



# Ten Tips for Managing Temper Tantrums

Temper tantrums are NORMAL and common during the toddler years. Children tantrum when they are frustrated and overloaded. The push/pull feelings of wanting to grow up but wanting to be close to you can lead to episodes of overload. So can being sick, hungry or tired. The toddler can fall apart when faced with obstacles to his or her desires or can simply fall apart because it all gets to be too much. There are many things that parents can do to deal with their child's temper tantrums and minimize their impact on both parent and child.

Read on for tips on managing your child's tantrums.

## 1. Remember, Tantrums are Normal

They typically appear at around 15 months of age and can vary in intensity, duration and longevity, depending on your child's temperament.

## 2. Prevention is the Key

Anticipate when your child may get overloaded and tantrum. Help your child by changing your behavior. Is your child too tired or hungry to go to the store with you? Are transitions hard for your child? Is that forbidden object still within your child's sight and reach?

## 3. Stop the Tantrum Before it Starts

Distracting your child with an appealing object or some nurturing attention may stop the tantrum before it starts. Draw your child's attention away from a situation that may spark a tantrum.

## 4. Give Choices

You can diffuse a tense situation by offering your child choices. If your child can't play with the phone, can you offer a toy instead? If it is bedtime, can your child choose what books to bring to bed? Choices give some control back to your child, but your rules can still stand firm.

## 5. Pick Your Battles

Your limit setting will be most effective and your child will be less confused and overwhelmed if you have only a few, simple rules to follow. What are the most important rules for your child's well being? What limits are necessary to keep your child safe?

## 6. If a Tantrum Happens, Let Your Child Work It Out

Your role is to keep your child safe during a tantrum, not to stop it. Your child needs to work through the inner turmoil. You may have to hold your child gently, take him or her to a safe place to cry it out or just wait for your child to be finished.

## 7. Be Ready with a Hug

Your child needs to be reassured of your love after a tantrum. Words and gestures of affection are important.

## 8. Do Not Give in to Your Child's Demands

Letting your child have what he or she wants to stop a tantrum will only send a message to your child that tantrums get you what you want.

## 9. Check in with Yourself

Never react to your child in anger or frustration. Tantrums can be very hard to manage. You may need a time out for yourself before you respond to your child.

## 10. Ask for Help

Your Pediatric Team is available to help. There are a lot of resources available to assist you in managing your child's challenging behavior.

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# Discipline and Your Child

How do you help your child learn how to behave? What do you do when your child does not listen to you?

Here is general guidance from the American Academy of Pediatrics on effective discipline. (Information applies to all sexes and genders; however, for easier reading, pronouns such as she are used in this publication.)

## The Difference Between Discipline and Punishment

Many parents think discipline and punishment are the same thing, but they are quite different.

- **Discipline** is simply how we help a child learn how to behave. At the core, effective and healthy discipline begins with teaching good behavior and letting your child know when she does well.
- **Punishment** is negative—something unpleasant that happens when rules are broken. Punishment, a small part of discipline, corrects a child's misbehaviors without resorting to hitting or shaming.

## Start Early

You may not realize it, but you help your child learn good behavior from the time she is born. For example, when you respond to your baby's cries, your baby learns that you are there, that you can be counted on, and that she can trust you. Your responses teach your child all about love.

Once your baby starts to crawl and walk, safety is a critical discipline issue. Creating a safe environment is the first step. For example, keep household chemicals, such as detergent, medicine, and fragile items, out of your child's reach. Taking this simple step makes it easier to limit how often you need to make things off-limits.

Extra supervision is also important during this stage. For example, if your child tries to touch a hot stove, pick her up; firmly say, "No, hot"; and offer her a toy to play with instead. She may not understand you at first, but after a few weeks, she will learn.

At about 18 months of age, your child will try to learn the rules. This means, of course, that she will test limits, especially when it's a new rule. It may even seem that your child breaks rules on purpose. However, by breaking rules, your child actually learns what the rules mean.

