



Questions for the Parent(s)

- What new things is Cindy doing?
- What do you enjoy most about her?
- What is Cindy eating now?
- Tell me about her sleep habits and bedtime routine.
- Does Cindy ride in a safety seat in the back seat of the car?
- Do you think David hears all right? Sees all right?
- What are your thoughts about discipline? Do you and your partner tend to agree?
- Do you know how to reduce the risk of lead hazards if you live in an older or recently renovated home?
- How have you childproofed your home? Are cleaners, medicines, poisons locked up or stored out of reach?
- Tell me about your neighborhood. Do you feel safe there?
- Is there a gun in your home? Is it unloaded and locked up? Have you considered removing the gun because of the dangers to children?

Developmental Observation

- How does Tashi communicate what she wants?
- How does she get from one place to another?
- Tell me about Tashi's typical play.

Milestones: Pulls to stand, cruises, may take steps alone; plays social games; has precise pincer grasp; points with index finger; bangs blocks together; says 1–3 words (besides “mama,” “dada”); imitates vocalizations; drinks from cup; looks for dropped or hidden objects; waves “bye-bye”; feeds self.

Observation: Are parent and child responsive to each other? What is child's activity level, and how does parent react? Does parent speak to child in positive terms?

Exam and Screening

Exam: Measure and plot length, weight, and head circumference on CDC growth chart. Note feet, gait, walking; tooth eruption; early childhood caries (baby bottle tooth decay); cardiac murmurs; developmental hip dysplasia; possible neglect/abuse.

Screening: Anemia, if not done earlier. Examine eyes (ability to fix and follow, alternate occlusion, corneal light, red reflex).

Risk: Assess risk of hearing loss, lead exposure; screen as needed. Assess tuberculosis risk; give PPD as indicated.

Immunizations: See schedule, pp. 51–53. Discuss possible side effects, what to do, when to call.

ANTICIPATORY GUIDANCE FOR THE FAMILY

Healthy and Safe Habits

- Keep home and car smoke-free
- Wash hands often, clean toys
- Avoid or limit TV viewing

Injury Prevention

- ☀️ Use safety seat in back seat of car
 - Never place child in front seat with a passenger air bag
 - Keep home and car smoke-free
 - Test smoke alarms
- ☀️ Childproof home (dangling cords, sockets, poisons, medicines, guns)
 - Check home for lead hazards
 - Keep poison center number handy
- ☀️ Supervise near water; empty tub, buckets, pools
 - Don't expect young siblings to supervise
- ☀️ Supervise near pets, mowers, driveways, streets
 - Don't leave heavy objects, hot liquids on tablecloths

- Use stair gates, safety locks, window guards
- Limit sun; use sunscreen, hat

Nutrition

- Provide 3 nutritious meals, 2–3 healthy snacks daily
- Allow child to feed self, use cup
- *If breastfeeding*: Discuss weaning
- *If bottlefeeding*: Change to whole milk, begin weaning
- ☀️ Let child experiment with food, do not force eating
 - Avoid choke foods, limit sugar

Oral Health

- ☀️ Don't put child to bed with bottle
- Brush child's teeth with soft toothbrush, water only
- Discuss fluoride
- ☀️ Schedule first dental exam
 - Practice good family oral health habits (brushing, flossing)

Social Competence

- Praise good behavior
- Talk, sing, read together
- Encourage safe exploration
- ☀️ Set limits (e.g., use distraction)
 - Don't allow hitting, biting, aggressive behavior
 - Limit rules, set routines, be consistent
 - Delay toilet training
 - Expect curiosity about genitals

Family Relationships

- Hold, cuddle child
- Show affection in family
- Help child express emotions
- ☀️ Limit caregivers, choose carefully

Community Interaction

- Ask for resources/referrals if needed
- Discuss early intervention programs if needed
- ☀️ Discuss child care arrangements





Questions for the Parent(s)

- How would you describe Jung's personality?
- What kinds of things do you and Jung like to do together (reading a book, playing a game)?
- Is he still breastfeeding? Taking a bottle? Or drinking from a cup?
- How does Jung show that he has a will of his own?
- How are you and your partner managing Lisa's behavior? What do you do when you disagree?
- What kinds of things do you find yourself saying "no" about?
- Do you think Jung hears all right? Sees all right?
- Does Lisa ride in a safety seat in the back seat of the car?
- How are your child care arrangements working?
- Is there a gun in your home? Is it unloaded and locked up? Have you considered removing the gun because of the dangers to children?

