<table>
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<th>Content</th>
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<td><strong>Toddler Program: 1—3 Years</strong></td>
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| **Part 1: Child-Directed Play Promotes Positive Relationships** | • Understanding the value of showing attention and appreciation as a way of increasing positive child behaviors  
• Understanding the importance of showing joy with toddlers through songs and games  
• Understanding how to promote imaginary and pretend play  
• Learning how to be child-directed and understanding its value for children  
• Learning how to end play successfully with toddlers  
• Learning about toddlers’ developmental needs and milestones  
• Learning about the “modeling” principle  
• Balancing power between parents and children  
• Building children’s self-esteem and creativity through child-directed play  
• Understanding the “attention rule” |
| **Part 2: Promoting Toddler’s Language with Child-Directed Coaching** | • Understanding how to model and prompt language development  
• Learning how to coach preschool readiness skills  
• Learning about “descriptive commenting” and child-directed coaching  
• Learning about “persistence coaching” to build children’s ability to be focused, calm and to persist with an activity  
• Learning about the “modeling principle”  
• Understanding how to promote pre-reading and pre-writing readiness skills  
• Appreciating normal differences in children’s developmental abilities and temperament — completing temperament checklist |
| **Part 3: Social and Emotion Coaching** | • Understanding how to use emotion coaching to build children’s emotional vocabulary and encourage their expression of feelings.  
• Understanding how to prompt social coaching to encourage children’s social skills such as sharing, being respectful, waiting, asking, taking turns, etc.  
• Learning the “modeling principle”—by parents avoiding the use of critical statements and demands and substituting positive polite language, children learn more positive communication  
• Understanding how to coach sibling and peer play using modeling, prompting and praise to encourage social skills  
• Understanding developmental stages of play  
• Learning how to apply coaching principles in other settings such as mealtimes, bath time, and grocery store trips |
| **Part 4: The Art of Praise and Encouragement** | • Labeling praise  
• “Give to get” principle—for adults and children  
• Attending to learning “process,” not only end results  
• Modeling self-praise  
• Resistance to praise—the difficulties giving and accepting praise  
• Promoting positive self-talk  
• Using specific encouraging statements versus nonspecific  
• Gaining and giving support through praise  
• Avoiding praising only perfection  
• Recognizing social and self-regulation skills that need praise  
• Building children’s self-esteem through praise and encouragement |
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| **Part 5: Spontaneous Incentives for Toddlers** | • Shaping behaviors in the direction you want—“small steps”  
• Clearly identifying positive behavior  
• Rewards are a temporary measure leading to child’s learning a new behavior  
• What will reinforce one child will not necessarily reinforce another  
• Value of unexpected and spontaneous rewards  
• Recognizing the “first-then” principle  
• Designing programs that are realistic and developmentally appropriate  
• Understanding how to set up programs for problems such as not dressing, non-compliance, picky eating, difficulty going to bed, toilet training and rough animal care  
• Importance of reinforcing oneself, teachers, and others | |
| **Part 7: Positive Discipline—Effective Limit Setting** | • Reduce number of commands to only necessary commands  
• Learning about the importance of distractions and redirections  
• Understanding the value of giving children some choice  
• Politeness principle and modeling respect  
• Clear and predictable household rules offer children safety and reduce misbehaviors  
• “Monitoring Principle”: Understanding the importance of constant monitoring & supervision for toddlers  
• All children will test rules—don’t take it personally  
• Commands should be clear, brief, respectful, and action oriented  
• “When-then” commands can be effective  
• Distractible children need warnings and reminders | |
| **Part 6: Handling Separations and Reunions** | • Establishing clear and predictable routines for separating from children  
• Establishing routines for greeting children after being away from them  
• Understanding object and person permanence  
• Providing adequate monitoring at all times  
• Understanding how peek-a-boo games help children  
• Understanding how predictable routines for bedtime and schedules help children feel secure and safe  
• Completing the toddler-proofing home safety checklist | |
| **Part 8: Positive Discipline—Handling Misbehavior** | • Understanding how to use distractions and redirections coupled with ignore  
• Parents maintaining self-control using calm-down strategies and positive self-talk  
• Repeated learning trials—negative behavior is a signal child needs some new learning  
• Using the ignore technique consistently and appropriately for selected behaviors such as whining, tantrums  
• Knowing how to help toddlers practice calming down  
• Know how to handle children who hit or bite  
• Understanding the importance of parents finding support |