Inside scoop on bringing up your toddler

By Harvey Karp, MD

Where did your baby go? One day you’re cradling a newborn in your arms and then, before you know it, you’re living with an all-new creature, cuter than ever but suddenly opinionated, stubborn and lightning fast. There’s nothing like a one, two or three year old to help you see the world in wonderful new ways—the bugs in the grass, shapes in the clouds.

Toddlers brim with curiosity, excitement and charm. But, as every parent knows, it’s not all fun. Around the first birthday, many parents experience a mini “clash of civilizations,” as toddlers’ actions and opinions put them on a collision course with the family’s rules and expectations.

One reason toddlers act the way they do is because, during those early years, they experience a rush of brain development that frequently knocks them off balance. Compared to older kids, toddlers have immature brains, and when they get upset, the brain center that controls logic, language and patience literally shuts down.

Anyone who’s living with a toddler knows how quickly the emotional climate can shift. One minute, all is bliss. Then bam, he or she may cry, scream and erupt into a tantrum. And despite your best intentions, the only words that come to you are “No!” “Stop!” “Don’t touch!”

The dilemma for parents

Parents of toddlers want to know how to get their kids to behave, to be kind and cooperative and to grow up emotionally happy and healthy. But parents are bombarded with contradictory advice: Be giving. Be strict. Be a friend. Be the boss.

Trying to be a buddy and constantly giving in to toddlers’ demands can teach kids that whining works and turn them into spoiled brats. On the other hand, trying to be “the boss” relies too much on threats and often ends up inflaming rather than reducing confrontations.

Continued on page 2...
Inside scoop…
Continued from page 1…

To build a good relationship with toddlers, parents need some key skills, one of which is the ability to communicate with respect, and to speak the language a young child’s brain can understand.

Communicate with respect

This simple rule works with young kids (and everyone else). When you talk to someone who is upset, repeat the person’s feelings first, before offering advice: “I know you wanted ice cream…”

When we are upset we want people to hear us. The feeling of being heard and understood makes us more open to offers of advice, reassurance or distraction.

So, when toddlers get upset, acknowledge their dismay. Once your child calms down a bit, try to distract her, reassure him or solve the problem. Here are some other things to do and say.

Be physical. Offer a hug, tousle his hair, put a hand on her shoulder or just sit quietly together.

Whisper. It’s a fun way to change the subject and reconnect.

Give options. “We can’t have soda. How about some juice?”

Briefly explain your point of view. Save important lessons for a calmer time, later on, when your child can pay better attention.

Grant a wish in fantasy. “I wish I could room up all the rain and we could go outside and play now.”

Give “you—I” messages. Help a toddler understand how other people feel: “When you kick me, I feel angry” or “When you call me stupid, I feel sad.”

Help toddlers express feelings. “Show me your happy face…mad face.” While you’re reading, ask: “Look at that sad baby. How do you look when you feel sad? How do you think that boy feels?”

Some things to avoid

I hear parents call kids names like “idiot”—names they would never allow a stranger to say to their child. And sweeping statements such as “you never try” are almost always unfair and untrue. Toss the words “always,” “never,” “best” and “worst” out of your vocabulary. Replace negative labels with descriptions that build kids up. Instead of “bossy,” “hyper” and “nosy,” try “a leader,” “energetic, spirited” and “curious.”

When things change

Between 18 and 36 months, kids’ sentence-speaking, impulse-controlling left brain kicks into gear. They’ll watch and imitate everything you do, from sweeping the floor to showing kindness—to even more. Their love of order can become rigid. Toddlers may get frustrated when things change.

Timers can help older toddlers. Initially set it for 20 seconds, then gradually increase the waiting period to a minute or two.

Breathing deeply helps develop patience. It’s a self-soothing skill kids can use anytime they’re frustrated, scared or angry.

—Adapted from the author’s book “The Happiest Toddler on the Block.” An earlier version of this article has appeared in the newsletter.

Dara and her daughter Nora.

Don’t overdo it. Continually saying “Good job” or “You’re the best” may end up with a child who either mistrusts praise or needs constant applause.

Praise actions you want. When your child helps you set the table, say “Thank you for setting the table. You were really helpful.” Cheer kids on, even if they don’t succeed: “Good try pouring the milk.”

