddler is).

Projection (ascribing to another what the child is feeling, especially so of hostility, such as "Daddy's really angry with me" when you have good evidence that the toddler is angry with his father).

Displacement (such as when angry with Mother, hitting the dog).

Inhibition (such as standing immobilized when another toddler takes "your" toddler's toy).

Identification (is "your" toddler doing for Mother, or you, what Mother usually does for him or her, such offering Mother some of his food; or in some way acting like Mom or Dad does).

Reaction formation (such as "your" toddler trying hard to be nice with the new baby he wishes were taken back to the hospital!)
Observations on **DEFENSE MECHANISMS**

**HUMAN DEVELOPMENT ASPECT**

**Identification with the aggressor** (acting like, or pretending to be like, someone or something that frightens him or her).

**Splitting of mental representations** (may be difficult to see. For instance, while visibly showing that "your" toddler is angry with Mother, he is being charming and sweet with the neighbor who is visiting, a person he does not know very well.)

**Neutralization** (usually of hostile feelings. This too may be difficult to see but may be inferred by change in behavior, such as the lessening of hostility over time.)

**Sublimation** (such as shifting from a battle of wills into a game; or from tearing something or making a mess to drawing or building something.)

**Altruism** (such as "your" toddler offering the new baby one of his preferred toys or comforters.)

**Empathy** (such as "your" toddler being sympathetic with Mother, or you, when she, or you, feels hurt or upset.)
SIXTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEFENSE MECHANISMS

CHILD REARING ASPECT

Do you get the impression that "your" toddler's Mom and Dad know that when their child denies, projects, inhibits, displaces, or uses any of the long-term "unhelpful" defense mechanism, the toddler is doing so out of the need to protect himself now against too much distress? Give evidence.

Does Mom and/or Dad try to sort out and understand what is causing their toddler to use the defenses? Give evidence.

Does Mom and/or Dad ask the toddler? Do they listen to the toddler's explanation?

Do they talk about it with the toddler? Give an example.

Do they help calm the toddler's anxiety? How?

Do they try to help the toddler control and handle better his hostility? How?

Do they remove or try to lessen what is causing the stress? Describe.
THE TODDLER YEARS (1 to 3 YEARS)

REGRESSION
SEVENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on REGRESSION

HUMAN DEVELOPMENT ASPECT

Did you see any regression in "your" toddler in the following tasks of development--include a brief description (1) of the regressive behavior, say (2) how long it lasted, (3) what you think might have caused, and (4) what might have stopped the regression):

Mastery of locomotor and coordination skills:

Mastery of separation anxiety:

Weaning:

The conflict of wishing to become an individual versus wanting to stay one with Mother (the "rapprochement conflict"):

Toilet training:

Going to daycare or preschool:

A new sibling:

Any other:
SEVENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on REGRESSION

CHILD REARING ASPECT

What did "your" toddler's Mother or Father do--constructive or not--when they saw regression in their child in the following tasks of development--say why you thought what parents did was constructive or not:
Mastery of locomotor and coordination skills:

Mastery of separation anxiety:

Weaning:

The conflict of wishing to become an individual versus wanting to stay one with Mother (the "rapprochement conflict"):

Toilet training:

Going to daycare or preschool:

A new sibling:

Any other:
SUMMARY OF VISIT
THIRTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on REGRESSION

HUMAN DEVELOPMENT ASPECT

Did you see any regression in "your" toddler in the following tasks of development--include a brief description (1) of the regressive behavior, say (2) how long it lasted, (3) what you think might have caused, and (4) what might have stopped the regression):

Mastery of locomotor and coordination skills:

Mastery of separation anxiety:

Weaning:

The conflict of wishing to become an individual versus wanting to stay one with Mother (the "rapprochement conflict"):

Toilet training:

 Going to daycare or preschool:

A new sibling:

Any other:
THIRTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on REGRESSION

CHILD REARING ASPECT

What did "your" toddler's Mother or Father do--constructive or not--when they saw regression in their child in the following tasks of development--say why you thought what parents did was constructive or not:

Mastery of locomotor and coordination skills:

Mastery of separation anxiety:

Weaning:

The conflict of wishing to become an individual versus wanting to stay one with Mother (the "rapprochement conflict"): 

Toilet training:

Going to daycare or preschool:

A new sibling:

Any other:
SIXTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on REGRESSION

HUMAN DEVELOPMENT ASPECT

Did you see any regression in "your" toddler in the following tasks of development--include a brief description (1) of the regressive behavior, say (2) how long it lasted, (3) what you think might have caused, and (4) what might have stopped the regression):

Mastery of locomotor and coordination skills:

Mastery of separation anxiety:

Weaning:

The conflict of wishing to become an individual versus wanting to stay one with Mother (the "rapprochement conflict"):

Toilet training:

Going to daycare or preschool:

A new sibling:

Any other:
SIXTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on REGRESSION

CHILD REARING ASPECT

What did "your" toddler's Mother or Father do--constructive or not--when they saw regression in their child in the following tasks of development--say why you thought what parents did was constructive or not:

Mastery of **locomotor and coordination skills**:

Mastery of **separation anxiety**:

**Weaning:**

The **conflict** of wishing to become an individual versus wanting to stay one with Mother (the "rapprochement conflict"):

**Toilet training:**

**Going to daycare or preschool:**

**A new sibling:**

Any other:
SUMMARY OF VISIT
THE TODDLER YEARS (1 - 3 YEARS)

CONSCIENCE FORMATION:

CONSCIENCE PROPER

AND

THE IDEAL SELF AND SELF-ESTEEM
Conscience is an internal mental-emotional system of rules of conduct which we ourselves gradually construct and which exerts internal pressures on us for compliance. The consequence of not complying sufficiently with these internal rules is that we experience feelings that are painful to us and which of themselves then can dictate our behaviors. The cardinal painful feelings include guilt, shame, and anxiety.

We think of conscience as having two parts: (a) the conscience proper which has to do with the "Do's and Don'ts" by which we eventually guide our own conduct, and (b) the ideal self which has to do with what we hold up to ourselves as our ideal conduct and behavior, our ideal self-image as a total person. We feel anxiety when our conduct/behavior falls short of either our conscience proper or our ideal self. In addition, we feel guilt when we don't comply sufficiently with our conscience proper; and we feel shame when we fall short of complying with the rules we set up in our ideal self.

Students will make their Lab observations considering the two parts of conscience separately. First, you will observe "your" toddler's behaviors for evidence of the development of the toddler's conscience proper. Then, you will observe for evidence of the formation of the toddler's ideal self.

No one is born with a ready-made conscience. You will have learned in your Lessons that a number of inborn factors contribute to how conscience will form, whether readily or with difficulty. For instance, children born with greater sensitivities will be more responsive to how others feel and as a result will be more quickly aware of and responsive to what Mom and Dad, feel, expect, say,
and do. As time goes by, this will also apply to how peers feel and react. Another factor, for instance, is that the infant who is born with the strong inner need "to have or do what he wants when he wants" will have greater difficulty complying with what the parents demand and expect and is likely to internalize conflict over compliance--which can make for compliance that is insufficient or too rigid. The "Do's" and "Don'ts" may be insufficiently predictable or too rigid. Our conscience develops. Its formation may be constructive, mature, positively adaptive to life in family and society. Or it may develop with maladaptive standards that lead to disregard or even outright hostile regard for self and/or others, and be destructive to self, family and society. In this it guides one into serious conflict with those around us and may be destructive of the self.

The largest factor that gives shape to the conscience we develop is the young child's gradually internalizing of experiences
especially within the relationships with the child's primary caregivers, especially the child's mother and father. Through the toddler years, these are the foremost sources of the child's conscience formation. As the child comes increasingly into contact with other children and extra-familial adults, they too, to a greater or lesser degree, exert an influence on the child's conscience formation. Then, later input is added by our experiences at school, by other social and religious training we may have, and by the laws of the land. The development of conscience is crucial to give us guidelines for our sense of morality, the goals we set up for ourselves, and our behaviors toward ourselves as well as toward others. It is what especially makes us social beings. It gives shape to our lives in families, in groups, and in society.

