



ANTICIPATORY GUIDANCE

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- **Anticipatory guidance is about 2 things:**
 - **Caregiver understanding of child development and thus anticipating the child's needs and understanding behavior**
 - **Educating caregivers about injury prevention**



Why Is This Important?

- **Violence is a major cause of childhood morbidity and mortality in the United States.**
- **Homicide is the 2nd leading cause of death for 13- to 21-year-olds**
- **Increase in community violence during 1990s**
- **Many parents and pediatricians feel community violence screening should be routine in well child care.**
- **Results from the 1998 and 2003 AAP (American Academy of Pediatric) Periodic Surveys of Fellows show that a majority of pediatricians feel unprepared to manage community violence.**



Nursing Responsibilities

- **Need to be aware of risks in each age group in order for anticipatory prevention teaching to occur.**
- **Also need to have understanding of child development and behavior.**
- **Enables nurse to guide parents regarding childrearing practices that will help prevent problems.**
- **Ideally, discuss risks *before* each age group occurs.**



- **Commonalities in all age groups:**

- **Poisoning**
- **Aspiration**
- **MVA/Pedestrian accidents**
- **Fire**
- **Drowning**
- **Homicide/suicide**
- **Head injuries**
- **Food safety**
- **Dog bites**
- **Sports protection**
- **falls**
- **Abuse/assault/rape (covered in a future course)**



Anticipatory guidance for social-emotional development: Normal behaviours

Age	Behaviour	Age	Behaviour
6 months	Separation anxiety (7,8): <ul style="list-style-type: none"> • Calm him when he protests. • Transitional object (eg, a blanket) helps him feel calm. • Tell him where you are going, when you will return (follow through). • Leave with confidence, use a consistent caregiver. • Hold him close upon return, until he signals readiness to move away. • Daycare: If he is very upset, integrate him gradually, with you present, during part of the initial days. • Stay with him during hospitalizations. 	2 years	Negative behaviours (24,25): <ul style="list-style-type: none"> • <i>To increase positive behaviours:</i> Give immediate positive attention (eg, specific praise "Good sitting quietly in your chair", smile, hug). • Praise positive behaviours at least 3–4 times more often than you identify misbehaviour. Children are not spoiled by praise. • <i>To decrease minor negative behaviour (eg, whining):</i> Consistently ignore (ie, even negative attention is rewarding), know that it usually worsens at first. • As soon as misbehaviour stops, suggest appropriate behaviour, give immediate positive attention to the positive behaviour.
9 months	Night wakings (10): <ul style="list-style-type: none"> • Respond as you do at bedtime. • Try moving bedtime earlier by a half hour or more. 	3 years	Grabbing toy (8): <ul style="list-style-type: none"> • Help the crying child, ask the grabbing child why he did that. • Tell the child who grabbed to share, reassure him that he will get it back later.



18 months **Temper tantrums (8):**

- Distract him (eg, alternate activity), remove him from that location.
- Try soothing him by holding and helping to label feelings.
- If unsuccessful, let him cry it out while you ignore the behaviour, staying in the room with him.
- Once he will allow it, soothe him, help him verbalize feelings, distract.

18 months **Aggression (8,27):**

- Tell him firmly to stop (eg, "No hitting").
- Label his feeling (eg, "You're angry").
- Redirect (eg, give him another activity to do).
- Physical punishment is not effective, is harmful, and teaches violence.
- Your attachment relationship helps him cope with emotions, spend daily time following his lead in play.

2 years **Picky eating (23):**

- Do not coax.
- Ignore it.
- Serve the same variety of nutritious foods that you eat.
- He is responsible for what and how much he eats.
- He will grow up able to regulate food intake based on internal cues of hunger and satiety.
- Trust that when he is older, he will eat what you eat.

3 years **Negative behaviours (24,25):**

- *For recurring problems, use immediately:*
- Logical consequence (eg, drawing on wall → crayons removed, helps clean).
- Natural consequence (eg, dawdling before park → no time to go).
- Stay calm.
- A child's feelings about himself are as important as obeying your commands.

3 years **Aggression (25):**

- *Time-out to calm down* (ie, boring safe area, ignore him):
- Briefly explain (eg, "No hitting/wrecking. You need a time-out to calm down").
- Lasts 3 min (three-year-old), 4 min (four-year-old), or 5 min (five or more years of age). It is not over until he has been calm for 2 min.
- *After time-out:* Praise his calming down, give him something else to do.
 - Praise his first positive behaviour, encourage verbal expression of anger.

4 years **Noncompliance (25):**

- *Time-out to calm down* (ie, if noncompliant >75% of the time):
 - Give command (eg, "Please put your boots away").
 - When he does not respond within 5 s, warn him of time-out (eg, "If you don't put your boots away, you'll have to go to time-out").
 - Wait 5 s to give a chance to comply. Praise him if he does.
 - If doesn't comply, take him to time-out.
- When done, praise him for calming down, repeat the original command.