If you keep the rules consistent, your child will have an easier time learning. Decide what the rules will be and stick to them. Explain the rules in a simple way your child can understand. After you say, "No," explain what your child is expected to do instead. For example, "No, hot. Stay away from the stove." You can also continue to offer distractions. Remember that one of your jobs as a parent is to prevent your child from harm and make sure that there is no harm to others.

## How to Prevent Power Struggles

Here are tips that may help you prevent power struggles with your child.

- **Be aware of what your child can and cannot do.** Children develop at different rates. They have different strengths and weaknesses. When your child misbehaves, it may be that she simply cannot do what you are asking or she does not understand what you expect her to do.

## Spanking and harsh words are harmful and don't work. Here's why.

The American Academy of Pediatrics (AAP) policy statement "Effective Discipline to Raise Healthy Children" highlights why it's important to focus on teaching good behavior rather than punishing bad behavior. Research shows that spanking, slapping, and other forms of physical punishment don't work well to correct a child's behavior. The same holds true for yelling at or shaming a child. Beyond being ineffective, harsh physical and verbal punishments can also damage a child's long-term physical and mental health.

- **The unhealthy cycle of spanking.** The AAP advises that parents and caregivers should not spank or hit children. Instead of teaching responsibility and self-control, spanking often increases aggression and anger in children. A study of children born in 20 large US cities revealed that families who used physical punishment got caught in a negative cycle: the more children were spanked, the more they later misbehaved, which prompted more spankings in response. The effects of spanking may also be felt beyond the parent-child relationship, because it teaches that causing someone pain is OK if you're frustrated—even with those you love. Children who are spanked may be more likely to hit others when they don't get what they want.
- **Lasting changes.** Physical punishment increases the risk of injury, especially among children younger than 18 months, and may leave other measurable marks on the brain and body. Children who are spanked show higher levels of hormones tied to toxic stress. Physical punishment may also affect brain development. One study revealed that young adults who were spanked as children repeatedly used less of the part of the brain involved with self-control. They also had lower IQ test scores as young adults than the control group.
- **Words hurt.** Yelling at children and using words to cause emotional pain or shame has also been found to be ineffective and harmful. Harsh verbal discipline, even by parents who are otherwise warm and loving, can lead to more misbehaviors of and mental health problems in children. Research shows that harsh verbal discipline, which becomes more common as children get older, may lead to more behavioral problems and symptoms of depression in teens. Remember, statements such as "Look at this room—I know you can do better!" communicate both love and correction and are much more effective than "You're a slob!"

- **Pay attention to your child's feelings.** For example, tell your child, "I know you are feeling sad that your friend is leaving, but you still have to pick up your toys." Watch for times when misbehaviors have a pattern, such as when your child is feeling jealous. Talk with your child about this rather than just giving consequences.

- **Offer choices when you can.** This helps set limits and still allows your child some independence. For example, say, "Would you like to wear the red shirt or the blue one?"
- **Make a game out of good behavior.** Your child is more likely to learn if you make it fun. For example, say, "Let's have a race and see who can put their coat on first."
- **Plan ahead.** If you know that certain events or outings always cause trouble, prepare your child. Ahead of time, explain expected behavior and what will happen if she misbehaves. Make sure to notice if she listens to your suggestions and does what is expected.
- **Praise good behavior.** When your child is being good, tell her! It does not have to be complicated—simply say, "Thank you for coming right away," and hug your child. Do this often, especially when your child is very young.
- **Teach all the steps.** Instructions and praise that are vague don't help a child know what she needs to do. Instead, point out a specific behavior. For example, say, "Please pick up all the clothes on your bedroom floor and put them into the basket," instead of, "Please clean up your room."
- **Use statements, not questions.** Stating a rule as a question may seem polite, but it allows your child to say no. It's best to say what you mean and stick to it. For example, say, "It's time to put your toys away," instead of, "Would you like to put your toys away now?" Offering choices such as "Put the toys in the box or in a bag" lets your child feel in charge while doing what you want her to do.
- **Agree on the rules.** It is important for parents and caregivers to agree on rules and discipline. If you disagree, talk about it when you are not with your child. Young children can get confused when parents and other adults have different rules. Also, try to make sure that your rules stay the same from day to day. If the rules are always the same, they are easy to learn. Children can get confused when there are too many changes.

