

Information

- ❖ Read this workbook and use it as a class resource. All work in this book is kept for your future reference. Do not submit these pages.
- ❖ The course assignments can be found at the class website: **www.starstab.com** Once you are at this site go to “Enter your Classroom”.
- Please be sure to go to the “Class Study Links” page. There you will find a variety of links set up to help you with your assignments. Many of these links are directly related to your assignments.
- All assignments are turned in by e-mail to: **toddler@starstab.com** As you finish one assignment go directly on to the next one.
- Remember; “No News is Good News” as you will only be notified if your assignments are incorrect or incomplete. So continue on at your own pace.



What Is Development?

Development



follows a pattern of stages. Human development progresses through similar stages in about the same order. For example, babies learn to sit up before they learn to walk.



occurs at a different rate for different people. Each person is an individual and will progress through the stages of development at a different rate. For example, one child may learn to read at six years of age, while another may not read until he/she is seven.



follows a sequence so that skills build on earlier learning. For instance, before a child can speak in sentences, he/she must first learn words. Development follows a step-by-step sequence.



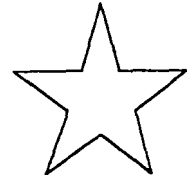
is interrelated. Each different area of development is related to other areas because they are connected in various ways in the brain. Physical, social, emotional, and intellectual development occur continually and are affected by each other.



continues throughout life. Sometimes it happens very quickly, and sometimes it progresses more slowly. It happens the quickest in the first two years of life. It does not stop at a certain age.

Center-Based Module 1

Child Growth & Development: Ages and Stages



STARS Training HANDOUT #2
(page 5)

Growth and Development Chart

INFANT DEVELOPMENT 12-18 MONTHS

PHYSICAL	INTELLECTUAL	EMOTIONAL-SOCIAL	LANGUAGE	ACTIVITIES
Growth slows second year	Understands simple, one-step directions	Watches children play, but plays alone	Uses 5 to 50 words	Plays with water--pouring from one container to another
Walks with good balance	Connects the order of events such as eating, clean-up, nap	Tries to spend more time with others	Uses "mama" and "dada" correctly	Can do manipulative activities--
Can sit down from a standing position	Correctly uses the name of familiar people and objects	Helps pick up and put away toys	Uses simple words together	stringing beads
May have six to ten new teeth	Looks for something in more than one place	Recognizes self in mirror	Uses one word to indicate needs, such as "up" for, "Please pick me up."	Sings songs and plays singing games
Body shape changes abdomen protrudes, still top heavy	Finds new ways to get things done	Shows a sense of humor	Imitates words	Likes pull or push toys
Crawls skillfully and quickly	Points to a familiar object when named	Shows a preference for a toy	Labels objects	Stacks blocks and boxes
Likes to climb & pull things off shelves	Likes to explore and investigate environment	Demonstrates anger by crying or lighting	Understands much more than she can express	Likes to read stories and look at books together
Begins to throw objects	Wants to be independent	May become negative, refusing new food, naps		Rolls a ball
Walks up and down stairs with help	Is curious & gets into everything	May be possessive--'mine'		Slides in a wagon
Pulls clothes off	Seldom puts things in mouth	Finds sharing difficult		Climbs on solid object such as steps, furniture
Uses a spoon with less mess	Enjoys object-hiding activities, books	Does not know limits		
Drinks from a cup with help				
Has fully developed grasp and release				
Can stack a tower of two blocks				
Enjoys using crayons or markers to scribble				

Center-Based Module 1

Child Growth & Development: Ages and Stages



STARS Training HANDOUT #2
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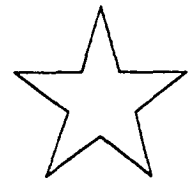
Growth and Development Chart

