

Getting Through My Day with My Child



— or —

Things I will keep in mind as I raise my child with “Love within Limits”

— or —

I Will Picture My Child Doing Well

SLEEP — Sleep begets sleep. I will recognize that sleep is not a bank to be added to with naps or taken from with late bedtimes. I know that we all do best when we go to sleep at the same time and wake at the same time, and that this includes week-ends and that children who are in child care exert more energy than an only child who stays mostly at home.

I will remember that a good sleeper falls asleep on his/her own (even for naps) and can wake during the night and put self to sleep without any adult support. I will establish a simple bedtime routine and help my child trust sleep by doing this. I will support my child's sleep confidence by trusting my child can fall asleep and be a good sleeper. I communicate this by doing a routine.

EARLY RISING — If my child is up each day before 6 am, I will look at my child's schedule and figure out if my child is getting enough sleep. To help my child's sleep, I will try to move bedtime or wake time by no more than 15 minutes.

GETTING THROUGH THE GET READY ROUTINE — I will be predictable and the routine will be routine. I will expect the same things and I will say “First ___, then ___”. I will praise my child's efforts.

I will avoid problems by setting things out the night before and planning with my child (“What will you wear?” and/or lay out the choices).

I will *TELL* my child when I need to give a direction. I will only ask if I *MEAN TO GIVE A CHOICE* (Do you want to wear your hat or not?). To support my child's self-esteem, I will give choices when I can and use choices to gain compliance (“this or that”; “You can do it or I can do it.”)

EATING WELL — If I buy something at the grocery store that is to be eaten, then it means I endorse that it can be eaten. If I do not want my child to eat it, I will not have it around. If it is in my home and kitchen, then it is a healthy food. I will eat at the table and will expect my child to eat at the table, with no audio or video distractions. I will talk with my children at the table while they eat and if it is not my mealtime, I will model sitting politely and drink water to join in while talking and socializing. I will expect my kids' food to stay on their plate/tray/napkin or in their mouth. When my child throws food or gets down, the meal is done. It is my job to



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offer healthy food and to offer it at spread out intervals (about 3 meals and several snacks). It is my child's job to eat what I provide.

My child needs water and does not need juice. I will offer a milk equivalent (soy, almond) at meals and water throughout the day. My child can start drinking from an open cup at 6 months of age and can get fluids that way going forward. My child will always drink sitting upright to keep fluid out of their ears. I will give my child an open cup as often as I can so that my child will speak clearly.

MANNERS — I will teach my child *what to do* and talk about *what to do*. "Hands are in your lap". I will model please and thank you and will not withhold to make the child say a word. I will help my child to be genuinely grateful, generous, and kind by modeling this myself.

PLAY — I will play with my child and only my child (children). I will put away adult distractions and show uninterrupted interest in my child's interests. I will play following my child's ideas for 15 minutes. I will do this as soon as we arrive home to reconnect with my child. (I will put chores to the side and will plan so that I can connect with my child as soon as we are home). I will provide play materials that allow my child to lead the play and to explore and learn from their actions on the materials.

LIMIT SETTING and TANTRUMS — I will only set a limit that is appropriate for my child's developmental level and that I am ready, willing, and able to enforce. I will prevent challenging behaviors in my child by checking my expectations and the environment. I will

- Gain my child's attention
- State the expectations
- Follow through, break it down so the child can succeed, give a forced choice to gain compliance
- Praise, Praise, Praise



FEARS — I will understand that everything that we do not feel mastery over can make us feel afraid. I will see my child learning to walk, to explore, to stay with a new person, to be somewhere new or do something new as a potentially fearful thing. I will model that I trust the activity and person. I will see my child doing well and cheer my child on. I will acknowledge their fears and send messages of support and trust.

RELATING — I will connect with my child. I will build my child's connections. I will guide my child. I will hold the child when she is new, stay by her as she explores with me, watch and wait for her as she goes out and comes back, and cheer her on and on and on