Night wakings (9 months) :

- **Self-discipline:** Setting limits teaches your child. Show and tell him what behaviour you want (eg, “Give it to Mama” instead of “Don’t throw”). Praise good behaviour. Decrease reasons to say no by removing temptations. Remove baby from the situation and distract him with an alternative activity

12 months:

- **First steps, filled with pride** Once walking, the toddler’s increased sense of independence makes him look proud and sometimes scared. He now shows intentional communication (eg, to request, protest, interact and initiate joint attention [drawing another’s attention to something]).
- **Language/literacy:** Repeat your toddler’s words, reply to “What’s that?” with names for objects, narrate his gestures (ie, if he points to a cookie, say “Do you want a cookie?”), respond whenever he speaks.
- **Sexual development:** Toddlers commonly touch their genitals. Use correct names for body parts
- **Self-discipline:** Consistent limit-setting helps children feel calm and safe. They test limits to make sure a rule still stands. Limit the number of rules to the most important ones (eg, safety, hurting himself or another, and destroying property)



18 months:

Independence and tantrums The toddler's behaviour contains contradictions. He excitedly seeks independence, but shows increased separation anxiety and fear with previously accepted situations. Therefore, he relies even more on his parents as a nurturing, secure base from which to explore. Temper tantrums are helpful because they release tension

- **Problem-solving:** Praise small successes. Help him keep trying (eg, put two puzzle pieces close together)
- **Attachment:** Most toddlers use a transitional object for self-comfort, especially when stressed
- **Socializing:** It is important for toddlers to be around other children (eg, drop-in centre)
- **Self-discipline:** Allow the toddler choice between two options. This gives him some control and decreases power struggles in other areas
- **Temper tantrums:** Stay calm. Do not give in to demands (or he will continue to tantrum to get his way). Prevent tantrums through adequate sleep, regular mealtimes, choices (ie, reduces frustration at not getting his own way), one-on-one time (ie, stops the child from feeling ignored) and, if necessary, avoiding excessive sensory stimulation (eg, grocery store). When tantrums occur, helping him label feelings teaches acceptance of negative feelings and fosters parent-child communication



Two years of age: Language develops exponentially The two-year-old is starting to understand symbolic representation, reflected by expressive language and pretend play. This is a key developmental transition from infancy to childhood.

- **Language/literacy:** Limit television watching to less than 1 h to 2 h per day. Watch together and talk about what you see. Talk together at meals. Do interactive reading: ask him questions about the story, or ask him to point, touch or show.
- **Problem-solving:** He starts to transform parents' words into selftalk (ie, private speech to help him start to solve a problem in his head before actually doing it). This shows that he is starting to rely on his own ability to self-regulate. Help him stick to a problem by encouragement (eg, "You can do it")
- **Socializing:** Participation in a good quality preschool program by two-and-a-half years of age is an important opportunity for play with other children, guided by early childhood educators. Peer play helps develop emotional regulation, communication, negotiation and persistence in problem-solving. Having these skills at grade 1 entry enables children to thrive in school.
- **Self-discipline:** Let him do age-appropriate chores (eg, put spoons in dishwasher, pick up toys) to build a sense of responsibility.
- **Picky eating: Negative behaviours:** Reduce commands to the priority ones and follow through. Good evidence-based group parent training programs for childhood oppositional defiant behavioural disorders may be offered in the community and have materials available through websites and bookstores.



Three years of age: Imaginative role-playing and playing with friends Learning to get along with other children in play, initiating interaction and getting one's position across to peers are the goals at three years of age. Imaginary play fosters cognitive and social-emotional growth. Play scenes help the child act out negative feelings and begin to help the child understand how others feel. Object constancy is established (ie, remembers people for long periods of time); as a result, he is more relaxed during separations and is able to go along with the caregiver's activities (ie, attachment 'partnership' begins).

- **Language/literacy:** Respond to what he has to say and ask questions. Encourage him to talk about what happened today and in the past, and to plan future events. In daily reading, let him 'tell' part of the story.
- **Fears:** Listen to your child's fears. Reassure him that you will take care of him. Do not force him to confront fears.
- **Play:** Encourage imaginative and interactive play (eg, toy animals, dress-up box)
- **Socializing:** Peer play is necessary; group experience is nearly mandatory if it hasn't occurred before. Prompt and praise sharing, waiting and taking turns.
- **Grabbing toys from other children:** Self-discipline: Continue choices (eg, clothes, books, places to go) and chores (eg, help set table, get mail). A reward system can motivate children to learn a difficult behaviour (eg, staying in bed at bedtime)



Four years of age: Self-control and a sense of self The four-year-old develops more self-control over aggression and other impulses, a gender role and a sense of self beyond the immediate family. Friends can become significant attachment figures and be a great source of comfort in stressful situations. He starts to acquire knowledge of social expectations and is more able to distinguish between what is real and pretend.