DEVELOPMENT 18-24 MONTHS

PHYSICAL	INTELLECTUAL	EMOTIONAL-SOCIAL	LANGUAGE	ACTIVITIES
Second molars appear for total of 20 teeth	Names familiar objects	Shows affection: offers hugs & kisses	Speaks 50 to 200 words	Enjoys fingerplays
Walks and runs without falling	Recognizes self in mirror	Often defiant: says "no" in response to many requests	Uses 2- or 3-word sentences	Follows simple stories with pictures
Climbs and sits in a chair	May refer to self by name	Enjoys house play activities	Follows simple stories with pictures	Climbs
Walks up stairs without help	Recognizes body parts on a doll	Plays beside other children but may not share easily	Sings simple songs	Enjoys sand play • tilling and dumping, scooping
Carries, pushes or pulls a large toy	Fills a box or can with objects	Is possessive ["mine"]	Climbs	Enjoys water play
Likes to throw	Remembers some things	Shows more independence in activities, decision-making and self care	Enjoys sand play-- tilling and dumping, scooping	Throws and kicks balls
Builds a tower of several blocks			Enjoys water play	Scribbles with crayons
Scribbles vigorously with a crayon			Throws and kicks balls	Marches and dances
Turns pages of a book		May slap, bite or hit and refuse to do what is asked	Scribbles with crayons	Walks around the neighborhood
Chews solid food		Enjoys simple role-play and make-believe activities	Marches and dances	
Likes to feed self			Walks around the neighborhood	
Uses a spoon and drinks from a small cup		Plays well alone, also parallel play		
Opens door using doorknob				
Tells when wet or soiled				
Sometimes uses the toilet when placed on it				

Center-Based Module 1

Child Growth & Development: Ages and Stages



STARS Training HANDOUT #2
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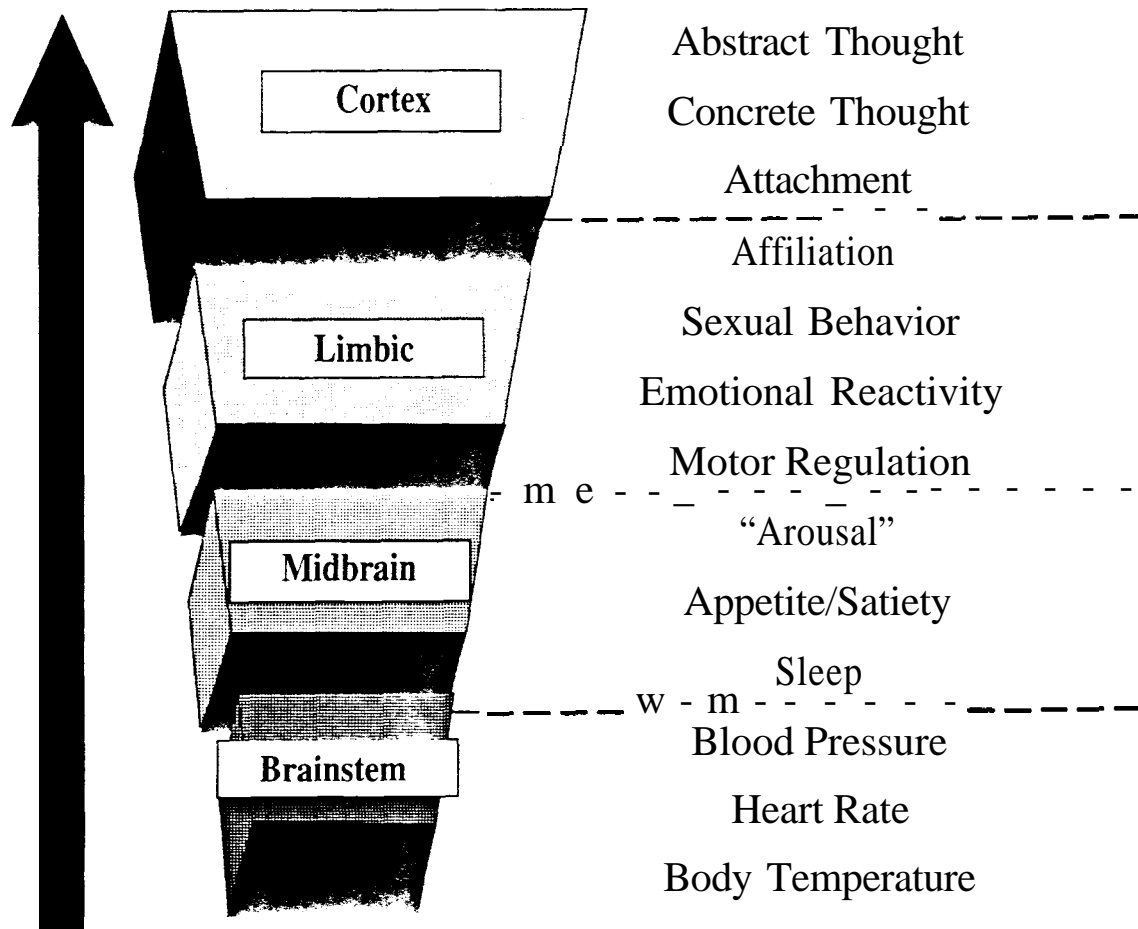
Growth and Development Chart