Avoid yanking back praise. “Good, you picked up your toys. Why do I always have to nag you to do it?” It teaches kids to not trust a compliment.

Let your style evolve. For early toddlers, be generous with smiles, applause and happy words. With middle toddlers, comment on specifics: “Wow, you built a really tall tower.” Kids age 3 or 4 love being compared to something smart or powerful. “Thanks for getting the keys. You did it fast as a tiger!”

The role of patience

Teaching delayed gratification will help kids become more reasonable, less impulsive and less whiny. Later on, it helps at school as well.

What I call “patience stretching” or impulse control helps kids wait a tiny bit, then a bit more, then even more.

Just saying “wait a second” to a two year old doesn’t work. What does work is to have something your toddler wants. For example, almost give your child the juice he asked for, but then try, “Wait,” as if you remembered something and turn away for a few seconds. Turn back, give him the juice and say, “I like the way you waited.”

‘Gentle discipline’ for grownups

In her new book Gentle Discipline: Using Emotional Connection —Not Punishment—to Raise Confident, Capable Kids, author Sarah Ockwell-Smith reminds parents that they need to work on their own emotions when they’re disciplining children.

“Taking care of our own needs is a necessity, not a luxury,” she writes. “It’s an essential piece of the gentle-discipline puzzle.”

Ockwell-Smith offers the advice of her friend Peter whenever you struggle with your feelings and need help responding to your child in the moment.

P = Pause. Don’t react immediately.

E = Empathize. Try to understand how your child is, or was, feeling and her or his point of view.

T = Think. Think about different ways you could respond and the learning that would happen as a result.

E = Exhale. Take a deep breath, breathe out, relax your shoulders and picture your anger leaving your body.

R = Respond. Now is the time to respond to your child, not before.

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I wasn’t surprised recently to read that “the best long-term care insurance is a conscientious daughter”—because my daughter took such wonderful care of me through a long, serious illness.

I found the quote in a study by fellows at Stanford University’s Clinical Excellence Research Center. It certainly reinforces my experience, and I wanted to share it with your readers.

—N.H., Nashville

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Thank you. The new Stanford study and others as well reinforce what you’re saying about the major contribution of family members, especially women, to health care. It’s not only daughters. More men are helping too.

But women are at the epicenter of caregiving as a whole and of Alzheimer’s caregiving, in particular, says Ruth Drew, director of family and information services at the Alzheimer’s Association.

“Even though two-thirds of the people with Alzheimer’s are women themselves, two-thirds of the caregivers are also women,” Drew says. “There are more wives caring for their husbands than the reverse, more daughters caring for parents than sons. We also see a lot of daughters caring not only for their parents, but for their in-laws as well.”

Men lately have taken on more home responsibilities, but their involvement in caregiving has not kept pace with women’s, says Dr. Clifford Shecter, coauthor of the Stanford study.

Employed women are seven times more likely than men to cut back their hours from fulltime to parttime employment because of their caregiving duties, according to a report from the Alzheimer’s Association.

“It shouldn’t be an unspoken rule that caregiving falls to certain family members, but as of now it falls primarily on the daughters,” says Dr. Nicholas Bott, coauthor of the Stanford study.

Social and emotional skills have a big impact

Making friends and getting along with other people are truly “master skills that affect all aspects of life,” says Mark Greenberg, PhD, professor of human development and psychology at Pennsylvania State University and coauthor of a study on social competency.

For the study, researchers at Penn State and Duke University looked at 753 adults who were evaluated for social competency 20 years ago—when they were in kindergarten. Two decades later, high scores for “sharing, cooperating and helping other children” became surprisingly accurate predictors of whether the person graduated from high school on time, earned a college degree, had fulltime employment and avoided a number of negative outcomes.

“It’s not just about how you feel—but how you are going to solve a problem,” says Dr. Greenberg.

Many elementary schools have embraced “social and emotional learning” (SEL) to help kids become more aware of their feelings and relate more peacefully with others. Sometimes called “character education,” SEL emphasizes that we all have positive and negative feelings. It gives kids tools to slow down and think when they face conflict.

“The neural pathways in the brain that deal with stress are the same ones that are used for learning,” says Marc Brackett, PhD, director of the Yale Center for Emotional Intelligence. “So, if you’re angry, it’s hard to focus on a spelling test.”