It is important for parents to know (as many do) that young children--even into the middle school years--are not always the best judges of what is a reasonable reaction to unacceptable behavior. It is best that parents react reasonably to the child's own insufficient compliance with demands made by the parents. Children sometimes can be too soft in their reaction to their own transgressions against another child, or, quite the contrary, they can be too harsh. For instance, having taken a toy from another child, a 20 month old may feel fully justified in doing so; another child may feel that he or she had done a very terrible thing when scolded for it. Important too is that the reaction of mother and father especially, will profoundly influence the child's own reaction to her or his own behavior. As we said in the last Lesson, if mother or father is too harsh, the child is inclined to internalize that reaction into his or her budding conscience. If the parent is too lax, that attitude is most likely to be internalized. Enormously important is that the caregiver's reaction will be much more meaningful to the child when the caregiver is meaningful to the child, such as when it is mother or father, the "other" person of a "primary relationship." Although children may respond readily to nonparental caregivers' prohibitions or reactions of disapproval, these will not carry the same weight and will not be taken into the conscience as readily as when it is the parent who reacts in this fashion. The key factor is the degree to which the person who prohibits or disapproves is emotionally valued by the child.
Students should keep in mind as they look at their toddlers and their parents for evidence of conscience formation to consider (1) What they would do, and (2) How they would do it were the student the parent, to effect a positive development in "their" observation toddlers of the toddler's ability to learn what is acceptable and what is unacceptable behavior.

In looking for evidence of the toddler's developing ideal self, think of the fact that we all have mental images of who we are. We also all have mental images of who we really want and hope to be, an ideal image of ourselves. This is what we mean by our "ideal self"; it is a mental representation we hold up to ourselves as a guide for how we behave and what we do. The closer we get to this ideal model of ourselves, the better our feelings about ourselves, the better our self-esteem.

How the child constructs a mental image of herself or himself depends on a number of factors. First of all, the child's general comfort, the normal enough functioning of her physiology, her thresholds of irritability, her ability to organize experience, all these arising from her inborn givens. These inborn givens, which make up the child's temperament, in combination with the experiences the child has, especially in her family relationships, will organize in the child's mind into images she has of herself. Where the child's family relationships are good, the normal child's physical and emotional needs will most likely be sufficiently met as a result of which the child will feel good about herself and feel valued, the better then her self-esteem.

By the end of year one, the child has developed some sense of himself, some elements of a self image, and if well cared for, some stabilizing sense of being worthy of good care and nurture. These make for the foundation of a positive mental self image with good self-esteem. During the second and third years, these feelings of self develop further. One can see the child's expectation of comfort when he needs comfort, of care when he needs care, of a sense of being a "me" and of things being "mine", verbalized especially during the latter half of the second year. This sense of self now becomes not only better organized and cohesive but also more complex.

The toddler develops a cluster of self images representative in the toddler's mind of the varied experiences he is having over time. All of these influence the development within his mind of the way he would most like to be. This forming an ideal way to be is not a static process; the ideal self-image will change over time, as new experiences and new identifications occur. But already during the second and third years this ideal self-image begins to hold up goals for the child's self development, goals of conduct and of achievement. These can be pro-social or antisocial in character. Children who are reared by mean and raging parents may end up feeling like Iago, in Shakespeare's Othello, who cries out "I believe in a cruel God who made me in his own image."

There is a crucial relationship between the child's ideal self mental image and his self-esteem. It is that the more the child approaches being like, behaving like his ideal self is supposed to, the better the child's self esteem. The more the child does not behave like his ideal self holds up to him, the more the child feels shame and then the lower his self-esteem.
THE TODDLER YEARS (1 - 3 YEARS)

THE DEVELOPMENT OF CONSCIENCE PROPER
EIGHTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH _______   DATE OF VISIT _______

Observations on THE DEVELOPMENT OF CONSCIENCE PROPER

HUMAN DEVELOPMENT ASPECT

In looking for internalization of parental dictates, look for:

1. Does "your" toddler comply immediately, after 1 repetition, or are more repetitions needed to get him to do what Mother tells him to do? Specify the number of repetitions needed and describe the toddler's reactions.