TODDLER DEVELOPMENT 24-36 MONTHS

PHYSICAL	INTELLECTUAL	EMOTIONAL-SOCIAL	LANGUAGE	ACTIVITIES
Growth is slow and even	Listens to age- appropriate stories	Responds to choices better than commands	Uses up to 900 words	Likes table top activities
Height increases 2 to 3 inches	can count two objects	Becomes frustrated easily	Uses 3- and 4-word sentences	Enjoys circle games
Gains 3 to 5 pounds	Develops longer memory span	Protects own belongings	Uses words to show feelings and thoughts	Enjoys fingerplays
Runs and pedals a tricycle	Matches colors, sizes, shapes or textures	Begins to wait for turns	Uses language in more expressive ways	Plays housekeeping and dramatic games
Jumps	Makes simple choices	Imitates adult actions	Listens to and memorizes simple nursery rhymes	Enjoys sand play
Eats independently	Knows what some objects and body parts are used for	Tries to help with chores	Listens to stories for a short while	Enjoys water play
Walks up & down stairs alternating feet	Begins to understand numbers	Expresses pride in achievements	Uses "me" and "you"	Climbs
Hops on one foot	Names one color	Shows a sense of humor and enjoys surprises	Sings simple songs	Throws and catches balls
Kicks & throws a ball		Participates in parallel play	Recounts events of the day	Enjoys field trips and outings
Makes simple lines with a crayon		Plays longer with one toy		Sings songs with actions
Strings beads		May continue to have security blanket, stuffed animal or toy for comfort		Likes to read simple books
Builds a seven- to ten-block tower		Often talks to self		Paints
Cuts scissors to chop paper				
Pulls on and off simple clothes				
Washes and dries hands, combs and brushes hair				
Stays dry all night				
Shows signs of readiness for toilet training				



Brain Functions



The human brain is organized from the most simple (for example, the fewest cells are in the brainstem) to the most complex (for example, the most cells are in the cortex). These areas organize during development and change in the mature brain in a "use-dependent" fashion.

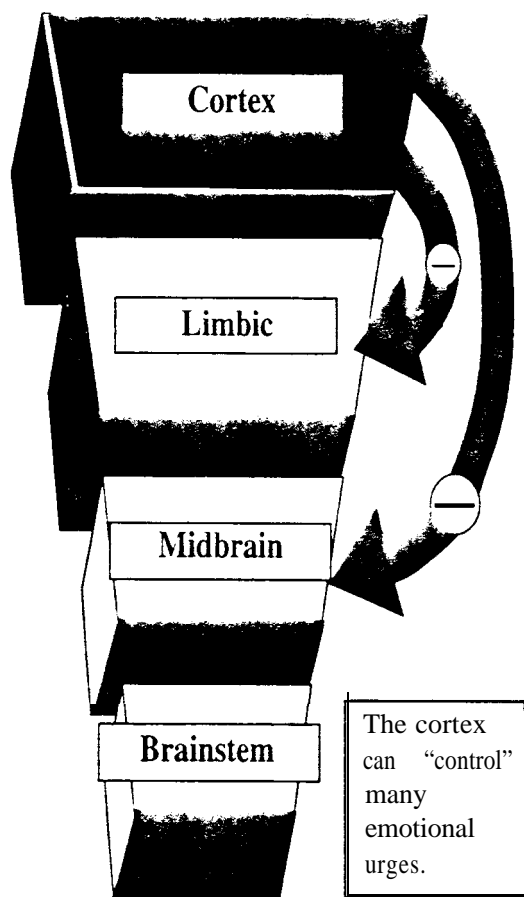
Adapted from: B. Perry. (1996). *Incubated in Terror: Neurodevelopmental Factors in the "Cycle of Violence."* Houston, TX: CIVITAS Child Trauma Programs. Baylor College of Medicine, 1996.