## What to Do When Your Child Does Not Listen

Of course, you cannot avoid trouble all the time. Sooner or later, your child will test you. It is your child's way of finding out what the limits really are.

When your child does not listen, try the following approaches:

- **Natural consequences.** These are the times when you need to let your child see what will happen if she does not behave (as long as it does not place her into any danger). For example, if your child keeps dropping her cookies on purpose, she will soon have no more cookies left to eat. If she throws and breaks her toy, she will not be able to play with it. When you use this method, don't give in and rescue your child (by giving her more cookies, for example). Your child will learn best when she learns for herself. It will not be long before she learns the natural consequences.
- **Logical consequences.** These are the times when you will need to step in and create a consequence. For example, tell her that if she does not pick up her toys, you will put them away for the rest of the day. Or you may say, "The toys need to be put away, so we can do this together a few times. Soon, you will be able to do it by yourself." When you use this method, it is important that you mean what you say. Be prepared to follow through right away. Don't yell—just be firm and respond in a calm way. Another example that occurs often is that young children (2–4 years of age) will often spill the milk or another liquid onto the floor while looking directly at their parent. Many parents will ask, "Did you spill milk?" or yell at their child, and their child will often say, "No." You may say in a strong voice, "You spilled

the milk. It messes up the floor, so please do not do that again. Here are some towels. You and I will clean it up." It is OK to model behavior as long as your child joins you in fixing the problem.

- **Withholding privileges.** This is when you tell your child that if she does not cooperate, she will have to give up something she likes. Here are a few things to keep in mind when you use this technique.
  - Never take away something your child truly needs, such as a food.
  - Choose something that your child values that is related to the misbehavior.
  - For children younger than 6 or 7 years, withholding privileges works best if done right away. For example, if your child misbehaves in the morning, do not tell her she can't watch TV that evening. There is too much time in between, and she will probably not connect the behavior with the consequence.
  - Be sure you can follow through on taking away the privilege if your child doesn't cooperate.
- **Time-out, or cooling down.** This is a technique that works well when a specific rule has been broken. It works best for children 2 to 5 years of age and can be used throughout childhood. Follow these steps to make a time-out, or cooling down period, work.
  1. **Set the rules ahead of time.** Decide which 2 or 3 behaviors will cause you to implement time-out and explain this to your child. You may have to repeat this often.
  2. **Choose a time-out spot.** This should be a boring place with no distractions, such as a chair. Remember, the main goal is to separate a child and allow her to pause and cool off. (Keep in mind that bathrooms can be dangerous and bedrooms should be a safe place for sleeping, not a punishment.)
  3. **Start the time-out.** Give your child one warning unless the behavior is aggression. If it happens again, send her to the time-out spot right away. Tell her what she did wrong in as few words and with as little emotion as possible. If your child will not go to the spot on her own, pick her up and carry her there. If she will not stay, stand behind her and hold her gently. Then, without eye contact, say, "You are here because you have to have a time-out." Do not discuss the time-out any further. Do not respond to pleas, promises, questions, excuses, or outbursts. It should take only a couple of time-outs before she learns to cooperate and will choose to sit quietly.
  4. **Set a time limit.** Once your child can sit quietly, set a timer so that she will know when the time-out is over. A rule of thumb is 1 minute of time-out for every year of your child's age (for example, a 4-year-old would get a 4-minute time-out). But even 15 seconds will often work. If fussing starts, restart the timer. Wait until your child is quiet before you set the timer again. Or tell your child she can come out of time-out when she is ready to behave better.
  5. **Resume activity.** When the time is up, help your child return to play. Do not lecture or ask for apologies. Remind her that you love her. If you need to discuss her behavior, wait until later to do so.
- **Child's solution and choice.** This is a technique that puts your child in the position of being responsible. It teaches your child that she can make better choices. This technique also places any consequence you choose into an action plan.
  1. **Have a conversation with your child.** Ask 2 questions. First ask, "I see that you (describe what you saw happen)." Your child will be amazed you are not angry and be curious about what comes next. Second ask, "I think you did this because (describe your best guess, which is usually right, about why your child did this)."