“As a country, we want our kids to achieve more academically, but we can’t do this if children are not emotionally healthy,” says Dr. Brackett. Building on the concept of “emotional intelligence” popularized by author Daniel Goleman in the 1990s, the five goals for social and emotional learning are:

- **Self-awareness**: The ability to reflect on one’s own feelings and thoughts.
- **Self-management (or self-control)**: The ability to control one’s own thoughts and behavior.
- **Social awareness**: The ability to empathize with others, recognize social cues and adapt to various situations.
- **Relationship skills**: The ability to communicate, make friends, manage disagreements, recognize peer pressure and cooperate.
- **Responsible decision making**: The ability to make healthy choices about one’s behavior while weighing consequences for others.

To see how these skills can also be helpful in the workplace, check out On the Job in this issue.

Boosting positive feelings may even extend life

Having a good outlook on life has been linked to lower blood pressure, better weight control, healthier blood sugar levels and a stronger immune system.

New research suggests that we can actually learn skills to help us feel happy, calm and satisfied even in the midst of a health crisis. Researcher Judith Moskowitz, PhD, of the Northwestern University School of Medicine, tells us to develop the following skills by practicing one or more of them daily. She suggests:

- **Recognize** and savor positive events.
- **Practice** acts of kindness.
- **Start** a gratitude journal.
- **Identify** a personal strength and note how you use it.
- **Set** an attainable goal and record your progress.
- **Report** a stress and try to reappraise it positively.
- **Focus** on mindfulness in the here and now.
Thinking about senior housing for your relative?

Is there a “right time” to think about moving an older relative to a senior housing facility? That’s a common question for which there is no easy answer.

Speaking generally, there are two “right times,” says Peter Silin, MSW. One for the older person who needs more care and one for the family caregiver.

“But all too often they don’t arrive at the same point,” he says. “Every caregiver has a level of tolerance for helping with the basic tasks of daily living—and while your family situation may look the same as someone else’s, it almost certainly is not.”

Even after hiring a home care worker, many families reach a point where a move to a senior housing facility becomes the best option for everyone involved.

Look for specific markers

Silin describes practical behavioral markers that suggest it’s time to look at new housing options for an older relative. They often include the following:

Is your older relative starting to become incontinent?

Is he wondering from home and getting lost? Is she unable to go outside by herself? Do you have to monitor the doors?

Are sleep patterns changing? Is he or she up all night? Is the family caregiver’s sleep being interrupted to the point where her or his functioning is affected?

Is an older relative resisting the care your family is trying to provide? Has he or she become aggressive with a caregiver?

Are you hearing the same question being asked over and over again?

Does she or he become anxious when you or another member of your family is not nearby? Is it difficult to go out and have some time for yourself?

Is caregiving taking too much time away from my children and my marriage? Am I fighting more with my spouse? Am I trying to do it all myself without reaching out to my siblings or other family members?

Am I neglecting my friends? Am I giving up involvement in my community? What about hobbies and interests that I used to enjoy? Am I turning down invitations and opportunities?

Choosing senior housing

If the time has come for an older relative to make a move, step one is to educate yourself about senior housing options that are available and appropriate—and to visit them personally. “You may find facilities that are better than you expected,” says Silin. “But if you’re unhappy with what you find, you need to keep looking.”

Senior housing is successful when it meets the needs of both the provider and its residents. One key factor to consider is whether a facility provides support services for older people with cognitive loss. People may enter with this condition or they may become impaired as they age.

Senior housing that accepts clients with dementia—or allows them to stay in the facility as they become impaired—needs to have appropriate structures in place to meet those needs.

“When families are considering a move to a senior housing facility, it’s important to be aware of your older relative’s future as well as present needs,” Silin says. He suggests asking these questions:

“How will my older relative’s needs be met if he or she develops dementia or loses his or her sight?”

“How does programming reflect the needs of an impaired resident?”

“What does this facility see as its responsibility?”

Social and recreational activities

When you visit a senior housing facility, ask about available social and recreational programming. Request a copy of an activities schedule for an entire month and consider these points:

Will my older relative use and enjoy these programs? Do they meet his or her needs and deficits? Will my relative be able to take part in some or all of the regular activities?

What about weekends and holidays? Is programming cut back?

How many recreation staff does the facility have? Are they fulltime or parttime? What is their training? Are they there on weekends? Is there a volunteer program? If so, ask: how many, how often do they come and what do they do?