Developmental Observation

- What do you think Kenji understands?
- How does Kenji react to strangers?
- Tell me about his typical play.

Milestones: Says 3–10 words; can point to body parts; understands simple commands; walks well, stoops, climbs stairs; stacks 2 blocks; feeds self with fingers; drinks from cup; listens to story; tells what he wants by pulling, pointing, or grunting.

Observation: When child moves around the room, how does parent react? Does parent watch, follow closely, or ignore child? How do parent and child play with toys? Does parent react positively when health professional praises child?

Exam and Screening

Exam: Measure and plot length, weight, and head circumference on CDC growth chart. Note feet, gait, walking; nevi, cafe au lait spots, birthmarks; tooth eruption, early childhood caries, dental injuries; excessive injuries or bruising, possible neglect/abuse.

Screening: Examine eyes.

Risk: Assess risk of vision impairment, hearing loss, anemia; screen as needed. Assess tuberculosis risk; give PPD as indicated.

Immunizations: See schedule, pp. 51–53. Discuss possible side effects, what to do, when to call.

ANTICIPATORY GUIDANCE FOR THE FAMILY



Healthy and Safe Habits

- Keep home and car smoke-free
- Wash hands often; clean toys
- Avoid or limit TV viewing
- Reinforce bedtime routines

Injury Prevention

- ☀ Use safety seat in back seat of car
 - Never place child in front seat with a passenger air bag
 - Test water temperature with wrist
 - Supervise near water; empty tub, buckets, pools
- ☀ Childproof home (dangling cords, sockets, cleaners, medicines, guns)
 - Keep poison center number handy
 - Don't leave heavy objects, hot liquids on tablecloths
 - Turn pot handles to back of stove
- ☀ Check window guards, safety locks, stair gates
 - Supervise near pets, mowers, driveways, streets
 - Limit sun; use sunscreen, hat

Nutrition

- Provide 3 nutritious meals, 2–3 healthy snacks daily
- ☀ Eat meals as a family
 - Allow child to feed self, drink from cup
 - Let child decide what/how much to eat
- Give pasteurized whole milk
- Avoid choke foods, limit sugar
- Don't use food to comfort, reward

Oral Health

- ☀ Don't put child to bed with bottle
 - Brush child's teeth with soft toothbrush, water only
 - Practice good family oral health habits (brushing, flossing)

Social Competence

- ☀ Praise good behavior and accomplishments
 - Talk, sing, read to child
 - Encourage safe exploration

- ☀ Use discipline ("time out," gentle restraint) to teach, not punish
 - Avoid power struggles
 - Limit rules, be consistent
- ☀ Discourage hitting, biting, aggressive behavior
 - Delay toilet training
 - Expect curiosity about genitals

Family Relationships

- ☀ Take time for self, time with partner
 - Hold, cuddle child, show affection in family
 - Listen to, respect child
 - Encourage family members to play with child
- ☀ Help child express joy, anger, sadness, fear

Community Interaction

- Ask for resources/referrals if needed
- Discuss community programs, parent support groups
- Discuss child care arrangements



Questions for the Parent(s)

- Who are Rachel's playmates?
- What are some of her favorite activities?
- What do you do when you become angry or frustrated with Rachel?
- How does Steve assert himself? Does he hit, bite, or kick? How are you managing his behavior?
- Do you and your partner agree on household rules?
- How does Steve get along at child care?
- Do you feel pressure to toilet train him?
- Does Rachel ride in a safety seat in the back seat of the car?
- Are there any major stresses or changes in your family since your last visit?
- Do you feel safe in your neighborhood?
- Is there a gun in your home? Is it unloaded and locked up? Have you considered removing the gun because of the dangers to children?

Developmental Observation

- How does Elena communicate what she wants?
- How does she act around family members?
- How does she act around other children?

Milestones: Walks quickly or runs stiffly; throws ball; says 15–20 words; imitates words; uses 2-word phrases; pulls toy; stacks 2–3 blocks; uses a spoon and cup; listens to a story, looks at pictures, names objects; shows affection, kisses; follows simple directions; points to some body parts; scribbles; dumps object from bottle without being shown.

Observation: How do parent and child communicate? When health professional speaks directly to child, does parent intervene? How does parent discipline child? Is parent positive when speaking about child?

