

CHAPTER 15

Nurturing Toddlers

Study Guide

Directions Fill in the blanks as you read the section in the textbook or listen to lectures and view demonstrations.

Development and Care

Toddler is the term given to a child between the ages of _____

Toddlers are in a _____ stage and eagerly increase their skills to become _____.

Physical Development

Physical characteristics of toddlers:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Motor Development

Improved large-motor skills let children achieve _____

Refining small-motor skills contribute to _____

Self-Help Skills

Self-help skills are: _____

Self-help skills include:

- _____
- _____
- _____
- _____
- _____
- _____

Using self-help skills helps toddlers _____

Chapter 15 Nurturing Toddlers (continued)

Independent Toileting

At about age two, most children have achieved _____

Early childhood educators can assist toddlers with toileting by _____

When children are developmentally ready, the learning process usually takes

Intellectual Development

Things toddlers need for intellectual development include:

- _____
- _____
- _____
- _____
- _____
- _____

Attention and Memory

Toddlers develop an increased _____

Children tend to continue activities that are _____

_____ also helps intellectual development.

Symbolic Thinking

With symbolic thinking, children understand that _____

Children learn to use _____ as symbols to represent

_____.

Symbolic thinking occurs during Piaget's second period of intellectual development:

With symbolic thinking, children can create _____

Chapter 15 Nurturing Toddlers (continued)

Language Development

Eighteen-month-olds:

Two- to three-year-olds:

Conceptual Development

Concept: _____

Concept development and language development _____

When first labeling concepts, children use _____

Assimilation: _____

Accommodation: _____

Toddlers learn to notice many _____, and also begin to understand _____.

Emotional Development

Toddlers are still prone to _____

Sudden shifts in mood and behavior are more a result of _____, and problems may stem from _____.

Language advances help children _____

Independence and Autonomy

Toddlers start to see themselves as _____

Toddlers assert _____

Toddlers are sensitive about _____

Early educators help toddlers move toward autonomy _____

Chapter 15 Nurturing Toddlers (continued)

Emerging Fears

Having specific fears is _____

When fears arise, early childhood professionals should:

- _____
- _____
- _____
- _____

Importance of Security

Toddlers are more secure and relaxed when _____

Children experience greater trust and security when _____

Social Development

Social development progresses slowly for toddlers.

Beginning at age two, children:

- _____
- _____
- _____
- _____
- _____
- _____

Play and Social Development

Through play, toddlers _____

Signs of good developmental health include _____

Solitary play: _____

Chapter 15 Nurturing Toddlers (continued)

Parallel play: _____

As children approach age three _____

Independence and Responsibility

Foster independence and responsibility by _____

Nurturing Development

Programs for toddlers should be designed _____

Parents provide information about their children's:

- _____
- _____
- _____
- _____
- _____

Nurturing Physical Development

Options for aiding physical development include:

- _____
- _____
- _____
- _____

To develop small motor skills, early childhood teachers should

Nurturing Intellectual Development

Toddlers learn best by _____

Chapter 15 Nurturing Toddlers (continued)

Teachers can encourage intellectual development by using:

- _____
- _____
- _____
- _____

Toddlers learn by _____

Language Development

Receptive language: _____

Productive language: _____

Toddlers have more _____ language than _____ language.

Gradually make your language more _____

Nurturing Emotional Development

Teachers help toddlers identify _____

Another high priority is _____

Care and education providers who are warm, loving, and comforting can

Separation Anxiety

Separation anxiety may occur when _____

Separation anxiety is a sign of _____ and usually lasts _____.

Negativism

Negativism: _____

Negativism is a _____

To reduce negativism, give toddlers _____

Chapter 15 Nurturing Toddlers (continued)

Temper Tantrums

Temper tantrum: _____

To avoid temper tantrums, early childhood professionals can:

- _____
- _____

If a tantrum occurs:

- _____
- _____
- _____
- _____

Nurturing Social Development

As children approach age three, they begin to _____

Toddlers can understand _____

Toddlers are just beginning to _____

When conflicts arise, teachers can:

- _____
- _____
- _____

Take steps to reduce or eliminate _____

Managing Toddler Programs

Successful toddler programs _____

Although state requirements vary, an ideal program might have _____

Chapter 15 Nurturing Toddlers (continued)

Classroom Spaces

Toddler spaces are designed to _____

Features of a toddler room should include:

- Furniture and toys:

- Security items:

- Learning centers:

Daily Routines

Typical daily routines followed in toddler classrooms include:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Following a consistent schedule and routine _____