- **Language/literacy:** Provide time for him to finish his thoughts. As he shows interest in words, point out letters and make rhymes with words.
- **Problem-solving:** Model steps in a task so that he can imitate you. Teach conflict resolution with peers. Help children express problems and feelings. Ask questions to help them find solutions, and praise them for their suggestions. Help them remember what worked and to try the best plan. Select solutions that satisfy both sides.
- **Attachment:** Help him develop a sense of self by going through baby books, seeing his old photos and keeping family traditions. Allow him to be as independent as he is able (eg, dressing).
- **Sexual development:** Anticipate normal curiosity about the body and the differences between boys and girls, and anticipate engagement in exploratory sex-play. Teach that nudity is private, that touching of his private parts is only for him (ie, in private), parents and health care providers, and that breasts are for feeding babies. Take seriously all reports of bad touches.
- **Socializing:** Having friends is crucial. Continue providing opportunities to play with other children.
- **Pro-social behaviours:** Model caring behaviour (eg, donating to food bank). Treat your child with the respect you offer others. Praise him when he shows sensitivity to others' feelings. When he shows unkindness, even accidentally, ask him to think about how he would feel and how he thinks the other child feels. Help him to apologize and think of making restitution (ie, what he could do to the other child to make up for having hurt him).
- **Self-discipline:** Age-appropriate chores (eg, water plants, make bed).



Five years of age: School readiness School readiness is an outcome measure of early child development. It includes strong social-emotional skills, motivation to learn and intellectual skills. The five-year-old now has a growing sense of competence.

- **School:** Visit his school beforehand and be involved; children do better if their parents are visible right from the start. Tell your child to ask the teacher to explain things when he does not understand what to do, and to tell you and the teacher if anyone acts mean, so you can help him deal with it. Talk daily about what he liked and worried about at school

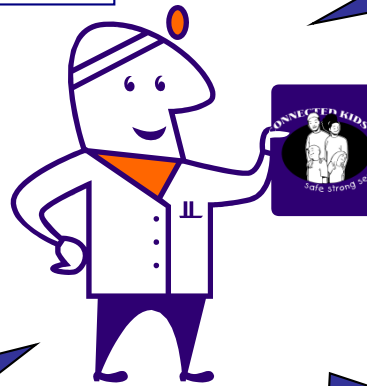


Infancy Counseling

Be on the lookout for families who are socially isolated or experiencing family discord.

Who helps you with your baby?

If there is a gun in the home, how is it stored?



Is this what you expected?

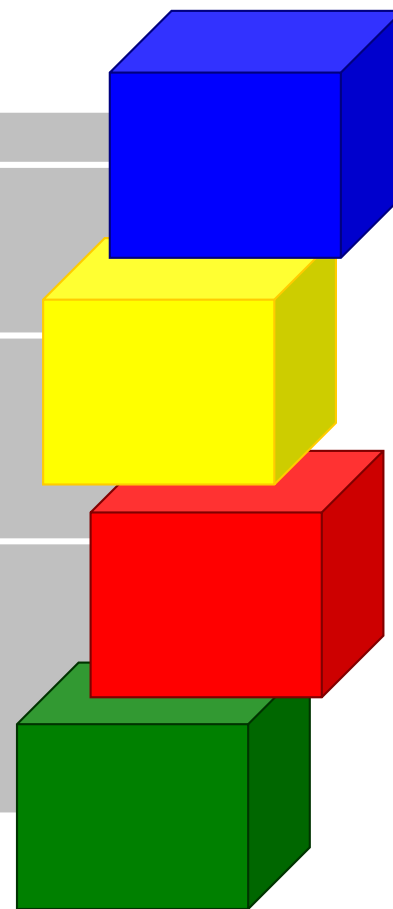
How much time do you have off from work?

Being a new parent can be exhausting. How are you doing?



Counseling Schedule: Early Childhood

VISIT	INTRODUCE
12 and 15 MONTHS	<ul style="list-style-type: none">• Child Development and Behavior
18 MONTHS and 2 YEARS	<ul style="list-style-type: none">• Child's Assets• Guided Participation• Media
3 and 4 YEARS	<ul style="list-style-type: none">• Peer Playing• Safety in Others' Homes• Talking About Emotions• Promoting Independence





Early Childhood

- **Communication skills allow young children to sustain bouts of play**
- **How young children learn to react is greatly influenced by:**
 - **Parental relationship**
 - **Parental behavior**
 - **Home environment**



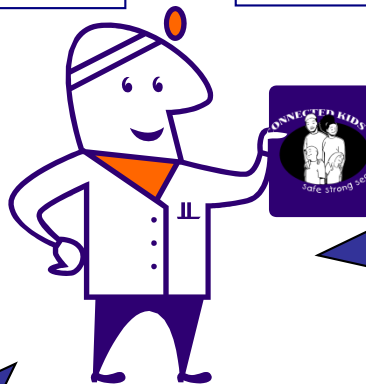
Early Childhood Counseling

Encourage alternatives to TV, such as outdoor activity or reading.

Normal toddler behavior may be especially difficult for families with little social support.

"Does your child have opportunities to play with other children this age?"

"Teach your child by providing positive reinforcement for desired behaviors."