Exam and Screening

Exam: Measure and plot length, weight, and head circumference on CDC growth chart. Note feet, gait, walking; early childhood caries or dental injuries; excessive injuries or bruising, possible neglect/abuse.

Screening: Examine eyes.

Risk: Assess risk of vision impairment, hearing loss, anemia; screen as needed. Assess tuberculosis risk; give PPD as indicated.

Immunizations: See schedule, pp. 51–53. Discuss possible side effects, what to do, when to call.

ANTICIPATORY GUIDANCE FOR THE FAMILY

Healthy and Safe Habits

- Keep home and car smoke-free
- Wash hands often; clean toys
- Avoid or limit TV viewing
- Reinforce bedtime routine

Injury Prevention

- Use safety seat in back seat of car
- Never place child in front seat with a passenger air bag
- Test water temperature with wrist
- ☀️ Supervise near water; empty buckets, tubs, pools
- Limit sun; use sunscreen, hat
- Don't leave heavy objects, hot liquids on tablecloths
- Turn pot handles to back of stove
- ☀️ Childproof home (dangling cords, poisons, medicines, guns)
- Supervise near pets, mowers, driveways, streets
- Use stair gates, safety locks
- ☀️ Never leave child alone in home or car

- Keep poison center number handy
- Discuss first aid

Nutrition

- Provide 3 nutritious meals, 2–3 healthy snacks daily
- ☀️ Encourage child to feed self, drink from cup
- Let child decide what to eat, don't force eating
- Avoid choke foods, limit sugar
- Don't use food to comfort, reward

Oral Health

- ☀️ Brush child's teeth with soft toothbrush, water only
- Don't put child to bed with bottle
- Practice good family oral health habits (brushing, flossing)

Social Competence

- Praise good behavior and accomplishments
- ☀️ Encourage self-expression, choices
- Talk, sing, read to child

- ☀️ Set specific limits, be consistent
- Allow assertiveness within limits
- ☀️ Keep discipline brief
- Develop strategies for nightmares
- Delay toilet training
- Expect curiosity about genitals

Family Relationships

- Listen to child, show interest
- Spend time with each child
- Help child express emotions
- ☀️ Keep family outings short, simple
- Don't expect child to share all toys
- Help siblings resolve conflicts
- ☀️ Allow older children their own space, toys
- Discuss family planning, folic acid, health habits

Community Interaction

- Ask for resources/referrals if needed
- Discuss child care arrangements
- Join neighborhood watch program





Questions for the Parent(s)

- What new things is Tommy doing?
- Do you have questions/concerns about his behavior?
- How is Tommy's toilet training going?
- Tell me about his eating and sleeping habits.
- Does he eat substances such as dirt or paint chips?
- Do you know how to reduce the risk of lead hazards if you live in an older or recently renovated home?
- How are you dealing with setting limits for Yolanda and disciplining her?
- How do you deal with tantrums?
- Does Yolanda ride in a safety seat in the back seat of the car?
- Is there a gun in your home? Is it unloaded and locked up? Have you considered removing the gun because of the dangers to children?

Developmental Observation

- How does Lincoln communicate what he wants?
- How independent is he in eating and dressing?
- How does he get along with other children?

Milestones: Goes up and down stairs 1 step at a time; kicks ball; stacks 5–6 blocks; says at least 20 words, 2-word phrases; follows 2-step commands; makes horizontal and circular strokes with crayon; imitates adults.

Observation: What words, what tone do parent and child use to communicate? Does parent teach child the name of person or object during the visit? Is parent positive when speaking about child?

Exam and Screening

Exam: Measure and plot height, weight, and head circumference on CDC growth chart. Note early childhood caries, dental injuries; excessive injuries or bruising, possible neglect/abuse.

Screening: Examine eyes (strabismus).

Risk: Assess risk of vision impairment, hearing loss, anemia, lead exposure, hyperlipidemia; screen as needed. Assess tuberculosis risk; give PPD as indicated.

Immunizations: See schedule, pp. 51–53. Discuss possible side effects, what to do, when to call.