- 2. Ask your child what she could do if the situation occurs again.** This is the heart of the teaching moment because your child is now part of the solution. It's important to not say anything after you ask this question. Let your child ponder the question, let her weigh the options, and let her come up with a solution. This process does more to teach a rule than any consequence—it makes the problem and solution owned by your child and not you.
- 3. Create a visual reminder.** Write down key misbehaviors on a piece of paper or poster. You can draw pictures if you want to. Then create a diagram with 2 paths. One path is if your child chooses her *better* idea, and the other is if the rule is broken, leading to a consequence you and your child agree to. If your child repeats the misbehavior, you can point to the poster and say, very neutrally, "I see you chose this path." The visual reminder shows your child that it is her choice and not your choice.

## Lead by Example

Telling your child how to behave is an important part of discipline, but *showing* her how to behave is even more powerful. Children learn a lot about temper and self-control from watching their parents and other adults. If they see adults being kind toward one another, they will learn that this is how others should be treated. This is how children learn to act respectfully.

If you do not handle a situation well the first time, try not to worry about it. Think about what you could have done differently, and try to do it the next time. If you feel you have made a real mistake in the heat of the moment, wait to cool down, apologize to your child, and explain how you will handle the situation in the future. Be sure to keep your promise. This gives your child a good model of how to recover from mistakes.

## Remember

Keep in mind that teaching children good behavior takes time, patience, and a loving attitude. Every child is different and parents can figure out what discipline technique works with their child. There may be times when nothing you do seems to work, so it's important to remind yourself you haven't failed. Pediatricians talk with parents about child behavior all the time. If you have questions or concerns about your child's behavior, write them down and bring the list to your child's next doctor visit. However, if you need help sooner, call your child's doctor before your child's next doctor visit.

## From Your Doctor



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# Feeding Kids Right Isn't Always Easy:

## Tips for Preventing Food Hassles

Young children need nutrients from a variety of foods to stay healthy. But what if your child eats only macaroni and cheese or will not eat any vegetables?

Read on for information from the American Academy of Pediatrics on how to encourage positive eating habits and prevent food hassles. If you have specific questions about your child's nutrition, talk with your child's doctor or a registered dietitian.