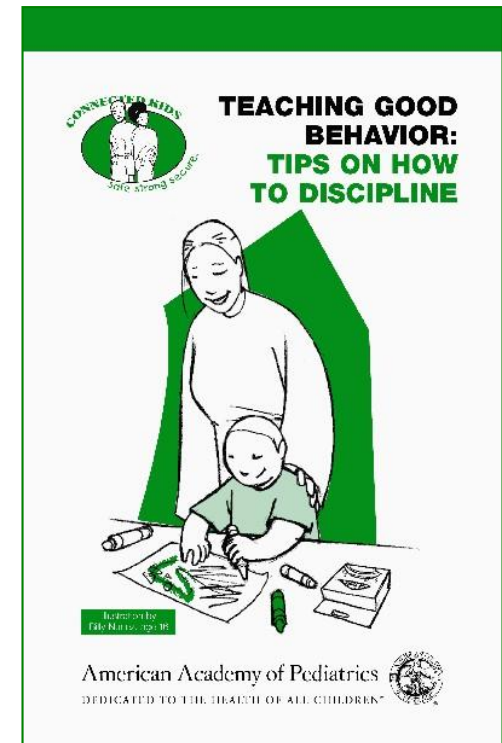
"She really pays attention when we talk; does she understand when you speak to her?"

"What do you think your child does best? What does he enjoy doing?"



Teaching Good Behavior: Tips on How to Discipline Visit: 12 and 15 Months

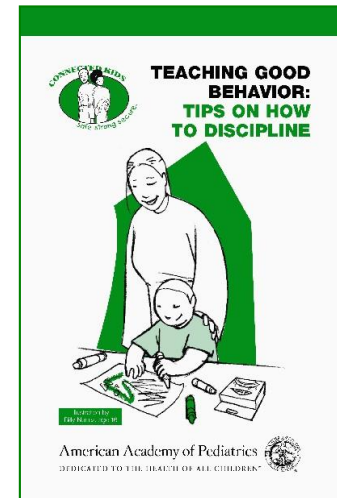
- **Describes the basics of a behavioral approach to parenting toddlers**
 - Positive reinforcement for desired behaviors
 - Limit setting
- **Advises parents about effective alternatives to corporal punishment**





How to Use this Tool

- **Start conversations about toddler behavior with gentle inquiries**
 - “Your child is growing and developing well. Have tantrums started? How do you handle them?”
 - “What is your child doing new since last visit? What do you want to change?”
- **Endorse the core message: a simple approach for teaching toddlers how to behave well**



Helpful Hint!

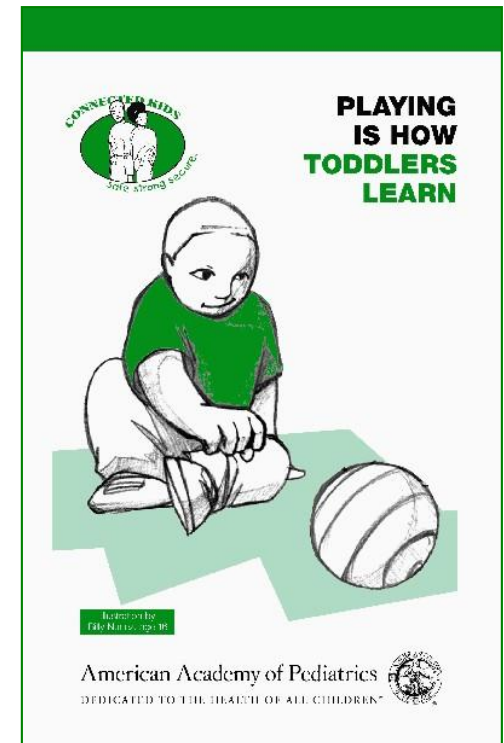
Be on the lookout for children with difficult temperaments, families who are socially isolated, and families experiencing discord



Playing is How Toddlers Learn **Visit: 18 Months and 2 Years**

Helps parents understand normal toddler behavior and advises them how to

- **Provide a stimulating environment during this period of major brain development**
- **Understand the natural curiosity and exploration of toddlers**





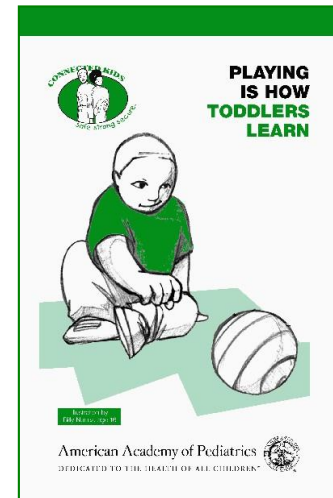
How to Use this Tool

- Discuss normal toddler play behavior
- Provide parents with guidance on the types of toys that stimulate imagination
- Help parents identify places where they can meet other toddlers and their parents

Helpful Hints!