ANTICIPATORY GUIDANCE FOR THE FAMILY

Healthy and Safe Habits

- Keep home and car smoke-free
- Teach child to wash hands, wipe nose with tissue
- Clean potty chairs after each use
- Limit TV, watch programs together
- Reinforce bedtime routine

Injury Prevention

- Use safety seat in back seat of car
- Never place child in front seat with a passenger air bag
- ☀️ Ensure water safety; empty tub, buckets, pools
- Limit sun; use sunscreen, hat
- ☀️ Childproof home (hot liquids/pots, knives, medicines, guns)
- Use safety locks, window guards, stair gates; supervise on stairs
- Keep poison center number handy
- ☀️ Supervise near pets, mowers, driveways, streets
- ☀️ Supervise play, ensure playground safety
- Use bike helmet

Nutrition

- Provide 3 nutritious meals, 2–3 healthy snacks daily
- Eat meals as a family
- ☀️ Offer variety of healthy foods, let child decide, avoid struggles
- Don't force eating
- Provide child-size utensils

Oral Health

- ☀️ Begin brushing child's teeth with fluoridated toothpaste
- Practice good family oral health habits (brushing, flossing)
- Schedule dental appointment

Sexuality Education

- ☀️ Expect curiosity about genitals
- Use correct terms

Social Competence

- Praise good behavior and accomplishments
- Encourage self-expression, choices, safe exploration

- ☀️ Hug, talk, read, play together
- Reinforce limits, be consistent
- Learn how to help with fears, nightmares
- ☀️ Begin toilet training when child is ready

Family Relationships

- Take time for self, time with partner
- Spend time with each child
- ☀️ Help child express emotions
- Help siblings resolve conflicts
- Don't expect child to share all toys
- If pregnant, discuss how to prepare child for new baby

Community Interaction

- Ask for resources/referrals if needed
- ☀️ Discuss child care arrangements, play groups, preschool, early intervention programs
- Maintain ties to your community





Questions for the Parent(s)

- What new things is Phyllis doing?
- Tell me about her eating and sleeping habits.
- How is toilet training going?
- Does Phyllis wash her hands before eating and after toileting? At home? At child care?
- How do you set clear and specific limits for her?
- Do family members understand Alberto's speech?
- How is child care (preschool, early intervention)? What does his teacher say about him?
- Does Alberto ride in a safety seat or belt-positioning booster seat in the back seat of the car?
- Have you ever been worried that someone was going to hurt your child? Has your child ever been abused?
- Have you checked your home for lead hazards?
- Is there a gun in your home? Is it unloaded and locked up? Have you considered removing the gun because of the dangers to children?

Developmental Observation

- How does Patty communicate what she wants?
- How independent is she in eating, dressing, and toileting?
- Tell me about Patty's typical play.

Milestones: Jumps in place; kicks ball; rides tricycle; knows name, age, sex; copies circle, cross; has self-care skills; shows early imaginative behavior.

Observation: How do parent and child communicate? How much is verbal? Nonverbal? Does parent use baby talk? Does parent provide choices? ("Do you want to sit or stand?") Does parent give commands or ask child what she wants to do? How does child react?

Exam and Screening

Exam: Measure and plot height, weight, and BMI-for-age on CDC growth chart. Note teeth; excessive injuries or bruising, possible neglect/abuse.

Screening: Vision, blood pressure.

Risk: Assess risk of hearing loss, lead exposure, anemia, hyperlipidemia; screen as needed. Assess tuberculosis risk; give PPD as indicated.

Immunizations: See schedule, pp. 51–53. Discuss possible side effects, what to do, when to call.

ANTICIPATORY GUIDANCE FOR THE FAMILY

Healthy and Safe Habits

- Keep home and car smoke-free
- Teach child to wash hands, wipe nose with tissue
- Clean potty chairs after each use
- Limit TV, watch programs together
- Reinforce bedtime routine

Injury Prevention

- ☀️ Use safety seat. Switch to belt-positioning booster seat in back seat when child weighs 40 lbs
- ☀️ Never place child in front seat with a passenger air bag
 - Test smoke alarms, change batteries yearly
 - Empty tub, buckets, pools
 - Keep poison center number handy
 - Childproof home (matches, cords, cleaners, knives, medicines, guns)
 - Limit sun; use sunscreen, hat
 - Use helmet for biking
- ☀️ Ensure playground safety
 - Teach stranger safety

- ☀️ Teach pedestrian safety skills
 - Don't leave child alone in tub, house, yard, car
 - Know where child is at all times
 - Supervise all play near water, pets, streets, driveways

Nutrition

- Provide 3 nutritious meals, 2–3 healthy snacks daily
- ☀️ Offer variety of healthy foods, let child decide
- Serve low-fat dairy products