Brain Development

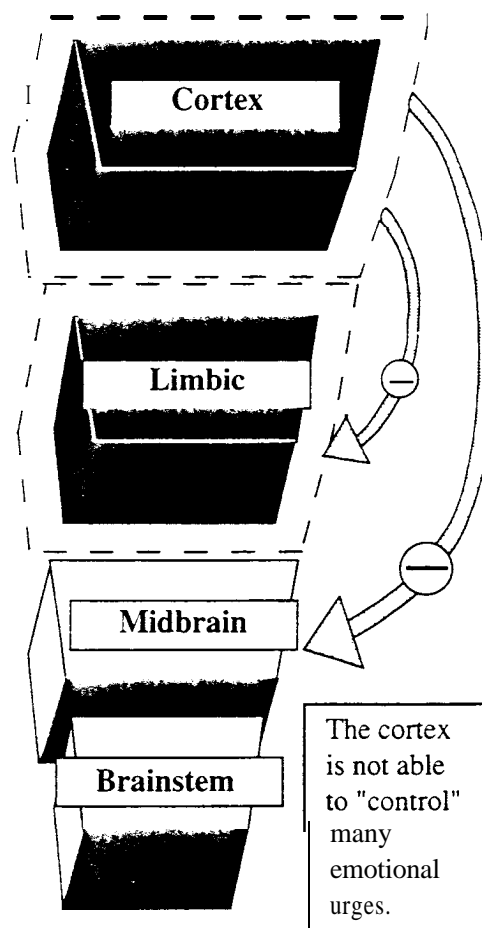
Mature Brain

The thinking part of the brain (cortex) is usually in charge.



Immature Brain

The thinking part of the brain (cortex) is often not in charge.



People with mature brains are usually able to tolerate frustration, resist impulsive actions, and calm themselves down enough so they don't quickly show anger or violence

People with immature brains are more likely to get frustrated easily, act impulsively, and quickly show anger or become violent

Young children have more impulsive and aggressive actions because the cortex part of the brain is not yet highly developed. Teenagers and adults whose brains did not develop in a healthy way can also act more impulsively, be more aggressive, and become violent very quickly.

Adapted from: B. Perry. (1996). *Incubated in Terror: Neurodevelopmental Factors in the 'Cycle of Violence.'* Houston, TX: CIVITAS Child Trauma Programs, Baylor College of Medicine, 1996.

Unit : Enhancing Child Development



Brain development proceeds throughout life, but the vast majority of the critical structural organization takes place in childhood. According to Perry (1996), the brain develops

- 1) sequentially, from the brainstem, to the midbrain, to the limbic region, to the cortex,
- 2) optimally and most efficiently during critical periods of sensitivity, and
- 3) in a “use dependent” way.

As the more complex areas of the brain organize, they are able to moderate and “control” the “reactive” lower portions of the brain, which helps explain why a six-year-old child is generally more capable of controlling the urge to scream, kick, or bite another person than a three-year-old child. Each area of the brain develops, organizes, and becomes fully functioning at different stages during childhood. The brainstem controls the autonomic system, such as body temperature, heart rate, and blood pressure. The brainstem is mostly organized by one month of age. The midbrain, which controls sleep, appetite/satiety, and “arousal,” is mostly organized by 1 year of age. The limbic region, which controls emotional reactivity, sexual behavior, and affiliation, is mostly organized by age 3. The cortical region of the brain controls “attachment,” concrete thought, and abstract thought. It is well established by age 3 but can be greatly impacted for many years. As shown in Figure 1, the earlier a region of the brain has passed its critical and sensitive periods, the more difficult it is later to change that region of the brain (Perry, 1996).