Does the facility have its own vehicles for off-site trips and events? How often are these available? How much advance notice is required? Who can go? ◆
Know-how for traveling with pets

By Anne Perryman

Every summer for nearly two decades, my friend Emita and her cats Mischief and Koki made a 930-mile road trip to and from New Rochelle, New York and Emita’s cottage in Traverse City, Michigan.

Emita set up kitty litter, food and water in the car. “They rode under the seats—and refused to budge until we were about a mile from the cottage,” she says. “Then they jumped up on the dashboard, ready to begin their vacation.”

Our story is different because we flew with dogs. In one of those “puddle jumper” planes, Muffin rode in a cargo area behind us, and we suffered through his whimpering the entire (mercifully, short) flight. Buddy, on the other hand, rode with us in his carrying case. He was very perky in airports and actually seemed to enjoy flying.

Easing the transition

Every year millions of us pack up and move or travel with our pets. Making the experience as smooth as possible—for them and for us—is a concern.

Cats and dogs (even birds, fish and turtles) can sense and react to a new place. Age plays a role too. Travel can be harder for an older animal. But there’s a lot we can do to ease our pet’s transition to new surroundings.

How to help a dog

Every dog is different, of course. Some are fearful. Others don’t care where they are—as long as you’re around to feed and care for them. Even so, all dogs need to know where “home” is—whether it’s a cabin in the woods for a couple of weeks during vacation or a brand new apartment or house.

Try to find similar spots in your new location for feeding bowls. If your dog has his or her own bed to sleep in (or maybe with you), that’s a plus. Having some old toys around will help, too.

Pay attention to what’s different in your new environment. For example, a dog who’s used to carpeting may slip and slide over a tile or wood floor.

Helping a cat feel at home

Animals settle into new places in their own way. “Cats are prone to litter-box lapses, more-than-usual scratching and marking walls and doors,” writes Leslie Levine in Will This Place Ever Feel Like Home?

She suggests keeping outdoor cats inside for several days, and many veterinarians recommend trying the entire (mercifully, short) time of crate-inhibiting odors from a previous pet.

“We had to remove an entire carpet that offended us as well as our cats,” Levine says.

Planning a road trip

If pets have not spent much time traveling, before you leave on a big trip, the ASPCA suggests:

- **Acclimate them to a crate gradually.** Place food inside an open crate, and eventually have them eat their meals in the crate with the door shut.

- **Try carrying them around the house in the crate or taking a short drive.** Help them develop a positive association with the crate by providing treats and playtime at the conclusion of crate time.

Never transport any pet in an open truck bed, trunk of a car or storage area in a moving van.

If your move is permanent

If you are relocating with animals to a new area or another residence in the same town or city, here are some suggestions:

- **Cats in particular** don’t like any big changes, and some of them react badly—even to seeing a suitcase. Help them (and skittish dogs, too) adjust to the moving process by packing up slowly, starting with the rooms they use the least.

- **On moving day,** keep pets in a quiet room with the door closed, or, ever better, at a friend’s house while movers are loading up the truck. During the moving process, try to keep your pet’s routine as normal as possible.

- **In your new location,** check for pet ordinances. Be aware of any pet ownership rules at your new condo, rental apartment or home-owners association. Some apartment buildings have weight limits on dogs and outdoor “designated pet areas.” Of course, always pick up after your dog.

- **When you arrive,** at your new home, it’s tempting to set your dog or cat loose in the house or apartment to explore. But a new space can be overwhelming to your pets. For example, with a cat, if you need to move a litter box from a “home base” area to a more permanent location, do it slowly over time.

- **Update the ID** on your pet’s collar and make sure the rabies tag is current. Microchipping is also recommended.

- **Find a veterinarian** you like and trust. Ask about risks to look out for such as snakes, spiders, Lyme disease or mosquitoes that transmit heartworm.

- **As soon as you move in,** put out your pet’s toys, unwashed blanket and familiar objects. Pet-proof a new home. Plug up nooks where an animal can hide or get stuck. Make sure all windows have secure screens.

- **Walk your dog** around the yard, then the new neighborhood, always with a leash. Get to know the other dogs along your route.

- **Affix new pet alert stickers** near your front door directing emergency workers to save your pets in the event of a fire or other emergency.
What young adults need to thrive in the workplace

You’ve probably heard the terms “soft skills,” “applied skills” and “interpersonal skills.” But what are they really?