Oral Health

- ☀️ Teach child to brush teeth
 - Discuss flossing, fluoride
 - Schedule dental appointment

Sexuality Education

- Expect normal curiosity
- Use correct terms, answer questions
- ☀️ Explain that certain body parts are private

Social Competence

- Praise good behavior and accomplishments
- ☀️ Encourage talking, reading
- Encourage safe exploration, socialization, physical activity
- ☀️ Provide choices, reinforce limits, use “time out”
- Help child cope with fears

Family Relationships

- Choose responsible caregivers
- Show affection, spend time with each child
- Create family time together
- ☀️ Handle anger constructively, help siblings resolve conflicts
- If pregnant, prepare child for baby

Community Interaction

- Ask for resources/referrals if needed
- Discuss community programs (preschool, Head Start)





Questions for the Parent(s)

- What do you enjoy most about Rafael?
- What are some of his new skills?
- How does Rafael show interest in other children?
- How is he doing in preschool? What does his teacher say about him?
- How do you deal with Rafael's greater independence?
- How do you set clear and specific limits for Diane?
- What do you do when she has ideas that are different from yours?
- Does Diane ride in a belt-positioning booster seat in the back seat of the car?
- Have you checked your home for lead hazards?
- Do you feel safe in your neighborhood?
- Is there a gun in your home? Is it unloaded and locked up? Have you considered removing the gun because of the dangers to children?

Developmental Observation

- How does Lamont act around others?
- How independent is he in eating, dressing, and toileting?
- Tell me about his typical play.

Milestones: Sings songs; knows about things used at home (food, appliances); draws person with 3 parts; distinguishes fantasy from reality; gives first and last name; talks about daily activities, experiences; builds tower of 10 blocks; hops, jumps on 1 foot; rides tricycle or bicycle with training wheels; throws overhand ball.

Observation: How do parent and child communicate? Does parent allow child to answer health professional's questions? How do parent, child, and siblings interact? Does parent pay attention to all the children?

Exam and Screening

Exam: Measure and plot height, weight, and BMI-for-age on CDC growth chart. Note gait; teeth; possible neglect/abuse.

Screening: Vision, hearing, blood pressure.

Risk: Assess risk of lead exposure, anemia, hyperlipidemia; screen as needed. Assess tuberculosis risk; give PPD as indicated.

Immunizations: See schedule, pp. 51–53. Discuss possible side effects, what to do, when to call.

ANTICIPATORY GUIDANCE FOR THE FAMILY



Healthy and Safe Habits

- Keep home and car smoke-free
- ☀️ Remind child to wash hands
- Limit TV, watch programs together
- Enjoy physical activities

Injury Prevention

- Use belt-positioning booster seat in back seat when child weighs 40 lbs
- Never place child in front seat of car with a passenger air bag
- ☀️ Keep cigarettes, matches, poisons, alcohol, electrical tools locked up and/or out of reach
- Use helmet for biking
- Be sure child learns how to swim
- Keep poison center number handy
- ☀️ Teach pedestrian, playground, stranger, neighborhood safety
- Know where child is at all times
- Limit sun; use sunscreen, hat
- ☀️ Keep guns unloaded and locked up, or remove from home

Nutrition

- Provide 3 nutritious meals and 2 healthy snacks daily
- ☀️ Limit candy, chips, soft drinks
- Serve low-fat dairy products
- Model good eating habits

Oral Health

- ☀️ Be sure child brushes teeth
- Discuss flossing, fluoride
- Learn dental emergency care
- Schedule dental appointment

Sexuality Education

- Expect normal curiosity
- Use correct terms, answer questions
- Explain that certain body parts are private

Social Competence

- Praise good behavior and accomplishments
- ☀️ Encourage child to talk about feelings, experiences, school

- Read together with child
- Assign chores (toys, setting table)
- Visit parks, museums, libraries
- Encourage assertiveness without aggression
- ☀️ Set appropriate limits
- Provide structured learning (preschool, Sunday school)

Family Relationships

- Take time for self, time with partner
- Choose responsible caregivers
- ☀️ Show affection, spend time with each child
- ☀️ Create family time together
- Handle anger constructively, help siblings resolve conflicts

Community Interaction

- Ask for resources/referrals if needed
- Discuss community programs (preschool, Head Start)
- Discuss child care arrangements