2. Does "your" toddler easily accept that there are things he is not allowed to do? Describe.

3. Does "your" toddler easily "learn"--i.e., internalize--what he can and what he cannot do? Describe.

4. Do battles of wills occur often? rarely?
   Are these battles of wills light, moderate, or heavy weight? Describe.

Do you see in "your" toddler's behaviors (verbal, gestural, or other) identification with things Mother does? Describe.

Do you see behaviors suggestive of identification with Father? Describe.
EIGHTH VISIT (Continued)
Observations on THE DEVELOPMENT OF CONSCIENCE PROPER
HUMAN DEVELOPMENT ASPECT

If toilet training has begun,
Who got it started? And how did it get started? Describe.

To what degree does "your" toddler accept the demand that he tell Mom or Dad when he needs to go potty? Describe.

Is "your" toddler making it easy to become toilet trained? Is it that he is taking initiative or just that he complies easily? Describe.

Does "your" toddler show much intense hostility or hate toward Mom? Describe.

Does "your" toddler show much intense hostility or hate toward Dad? Describe.

When "your" toddler has had a battle of wills with Mom or Dad, have you seen any signs of remorse (guilt)? (Look for sadness, wanting to be comforted, trying to make up, versus staying angry for quite a while after, long period of pouting, not trying to make up, etc.)
EIGHTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE DEVELOPMENT OF CONSCIENCE PROPER

CHILD REARING ASPECT

In looking at what and how "your" toddler's parents do to help with the internalization of parental dictates, look for:


2. Does Mom expect compliance immediately, after 1 repetition, or after more repetitions? Specify the number of repetitions needed and describe the mother's reactions.


4. Does Dad expect compliance immediately, after 1 repetition, or after more repetitions? Specify the number of repetitions needed and describe Dad's reactions.

5. Do Mom and Dad think their toddler is learning what he is not allowed to do? Are they pleased? Disappointed? Angry with their toddler about this?

6. Have you seen any abuse of the toddler? Physical or emotional? Describe.
EIGHTH VISIT (Continued)

Observations on THE DEVELOPMENT OF CONSCIENCE PROPER

CHILD REARING ASPECT

What is Mom's reaction to identifications her toddler is making with her? Describe.

What is Dad's reaction to identifications his toddler is making with him? Describe.

If toilet training has begun,

Assuming Mom started the toilet training, what did she do to get it started and how? Describe the quality of what and how she did this. If Dad started it, describe how he did so.

What did she/he do and how did she/he get her/his toddler to accept her/his demands that he tell Mom or Dad when he needs to go potty?

How does Mom react to "your" toddler's showing moments of intense hostility or hate toward her? Describe.

How does Dad react to "your" toddler's showing moments of intense hostility or hate toward him? Describe.

After a battle of wills, how do Mom or Dad, react or respond to any signs of remorse (guilt) in their toddler? (Look for their trying to comfort, their trying to help their toddler make up, their ability to forgive versus their staying angry for quite a while after, long periods of not talking to their toddler, not trying to make up, etc.)
SUMMARY OF VISIT
TWELFTH VISIT

NAME OF CHILD _______________________________ DATE OF BIRTH __________ DATE OF VISIT __________

Observations on THE DEVELOPMENT OF CONSCIENCE PROPER

HUMAN DEVELOPMENT ASPECT

In looking for internalization of parental dictates, look for:

1. Does "your" toddler comply immediately, after 1 repetition, or are more repetitions needed to get him to do what Mother tells him to do? Specify the number of repetitions needed and describe the toddler's reactions.

2. Does "your" toddler easily accept that there are things he is not allowed to do? Describe.

3. Does "your" toddler easily "learn"--i.e., internalize--what he can and what he cannot do? Describe.

4. Do battles of wills occur often? rarely?
   Are these battles of wills light, moderate, or heavy weight? Describe.

Do you see in "your" toddler's behaviors (verbal, gestural, or other) identification with things Mother does? Describe.

Do you see behaviors suggestive of identification with Father? Describe.
If toilet training has begun, Who got it started? And how did it get started? Describe.

To what degree does "your" toddler accept the demand that he tell Mom or Dad when he needs to go potty?