“They are the skills that help you think, communicate and reflect on your experiences. Young adults need them to thrive on the job regardless of the fields they are in,” suggests Bruce Tulgan, CEO of Rainmaker Thinking, who tracks generational change in the workplace.

“We hear it time and time again. It’s the soft skills that help you keep your job,” says school counselor Terri Tchorzynski. Or, as career coach Jane Horowitz puts it, “Hire for attitude. Train for skills.”

Skills can be learned

The great value of soft skills in the workplace is good news, says Tulgan, because no matter what you study in school or what path you take after high school, learning these skills will help you succeed, no matter what your career path.

1 Communication. This is a big deal, and a lot of young people struggle with it. They’re so used to communicating electronically, face-to-face conversations can be challenging. And while digital skills are important, social and relationship skills are the key to communicating well. Tulgan urges young adults to be “respectively assertive, think about themselves within the context of a larger organization, understand the social rules of the workplace and know how to communicate within that structure.”

2 Teamwork and collaboration. Most jobs require some sort of collaborative effort. So when entering the workforce, they need to learn to think beyond personal interests and desires and toward the common goals of an organization. This means playing whatever role is needed.

It also means celebrating the successes of coworkers and fostering good relationships with both bosses and peers. This requires a social awareness about the context of those relationships.

3 Professionalism. The shift from school to a workforce can be a big adjustment for a young adult. The self-management required at work is different from the environments many young people are used to.

Success in a professional setting requires being on time, well organized and meeting deadlines. “When the job starts at 8, be ready to work at 8, not walking through the door,” suggests Tchorzynski.

4 Self-management and initiative. Employers don’t expect young people to walk into a new job with leadership skills and the ability to run things. But they are looking for leadership potential.

Self-management in the workplace includes the ability to plan, organize and prioritize one’s work. It requires the follow-through and discipline to stay on track with assignments and projects.

Initiative is the ability to do things without being asked. Young adults should also learn to “self-evaluate” their performance by assessing their work, actions and projects against goals, timelines and work guidelines.

5 Critical and creative thinking. Critical thinking is the ability to evaluate, assess and examine an issue. It requires looking further for other possibilities—not just accepting what is. Creative thinking, on the other hand, is a way of looking at situations and problems with a fresh perspective and suggesting new solutions.

Critical and creative thinking go hand in hand. Young adults need to be able to make decisions and solve problems using both creative and critical thought. This may involve examining data and providing an informed analysis—or coming up with a whole new solution to a project hurdle.

6 Global fluency. These days we need to broaden our understanding of the world around us. At all levels and in various fields of endeavor, employees are asked to interact with people who are unlike them.

We need to show respect to our coworkers and clients from different cultures, ages, races, genders, sexual orientation, abilities, political ideologies and religions (also see tinted box at left). Being globally fluent requires digital skills but also the knowledge of appropriate social media use, informal vs formal emails, and how to communicate effectively online.

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Empathy, compassion and kindness: 3 key qualities

It’s important for young adults to be able to communicate with and respect people from all walks of life. Author Bruce Tulgan suggests these three qualities for parents to emphasize with their kids.

Empathy. The ability to recognize and respect the feelings of others. It involves listening when others speak, responding to people’s needs with care and concern and recognizing that people have different perspectives than our own.

Compassion. This means, literally, “to suffer together.” It’s the feeling of concern for the pain other people are feeling and the motivation to help relieve it. “Compassion is empathy in action,” says psychologist Michele Borba, PhD. It can be as simple as doing something kind or lending a hand on a project.

Kindness. Treating people with respect, care and compassion is the golden rule. Dr. Borba advises parents to help kids recognize that people see things differently and to show kindness even when you don’t agree with others.
A survival guide for mosquito season

Did you know that not all mosquitoes bite? Only the females do. They need to draw blood to nourish their developing eggs.

Some mosquito species prefer people. Others like animals and birds. Many species are active during the early evening hours, but some work at night and some during the day. Mosquitoes are abundant in moist habitats, but they’re in deserts and high plains, too.

Here’s what else we have learned—and what we can do to survive the mosquito season that’s upon us now.