### Face Each Food Challenge One Meal at a Time

The Feeding Challenge	What You Can Try
<b>Food jags:</b> eats only one food, meal after meal	<ul style="list-style-type: none"> <li>• Make sure your child is hungry when mealtime comes. Offer only healthy snacks, and do not offer snacks too close to mealtime.</li> <li>• Let your child eat what he wants if the jag food is healthy.</li> <li>• Offer other foods at each meal before the jag food.</li> <li>• Be patient. After a few days, your child will likely try other foods. Food jags rarely last long enough to cause any harm.</li> </ul>
<b>Food strikes:</b> refuses to eat what's served, which can lead to "short-order cook syndrome"	<ul style="list-style-type: none"> <li>• Make sure your child is hungry when mealtime comes. Offer only healthy snacks, and do not offer snacks too close to mealtime.</li> <li>• Have whole-grain bread and rolls as well as fruit available at each meal, so there are usually choices your child likes. You shouldn't prepare separate meals for each child, unless you want to be a short-order cook.</li> <li>• Don't be afraid to let your child go hungry if she won't eat what is served.</li> </ul>
<b>"The TV habit":</b> wants to watch TV at mealtime	<ul style="list-style-type: none"> <li>• Turn off the TV during meals. Watching TV during meals is a distraction that prevents family interaction and interferes with a child's eating. Mealtime is often the only time during the day that families can be together. Remember, cell phone and other digital devices should be put away during mealtimes too.</li> </ul>
<b>The complainer:</b> whines or complains about the food served	<ul style="list-style-type: none"> <li>• If your child whines and complains about the food offered, encourage her to eat what she can. If she continues to whine and complain, have her go to her room or sit quietly away from the table until the meal is finished. She can return and finish her meal only if she promises not to complain.</li> <li>• If your child is hungry and wants to come back to finish eating, let her know it's good to have her rejoin the family.</li> <li>• Avoid letting her take food away from the table to eat, return for dessert, or snack until the next planned mealtime or snack time.</li> </ul>
<b>"The great American white food diet":</b> eats only white bread, potatoes, macaroni, and milk	<ul style="list-style-type: none"> <li>• Encourage your child to eat what he can. Do not force your child to eat other foods. Giving more attention to finicky eating habits only reinforces a child's demands to limit foods.</li> <li>• Offer a variety of foods from all the food groups.</li> <li>• Be patient. Eventually your child will move on to other foods.</li> </ul>
<b>Fear of new foods:</b> refuses to try new foods	<ul style="list-style-type: none"> <li>• Model eating and enjoyment of new foods yourself by introducing new foods at each meal.</li> <li>• Encourage your child to allow a small portion of the new food to sit on her plate instead of forcing her to try new foods.</li> <li>• Be patient. It may take many tries before a child is ready to taste a new food...and a lot of tastes before a child likes a new food.</li> </ul>

<sup>a</sup> Keep dangerous foods from children until 4 years of age or older depending on each child's development and maturity. However, round, firm food, such as hot dogs or grapes, can be served if completely chopped into tiny pieces. Peanut butter and other nut butters should be spread thinly. Choking hazards include hot dogs; hard, gooey, or sticky candy; chewing gum; nuts and seeds; whole grapes; raw vegetables, such as carrot sticks; raw fruit chunks, such as apples; popcorn; chunks of peanut butter or other nut butters; marshmallows; meat sticks/sausages; chunks of meat; and chunks of cheese or string cheese.

## How to Encourage Positive Eating Habits

When children learn positive eating habits at a young age, they will make healthy food choices as an adult. Parents can

- **Set a good example.** The best predictor of a child with a healthy weight and lifestyle is parents with a healthy weight who make wise food choices and exercise regularly.
- **Get your child involved in meal planning.** Read recipe books together. Put your child in charge of writing down a grocery list and go shopping together. During trips to the grocery store, you can introduce new foods and also teach your child how to make healthy and nutritious choices. Ask your child to help with measuring out ingredients.
- **Try to serve snacks and meals around the same time each day.**
- **Schedule at least one meal together as a family.** Research suggests that having dinner together as a family on a regular basis has positive effects on the development of children. And time spent together can be fun and bring family members closer. Remember to turn off the TV and put away cell phones and other digital devices.
- **Give your children a 5-minute warning before mealtime.** It will give them a moment to calm down, wash their hands, and get ready to eat. (Encouraging your children to wash their hands thoroughly before meals will help prevent foodborne illness.)
- **Set up mealtime rules.** Children who are anxious, excited, or tired may have trouble settling down to eat. Sometimes a simple “food rules” chart on the refrigerator helps keep things in order. Examples of food rules include come to the table with clean hands, help when asked, and do not comment badly about food served or what others are eating.

## Don't forget active play!

Physical activity, along with proper nutrition, promotes lifelong health. Active play is the best exercise for kids! Parents can join their children and have fun while being active too. Some fun activities for parents and kids to do together include playing on swings, riding tricycles or bicycles, jumping rope, flying a kite, making a snowman, swimming, or dancing. The daily recommendation for exercise for children (adults also) is at least 1 hour per day. This takes commitment from parents, but the rewards are time together and better health.