- Check in with parents about how their family relationships are faring
- Support toddler's parents with positive statements:

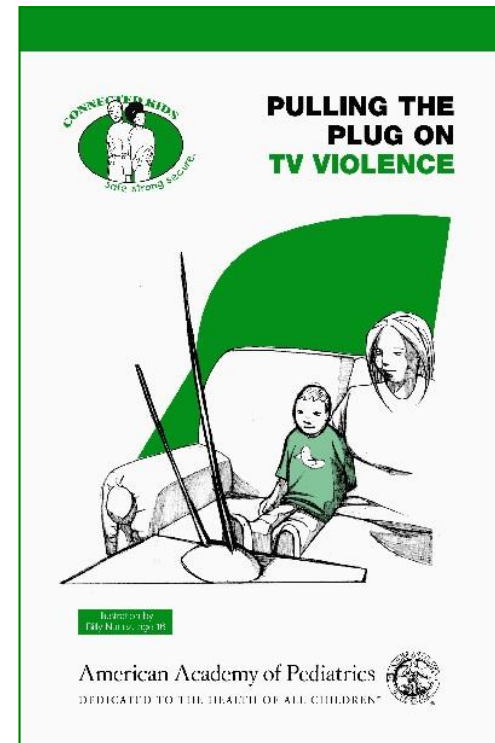
What a delightful child you have!
He is really curious about the
world. This is great to see!





Pulling the Plug on TV Violence **Visit: 18 Months and 2 Years**

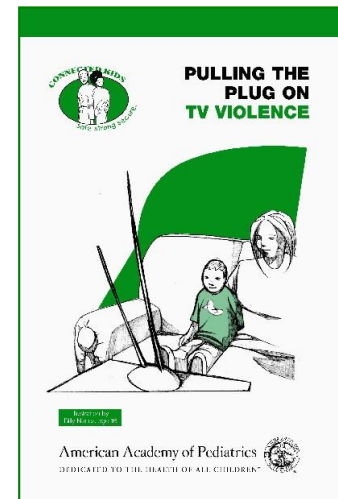
- **Provides information about the influence of TV violence on children**
- **Offers tips for parents**
 - **Set limits on TV time**
 - **Know what children are watching**
 - **Watch programs with children**
 - **Do not put TV in a child's room**





How to Use this Tool

- Identify alternatives to TV, such as toys that use imagination or outdoor play when possible
- Recognize that alternatives can be challenging, as TV often provides free in-home child care for families who cannot afford organized activities or who live in unsafe areas



Helpful Hint!

Ask the child:

What's your favorite TV show?

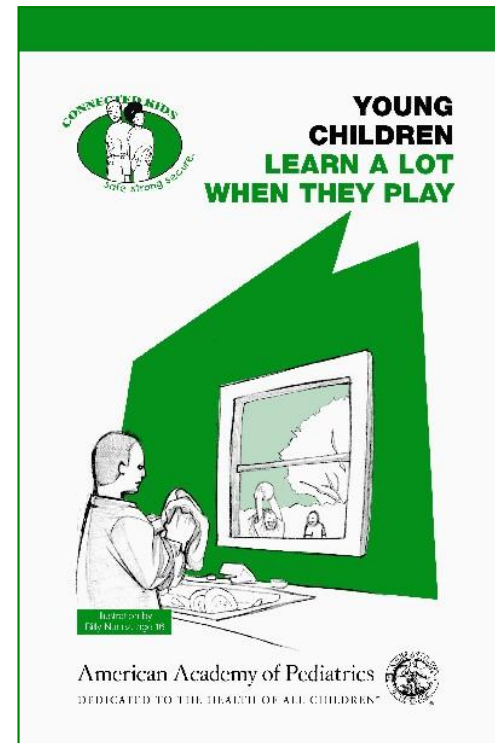
The child's response often indicates the kind of TV programs being watched, which provides a topic to open discussion with parents



Young Children Learn A Lot When They Play

Visit: 18 Months and 2 Years

- **Introduces the importance of peer playing**
- **Includes tips on how to make play opportunities successful**
- **Assists parents in solving common difficulties, such as aggression and rejection**





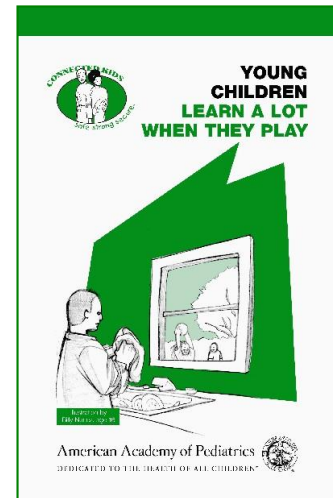
How to Use this Tool

- Ask if child has opportunities to play with other children of the same age
- Use parent's answer to discuss how the child plays or how to find other children
- Help parents problem solve any play or playmate issues

Helpful Hint!