Is "your" toddler making it easy to become toilet trained? Is it that he is taking initiative or just that he complies easily? Describe.

Does "your" toddler show much intense hostility or hate toward Mom? Describe.

Does "your" toddler show much intense hostility or hate toward Dad? Describe.

When "your" toddler has had a battle of wills with Mom or Dad, have you seen any signs of remorse (guilt)? (Look for sadness, wanting to be comforted, trying to make up, versus staying angry for quite a while after, long period of pouting, not trying to make up, etc.)
Observations on THE DEVELOPMENT OF CONSCIENCE PROPER

CHILD REARING ASPECT

In looking at what and how "your" toddler's parents do to help with the internalization of parental dictates, look for:


2. Does Mom expect compliance immediately, after 1 repetition, or after more repetitions? Specify the number of repetitions needed and describe the mother's reactions.


4. Does Dad expect compliance immediately, after 1 repetition, or after more repetitions? Specify the number of repetitions needed and describe Dad's reactions.

5. Do Mom and Dad think their toddler is learning what he is not allowed to do? Are they pleased? Disappointed? Angry with their toddler about this?

6. Have you seen any abuse of the toddler? Physical or emotional? Describe.
TWELFTH VISIT (Continued)

Observations on THE DEVELOPMENT OF CONSCIENCE PROPER

CHILD REARING ASPECT

What is Mom's reaction to identifications her toddler is making with her? Describe.

What is Dad's reaction to identifications his toddler is making with him? Describe.

If toilet training has begun,

Assuming Mom started the toilet training, what did she do to get it started and how? Describe the quality of what and how she did this. If Dad started it, describe how he did so.

What did she/he do and how did she/he get her/his toddler to accept her/his demands that he tell Mom or Dad when he needs to go potty?

How does Mom react to "your" toddler's showing moments of intense hostility or hate toward her? Describe.

How does Dad react to "your" toddler's showing moments of intense hostility or hate toward him? Describe.

After a battle of wills, how do Mom or Dad, react or respond to any signs of remorse (guilt) in their toddler? (Look for their trying to comfort, their trying to help their toddler make up, their ability to forgive versus their staying angry for quite a while after, long periods of not talking to their toddler, not trying to make up, etc.)
SUMMARY OF VISIT
SIXTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE DEVELOPMENT OF CONSCIENCE PROPER

HUMAN DEVELOPMENT ASPECT

In looking for internalization of parental dictates, look for:

1. Does "your" toddler comply immediately, after 1 repetition, or are more repetitions needed to get him to do what Mother tells him to do? Specify the number of repetitions needed and describe the toddler's reactions.

2. Does "your" toddler easily accept that there are things he is not allowed to do? Describe.

3. Does "your" toddler easily "learn"--i.e., internalize--what he can and what he cannot do? Describe.

4. Do battles of wills occur often? rarely?
   Are these battles of wills light, moderate, or heavy weight? Describe.

Do you see in "your" toddler's behaviors (verbal, gestural, or other) identification with things Mother does? Describe.

Do you see behaviors suggestive of identification with Father? Describe.
If toilet training has begun,
Who got it started? And how did it get started? Describe.

To what degree does "your" toddler accept the demand that he tell Mom or Dad when he needs to go potty?

Is "your" toddler making it easy to become toilet trained? Is it that he is taking initiative or just that he complies easily? Describe.

Does "your" toddler show much intense hostility or hate toward Mom? Describe.

Does "your" toddler show much intense hostility or hate toward Dad? Describe.

When "your" toddler has had a battle of wills with Mom or Dad, have you seen any signs of remorse (guilt)? (Look for sadness, wanting to be comforted, trying to make up, versus staying angry for quite a while after, long period of pouting, not trying to make up, etc.)
SIXTEENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE DEVELOPMENT OF CONSCIENCE PROPER

CHILD REARING ASPECT

In looking at what and how "your" toddler's parents do to help with the internalization of parental dictates, look for:


2. Does Mom expect compliance immediately, after 1 repetition, or after more repetitions? Specify the number of repetitions needed and describe the mother's reactions.