## What to Do When Mealtime Is a Hassle: Keep the Big Picture in Mind

Well-meaning adults often view a child's odd food and eating behaviors as a problem. However, childhood food jags, a fear of new foods, and other feeding challenges are usually a part of normal development.

There's no need to worry if a child skips a meal or won't eat the vegetables on his or her plate. Keep the big picture in mind. Offer a variety of healthy, nourishing foods. Be creative! A variety of colors,

kid-friendly shaped foods, and foods arranged on the plate in an appealing manner can entice children to try foods they might otherwise avoid. Provide nutritious snacks to help round out picky eating habits during meals. Over time, a child will get everything needed to grow and develop normally.

Do not force your children to eat. While parents are the best judges of what children should eat and when, children are the best judges of how much they should eat. Food should be used as nourishment, not a reward or punishment. In the long run, food rewards or bribes usually create more problems than they solve.

Children often use the table as a stage for showing their independence. Sometimes food is not the issue at all. The eating process is just one more way children learn about the world. See *Face Each Food Challenge One Meal at a Time*.

## For More Information

### American Academy of Pediatrics

[www.aap.org](http://www.aap.org) and [www.HealthyChildren.org](http://www.HealthyChildren.org)

### Academy of Nutrition and Dietetics

[www.eatright.org](http://www.eatright.org) and [www.kidseatright.org](http://www.kidseatright.org)

### US Department of Agriculture Food and Nutrition Service

[www.fns.usda.gov](http://www.fns.usda.gov) (includes information on SNAP [Supplemental Nutrition Assistance Program] and WIC [Special Supplemental Nutrition Program for Women, Infants, and Children] benefits)

## From Your Doctor



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# AGES 8-12 MONTHS

The following are guidelines for a 8 to 12 month child. A child's calorie needs vary depending on activity level and appetite. For more specific nutrition information, talk with your provider or IHA Nutrition Specialist.

A child's needs vary depending on their activity and their appetite. Children should be allowed to eat when they are hungry and stop when they are full. Vegetarian choices are also included.



## DAIRY

Amount per day:  
3-4 SERVINGS

One serving looks like:

6-8 oz breast milk (nursing or expressed breast milk in a bottle or sippy cup)

6-8 oz iron-fortified formula

4-8 Tbs full fat yogurt



## GRAINS

Amount per day:  
2 SERVINGS

One serving looks like:

4-8 Tbs baby cereal – rice, oats, barley or dry cereals mixed with formula

¼ cup whole grain pasta and rice, well cooked

½ slice dry toast

2 crackers



## PROTEIN/MEAT

Amount per day:  
2 SERVINGS  
(equivalent of 2 ounces)

One serving looks like:

3-4 Tbs strained jar meat or home prepared finely cut chicken, beef, pork, fish (no added salt)

1 scrambled egg

3-4 Tbs dried beans (cooked)

1-2 Tbs peanut butter (discuss with provider if family history of nut allergy)



## FRUIT

Amount per day:  
2 SERVINGS

One serving looks like:

3-4 Tbs strained jar food or peeled soft mashed or finely chopped fruit



## VEGETABLES

Amount per day:  
2-3 SERVINGS

One serving looks like:

3-4 Tbs strained jar food or mashed, soft vegetables



## TODDLERS 12-24 MONTHS

The following are guidelines for children between 12 and 24 months of age. A child's calorie needs vary depending on activity level and appetite. For more specific nutrition information, talk with your provider or IHA Nutrition Specialist.

A child's needs vary depending on their activity and their appetite. Children should be allowed to eat when they are hungry and stop when they are full. Vegetarian choices are also included.