Try to notice something about what children are wearing, the toys they bring, or their behavior:

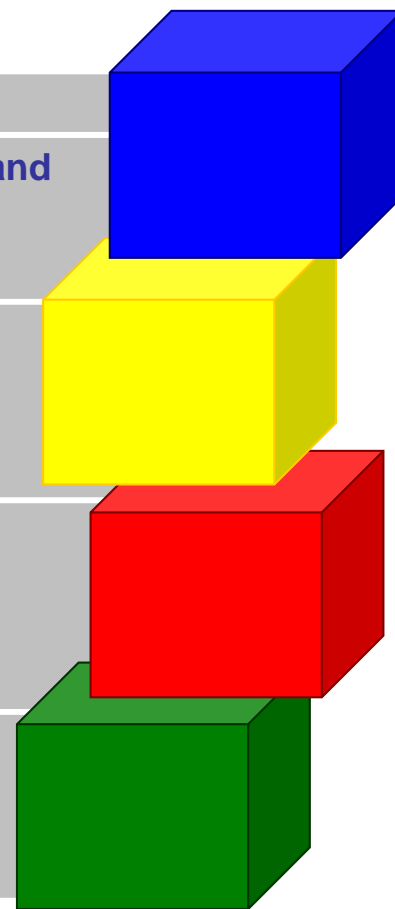
I see you really like trucks.
Do you and your friends play
with trucks a lot?





Counseling Schedule: Middle Childhood

VISIT	INTRODUCE
5 YEARS	<ul style="list-style-type: none">Establishing Routines and Setting Limits
6 YEARS	<ul style="list-style-type: none">Teaching BehaviorBullyingOut-of-School Time
8 YEARS	<ul style="list-style-type: none">School ConnectionsAlcohol and DrugsInterpersonal Skills
10 YEARS	<ul style="list-style-type: none">Child Mental HealthSchool Performance





Middle Childhood

- **Rapid development of knowledge and skills characterizes middle childhood**
- **Routines and limits will help children feel loved and secure during this time of transition**
- **Children learn by watching and interacting with parents, other adults, and other children**
 - **Parents can consciously model and expect respectful behavior**



Middle Childhood

- **Play is another way children learn social skills**
 - Many parents have concerns regarding safety and supervision for after-school activities

- **Schools can have a significant impact on preventing violence**
 - Besides academics, children learn how to function in society
 - Parental involvement with schools improves their children's experience and attachment



Middle Childhood Counseling for the **Parent**

Children grow and develop within a context of family, school, and community.

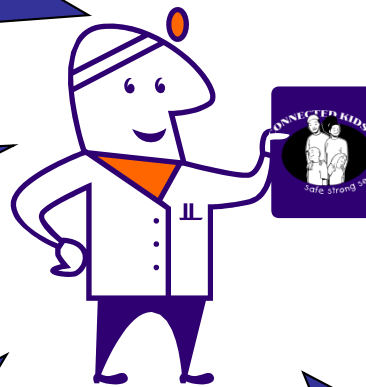
Do you have rules or limits with respect to TV, video games, and computer time?

Are you involved in any school-related activities?

Who is your child's best friend?

Is your child happy most of the time or withdrawn?

How does your child help around the home?





Middle Childhood Counseling for the **Child**

School-age children need to be active participants in learning how to avoid and react to conflict.

Have you been in any pushing or shoving fights?

What happens when you and your friends argue or disagree?

What do you do for fun?

If you see someone being bullied, what do you do?

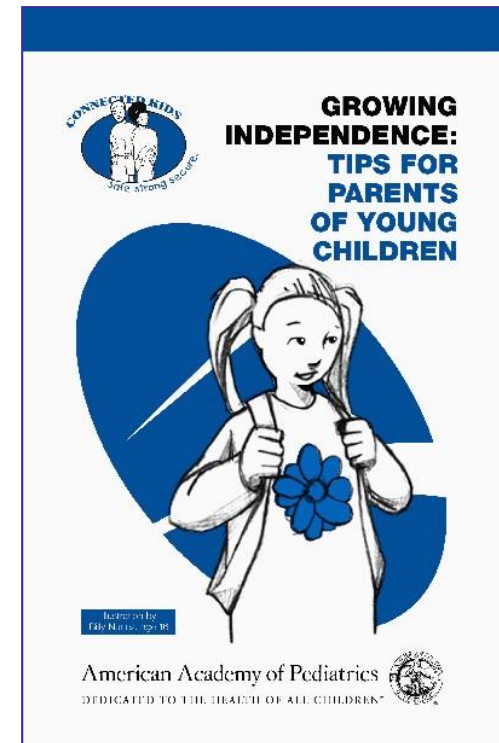
What do you like best about school?





Growing Independence: Tips for Parents of Young Children **Visit: 5 Years**

- **Emphasizes importance of beginning parent-child communication about peer relationships early**
- **Teaches parents how to:**
 - **Listen to children**
 - **Help children assume more independence and responsibilities**



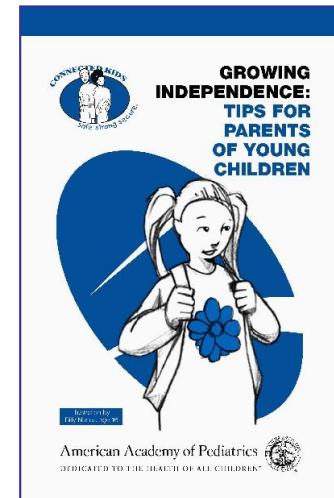


How to Use this Tool

- Address parents' fears about children's safety in the outside world
- Ask about how the child is doing in school and address any behavioral or emotional issues

Helpful Hints!