4. Does Dad expect compliance immediately, after 1 repetition, or after more repetitions? Specify the number of repetitions needed and describe Dad's reactions.

5. Do Mom and Dad think their toddler is learning what he is not allowed to do? Are they pleased? Disappointed? Angry with their toddler about this?

6. Have you seen any abuse of the toddler? Physical or emotional? Describe.
SIXTEENTH VISIT (Continued)

Observations on THE DEVELOPMENT OF CONSCIENCE PROPER
CHILD REARING ASPECT

What is Mom's reaction to identifications her toddler is making with her? Describe.

What is Dad's reaction to identifications his toddler is making with him? Describe.

If toilet training has begun,
  Assuming Mom started the toilet training, what did she do to get it started and how? Describe the quality of what and how she did this. If Dad started it, describe how he did so.

  What did she/he do and how did she/he get her/his toddler to accept her/his demands that he tell Mom or Dad when he needs to go potty?

How does Mom react to "your" toddler's showing moments of intense hostility or hate toward her? Describe.

How does Dad react to "your" toddler's showing moments of intense hostility or hate toward him? Describe.

After a battle of wills, how do Mom or Dad, react or respond to any signs of remorse (guilt) in their toddler? (Look for their trying to comfort, their trying to help their toddler make up, their ability to forgive versus their staying angry for quite a while after, long periods of not talking to their toddler, not trying to make up, etc.)
SUMMARY OF VISIT
THE TODDLER YEARS (1 - 3 YEARS)

THE DEVELOPMENT OF THE IDEAL SELF AND SELF-ESTEEM
EIGHTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE DEVELOPMENT OF THE IDEAL SELF AND SELF-ESTEEM

HUMAN DEVELOPMENT ASPECT

In trying to get an idea of how "your" toddler's feels about himself--his self-esteem, when you now see him, consider how he seems to feel physically and emotionally.

Describe his temperament (e.g., he is calm/irritable, easy/difficult to comfort: of low/high activity level, etc.):

Describe his present emotional state:
Give a brief overview of his relationships with Mother, Father, siblings and especially look for how he feels in interaction with them:

Do you feel he is valued, warmly loved, adored? Does he seem to you to feel too deprived of attention and/or love?

Does he give you the impression of feeling good when he does something he has not been able to do before? Give an example. Does he give up easily? Describe.

Do you get the impression that he feels he is a competent, capable child? Document your impression.

Do you think he feels good about himself, that he is a good child? Document.

Give evidence of his developing self image (e.g., calls himself by his name, says he is a big boy, says things are his, etc.)
EIGHTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE DEVELOPMENT OF THE IDEAL SELF AND SELF-ESTEEM

CHILD REARING ASPECT

Describe what Mother and Father do to accommodate to their toddler's temperament (e.g., if he is irritable they try to calm him; if he is difficult to comfort, they persist with warmth; if he is of low activity level they try to encourage him to explore, etc.):

Describe briefly some of the things his parents do to make him feel good about himself:
   In his relationships with Mother, Father, siblings and especially look for how Mom/Dad feels in interaction with her/his child:

   Do you feel Mom and Dad value, warmly love, adore him? Do they seem to you to deprive him too much of attention and/or love?

   Do they give you the impression of feeling good when their toddler does something he has not been able to do before? Give an example. Does they help him to not give up easily? Describe.

   Do you get the impression that they do or do not feel their toddler is a competent, capable child? Document your impression.

   Do you think they do or do not feel good about him, that he is a good child? Document.

   What do Mom and Dad convey to their toddler they expect him to be like? (They say he is a big boy, he does nice things, etc.)
SUMMARY OF VISIT
TWELFTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE DEVELOPMENT OF THE IDEAL SELF AND SELF-ESTEEM

HUMAN DEVELOPMENT ASPECT

In trying to get an idea of how "your" toddler's feels about himself--his self-esteem, when you now see him, consider how he seems to feel physically and emotionally.

Describe his temperament (e.g., he is calm/irritable, easy/difficult to comfort: of low/high activity level, etc.):

Describe his present emotional state:

Give a brief overview of his relationships with Mother, Father, siblings and especially look for how he feels in interaction with them:

Do you feel he is valued, warmly loved, adored? Does he seem to you to feel too deprived of attention and/or love?