**Relieve itching.** When a mosquito draws blood, she injects her saliva. This triggers an immune reaction, often an itchy welt. A cold compress or icing may relieve the itch. Hydrocortisone cream, calamine lotion and antihistamine cream can help. For severe itching, an oral antihistamine may be needed.

**Prevent bites.** Outdoors, wear long sleeves, pants, socks and close-toed shoes. On a hike in the woods, tuck in your shirt and tuck your pants into your socks. To also avoid tick bites and prevent Lyme disease, try an EPA-registered insect repellent that contains DEET. Be sure to apply as recommended and never over cuts, wounds or irritated skin or near eyes.

**Do some yard control.** Empty or remove anything that can collect water, including pet dishes. Drill holes in the bottom of outside garbage containers. Clean out rain gutters and make sure all window screens fit snugly and have no holes.

**Some products can help.** Yellow bug lights attract fewer mosquitoes than regular lights. But zappers and ultrasonic devices have been found to kill far more moths and flies than mosquitoes.

A low tech option is a powerful, oscillating fan (because mosquitoes are weak flyers).

Research is inconclusive about the effectiveness of clip-on repellent devices, and it’s hard to avoid inhaling the insecticide vapor some products release. Repellent wristbands have not been shown to provide significant protection. Nor have food or dietary supplements, according to a study in the *Journal of Insect Science.*

**Why mosquitoes prefer certain people.** It has to do with our biochemistry. Mosquitoes are drawn to carbon dioxide and other chemicals that we exhale or secrete. Larger people, pregnant women and people who are sweating tend to attract mosquitoes, partly because they exhale more carbon dioxide. Genetic factors can play a role, too.

**What about Zika?** If you are traveling to a state or country where the Zika virus is still prevalent, get the latest information from the CDC at www.cdc.gov/zika. For bug activity updates, check AccuWeather.com. Look for “mosquito” in the drop-down menu under “Personalized Forcecasts.” ◆

—Adapted from the University of California, Berkeley Wellness Letter

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**Hands-free phones are no less distracting to drivers**

A new study found that the use of both hands-free and handheld cell phones increased drivers’ reaction time by 40%. The research at Australia’s Queensland University of Technology (QIT) was published in *Traffic Injury Prevention.*

For the study, QIT’s Centre for Accident Research and Road Safety simulated a pedestrian entering a crosswalk from the driver’s peripheral vision. It compared drivers not using a phone with drivers using handheld and hands-free phones.

The cognitive power needed to hold a conversation seems to decrease one’s ability to process visual information,” suggests Oscar Oviedo-Trespalacios, PhD. The Centre also reported that “phone-distracted driving” causes about 25% of car crashes worldwide, with young drivers overrepresented in the accident data.

“One in two young drivers in Australia, the US and Canada use a mobile phone while driving,” Dr. Oviedo-Trespalacios says. “We need more research into how to make it safer.”

Studies have shown that some people drive more slowly when they are using a phone. But researchers are unsure whether this is an unconscious response to the “increased workload” or an active choice made by cautious drivers. ◆
Meet the happiest toddler on the block

Why do toddlers behave the way they do? What is it about their normal development that often puts them on a collision course with their parents? And why is it important to identify your child’s temperament?

California pediatrician Harvey Karp answers those questions and offers helpful strategies for parents in his book *The Happiest Toddler on the Block*.

Parents also have the option of watching Dr. Karp teach his innovative approach on a DVD based on the *Toddler* book.

As he explains, respect is essential to a good relationship—but it doesn’t mean letting toddlers run wild. When you are firm and respectful with your child, he says, you’re modeling the behavior you want to nurture.

Among his insights: It’s natural to want to comfort an upset child, but saying over and over again, “It’s okay, it’s okay” may give kids the message that you want them to stuff their feelings deep down inside and act happy even if they aren’t. And that’s not okay!

Dr. Karp’s tips for boosting a toddler’s good actions and manners are specific. He shows that “time-ins” work better than “time-outs,” and he tells parents how to stop most tantrums before they start.

He tackles all the tough issues such as how to set limits, curb annoying behaviors and put the breaks on disrespectful behavior. He explains why mushy limits often backfire and make kids even more defiant (see front page feature article).

In the words of the eminent Dr. Kyle Pruett, Dr. Karp’s approach is “one of the smartest parenting ideas of the past decade.”

*The Happiest Toddler on the Block* is in bookstores and online in paperback and on DVD.