- Let the child know that secrets are not OK
- Discuss child sexual abuse during or after examination of the child's genitals

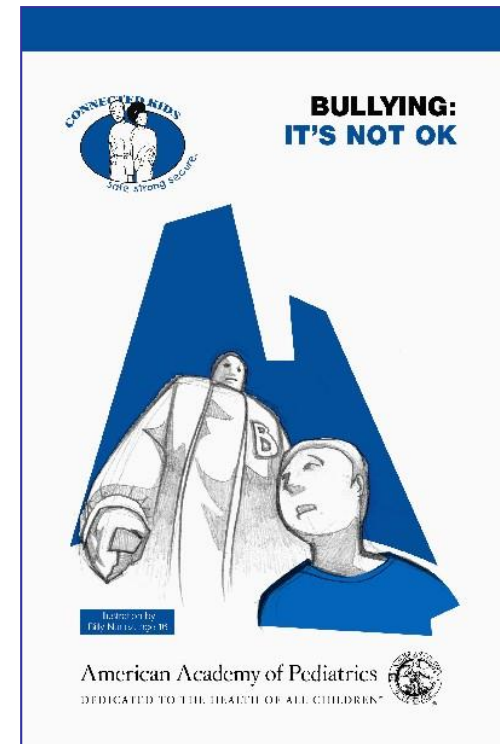


I'm here with your mother so it's OK. No adult should ever tell you to keep a secret from your parents.



Bullying: It's Not OK **Visit: 6 Years**

- Provides guidance for parents of victims, bullies, and bystanders
- Victims may seek medical attention, but the poorest future outcomes are among bullies themselves
- Schools can prevent bullying using proven interventions





How to Use this Tool

- Place brochure in the waiting room; it may be of interest to both parents and children
- Discuss specific strategies with those families whose children are being bullied
- Use brochure as a guide when speaking to community groups



Helpful Hint!

Ask the child:

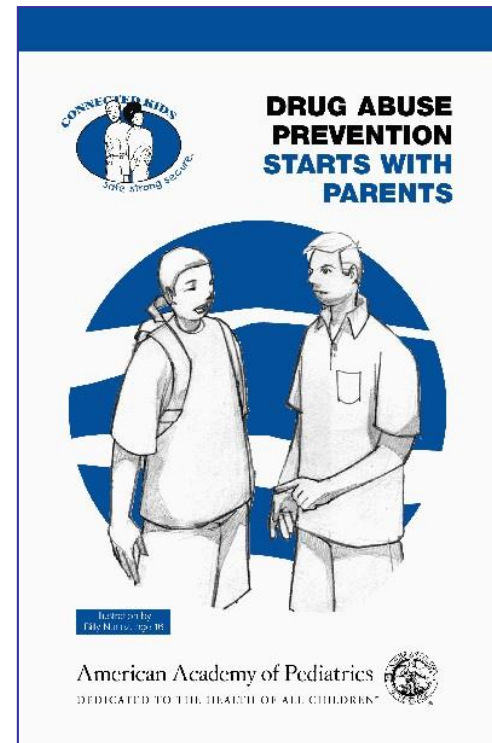
Have you ever been in any pushing or shoving fights?

If the answer is yes, it is important to determine the child's role.



Drug Abuse Prevention Starts With Parents Visit: 8 Years

- **Discusses connection between a teen's use and abuse of drugs and/or alcohol and:**
 - Parent behavior and attitudes
 - Media influences
 - Communication
- **Addresses parental role in modeling and maintaining open communication**





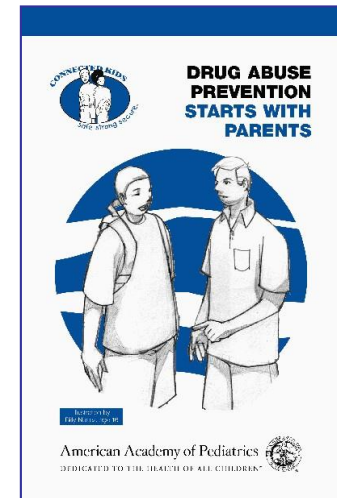
How to Use this Tool

- Encourage parents to talk with and listen to their children
- For parents who smoke, discuss the ease of starting and the difficulties of quitting; address other substance abuse problems if apparent
- Have substance abuse resources on hand

Helpful Hint!