Does he give you the impression of feeling good when he does something he has not been able to do before? Give an example. Does he give up easily? Describe.

Do you get the impression that he feels he is a competent, capable child? Document your impression.

Do you think he feels good about himself, that he is a good child? Document.

Give evidence of his developing self image (e.g., calls himself by his name, says he is a big boy, says things are his, etc.)
TWELFTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE DEVELOPMENT OF THE IDEAL SELF AND SELF-ESTEEM

CHILD REARING ASPECT

Describe what Mother and Father do to accommodate to their toddler's temperament (e.g., if he is irritable they try to calm him; if he is difficult to comfort, they persist with warmth; if he is of low activity level they try to encourage his to explore, etc.):

Describe briefly some of the things his parents do to make him feel good about himself:
In his relationships with Mother, Father, siblings and especially look for how Mom/Dad feels in interaction with her/his child:

Do you feel Mom and Dad value, warmly love, adore him? Do they seem to you to deprive him too much of attention and/or love?

Do they give you the impression of feeling good when their toddler does something he has not been able to do before? Give an example. Does they help him to not give up easily? Describe.

Do you get the impression that they do or do not feel their toddler is a competent, capable child? Document your impression.

Do you think they do or do not feel good about him, that he is a good child? Document.

What do Mom and Dad convey to their toddler they expect him to be like? (They say he is a big boy, he does nice things, etc.)
SUMMARY OF VISIT
SIXTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE DEVELOPMENT OF THE IDEAL SELF AND SELF-ESTEEM

HUMAN DEVELOPMENT ASPECT

In trying to get an idea of how "your" toddler's feels about himself--his self-esteem, when you now see him, consider how he seems to feel physically and emotionally.

Describe his temperament (e.g., he is calm/irritable, easy/difficult to comfort: of low/high activity level, etc.):

Describe his present emotional state:

Give a brief overview of his relationships with Mother, Father, siblings and especially look for how he feels in interaction with them:

Do you feel he is valued, warmly loved, adored? Does he seem to you to feel too deprived of attention and/or love?

Does he give you the impression of feeling good when he does something he has not been able to do before? Give an example. Does he give up easily? Describe.

Do you get the impression that he feels he is a competent, capable child? Document your impression.

Do you think he feels good about himself, that he is a good child? Document.

Give evidence of his developing self image (e.g., calls himself by his name, says he is a big boy, says things are his, etc.)
SIXTEENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE DEVELOPMENT OF THE IDEAL SELF AND SELF-ESTEEM

CHILD REARING ASPECT

Describe what Mother and Father do to accommodate to their toddler's temperament (e.g., if he is irritable they try to calm him; if he is difficult to comfort, they persist with warmth; if he is of low activity level they try to encourage him to explore, etc.):

Describe briefly some of the things his parents do to make him feel good about himself:

In his relationships with Mother, Father, siblings and especially look for how Mom/Dad feels in interaction with her/his child:

Do you feel Mom and Dad value, warmly love, adore him? Do they seem to you to deprive him too much of attention and/or love?

Do they give you the impression of feeling good when their toddler does something he has not been able to do before? Give an example. Does they help him to not give up easily? Describe.

Do you get the impression that they do or do not feel their toddler is a competent, capable child? Document your impression.

Do you think they do or do not feel good about him, that he is a good child? Document.

What do Mom and Dad convey to their toddler they expect him to be like? (They say he is a big boy, he does nice things, etc.)
SUMMARY OF VISIT
THE TODDLER YEARS (1 - 3 YEARS)

EMOTIONAL DEVELOPMENTAL MARKERS
In this observational exercise, the student is to give his or her overall impressions of how the toddler is handling each task of development listed at the time of observation. Over the three recordings, the student will have a record of how the toddler is developing. The aim here is to get an overall impression of how the toddler is developing as a total person. The student can easily achieve this assignment by consulting the Summary Pages of each individual task of development she or he recorded prior to this assignment.
THIRD VISIT

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**ELEVENTH VISIT**

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