### DAIRY

Amount per day:  
3-5 SERVINGS

One serving looks like:

4 oz or ½ cup full fat cow's milk/toddler formula

4-8 Tbs full fat yogurt

¼ cup cottage cheese

½ oz cheese



### GRAINS

Amount per day:  
6 SERVINGS

One serving looks like:

4-8 Tbs cereal – ready to eat or cooked

¼ cup whole grain pasta and rice, well cooked

½ slice dry toast

2 crackers



### PROTEIN/MEAT

Amount per day:  
2 SERVINGS  
(equivalent of 2 ounces)

One serving looks like:

1 oz finely cut chicken, beef, pork, turkey or meat alternative

1 oz fish without bones

1 scrambled egg

3-4 Tbs dried beans (cooked)

1-2 Tbs peanut butter (discuss with provider if family history of nut allergy)



### FRUIT

Amount per day:  
2-3 SERVINGS

One serving looks like:

¼ cup peeled soft or small chunks of fruit



### VEGETABLES

Amount per day:  
2-3 SERVINGS

One serving looks like:

¼ cup strained jar food or soft vegetables



## TREATING FEVER IN YOUR CHILDREN

**ACETAMINOPHEN** Dosage for Children (e.g. Tylenol, Tempra, generic brands - - ask pharmacist for the least expensive brand)

- Always use your child's weight to determine the correct dose
- One dose may be given every 4 – 6 hours (see chart). **Do NOT exceed 5 doses in 24 hours.**

AGE / WEIGHT	Infants Oral Suspension <b>160 mg / 5 mL</b>	Children's Oral Suspension <b>160 mg / 5 mL (tsp)</b>	Children's Soft Chewable Tablets <b>80mg</b>	Jr. Strength Chewable Tablets <b>160 mg</b>
0–3 mos / 6–11 lbs	1.25 mL	1.25 mL (¼ tsp)		
4–11 mos /12–17 lbs	2.5 mL	2.5 mL (½ tsp)		
12–23 mos /18–23 lbs	3.75 mL	3.75 mL (¾ tsp)		
2–3 yrs / 24–35 lbs	5 mL	5 mL (1 tsp)	2 tablets	
4–5 yrs / 36–47 lbs		7.5 mL (1 ½ tsp)	3 tablets	
6–8 yrs/48–59 lbs		10 mL (2 tsp)	4 tablets	2 tablets
9–10 yrs/60-71 lbs		12.5 mL (2 ½ tsp)	5 tablets	2 ½ tablets
11+ yrs/72–95 lbs		15 mL (3 tsp)	6 tablets	3 tablets

**IBUPROFEN** Dosage for Children **6 MONTHS AND OLDER** (e.g. Motrin, generic brands- ask pharmacist for the least expensive brand)

- One dose may be given every 6 to 8 hours as needed (see chart). **Do NOT exceed 4 doses in 24 hours.**

AGE	WEIGHT (lbs)	Infant Concentrated Drops <b>50mg / 1.25 mL</b>	Children's Oral Suspension <b>100mg / 5 mL</b>	Children's Soft Chewable Tablets <b>50mg</b>	Children's Jr. Strength Chewable Tablets <b>100mg</b>
6 – 11 mos	12 – 17	1.25 mL	2.5 mL (½ tsp)		
12 – 23 mos	18 – 23	1.875 mL	3.75 mL (¾ tsp)		
2 – 3 yrs	24 – 35	2.50 mL	5 mL (1 tsp)	2 tablets	1 tablet
4 – 5 yrs	36 – 47		7.5 mL (1 ½ tsp)	3 tablets	1 ½ tablets
6 – 8 yrs	48 – 59		10 mL (2 tsp)	4 tablets	2 tablets
9 – 10 yrs	60 – 71		12.5 mL (2 ½ tsp)	5 tablets	2 ½ tablets
11 – 12 yrs	72 – 95		15 mL (3 tsp)	6 tablets	3 tablets

**DO NOT GIVE ASPIRIN**