Start conversations about drug abuse with the recent news:

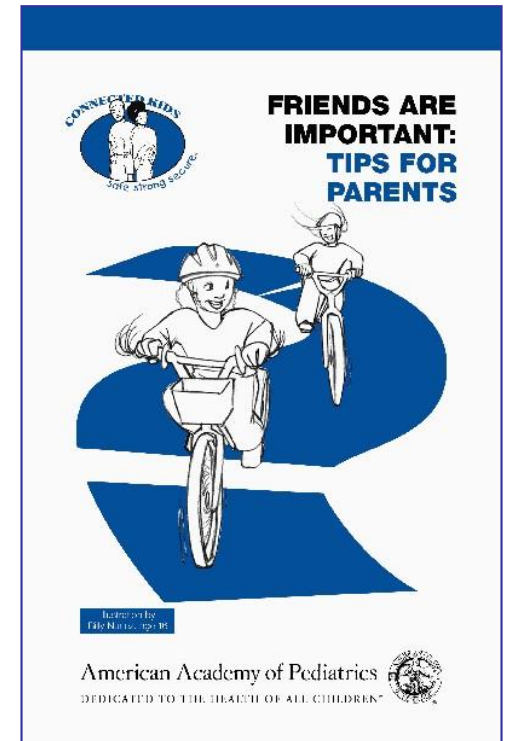
Did you hear about _____ being charged with _____? What do you think about that?





Friends Are Important: Tips for Parents **Visit: 8 Years**

- **Focuses on importance of peer relationships**
 - Encourages parents to get to know their child's friends
- **Provides guidance on monitoring behaviors to prevent unsafe activities**
- **Reiterates *Connected Kids* theme of clear, consistent, and positive communication**



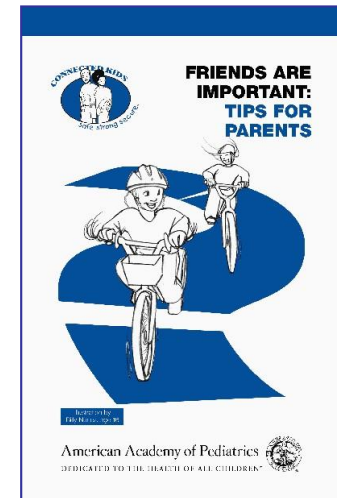


How to Use this Tool

- Encourage parents to know their child's whereabouts and talk about expectations for staying in touch
- Encourage parents to help their child develop a sense of belonging through prosocial youth groups and community-based organizations

Helpful Hints!

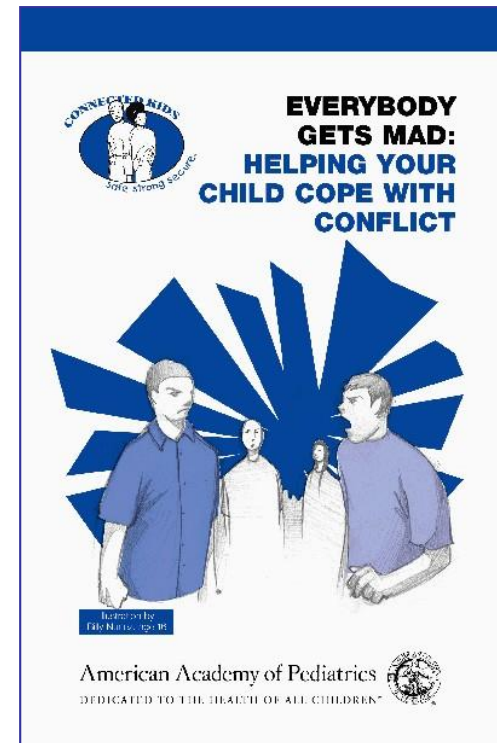
- Address friendships and community activities while discussing school progress and promoting physical activity
- Ask parent: *“Who is your child's best friend?”* to initiate discussion





Everybody Gets Mad: Helping Your Child Cope With Conflict **Visit: 10 Years**

- **Developed for parents of pre- and early adolescents**
- **Describes the physiology of anger and offers strategies to avoid fighting when angry**
- **Guides parents in teaching their children how to respond to conflict**



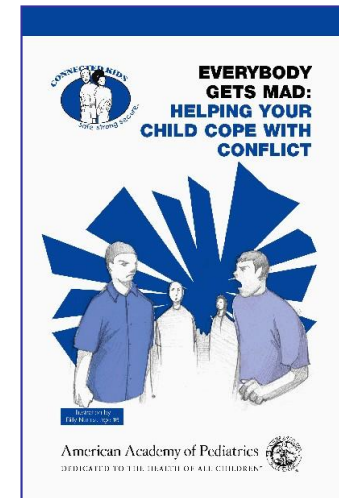


How to Use this Tool

- Introduce the topic with general questions such as *“Are there a lot of fights at school?”* or *“What happens when you get angry?”*
- Discuss the body’s physical response to anger and how to stay calm

Helpful Hints!

- Ask patients who avoid fights if they have hints for other kids
- Consider the possibility of abuse, exposure to violence, or history of ADHD or minimal brain trauma in children who have difficulty dealing with anger





Task for student!

- **How do you think about anticipatory guidance for early adolescence, middle adolescence, late adolescence!!**
- **Attach references from journal, book, article etc**