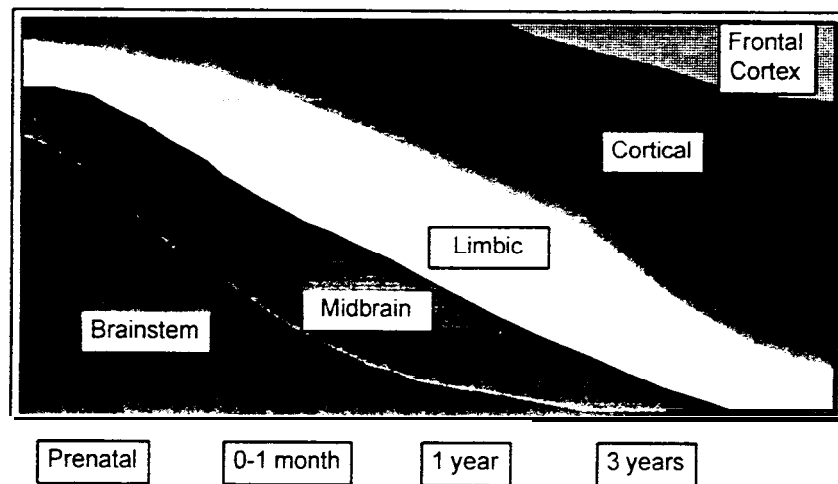


Figure 1: Critical and Sensitive Periods of Brain Development

One myth that abounds about children and their development is “Children are resilient.” Resiliency means that the brain is elastic, and that it returns to its original state. However, the truth is that “children are malleable.” Malleable means that the brain develops according to how it is used. When children are nurtured, protected, and guided in healthy ways, their brains have the potential to develop optimally. When children are inadequately nurtured, protected, and guided, their brains have less-than-optimal development. Some children are even traumatized. The brains of traumatized children develop as if the entire world is chaotic, unpredictable, violent, frightening, and devoid of nurturance (Perry, 1996). These children can have great difficulties, including attachment disorders, learning disabilities, attention disorders, dissociative disorders, lack of impulse control, lack of “conscience,” being very sullen and withdrawn, or acting in violent ways.

Activity Plan For Toddlers

Name of child/group _____ Age(s) _____

	Developmental Skills	Helpful Caregiver Behaviors	Goals for the child
Physical:			
Social:			
Emotional:			
Intellectual:			

***You may copy this form as many times as you need it!

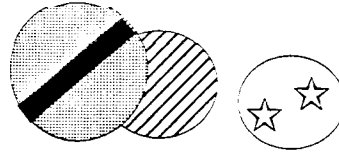


Unit : Enhancing Child Development



Student Resources

Games for Growth



When Baby is Crawling.. .

Fetch. Take a ball or anything that rolls and when you have the baby's attention, roll it out of his reach. Then say, "Go get the ball. Bring it to me." Encourage him as he crawls to get it and praise him when he brings it to you. Smile and hug him. Then roll the ball again. He may even roll the ball to you. Be prepared to change what you're doing to fit what he does after you get started.

Fill It Up. Help baby put things into a jar or box and empty them out again. You can start by filling up a container with several objects in front of the baby, showing her how to fill it up, then turning it upside down to empty it. You'll be surprised how much time the baby can spend filling and emptying. Just be sure the objects are safe, free from dangerous edges or small parts that could be swallowed.

Peek-a-Boo. Face the baby and cover your eyes. Say, "Where did Johnny go? I can't see you." Then have him cover his eyes, and you should say, "Where did daddy go? Johnny can't see me." Then take your hands off your eyes and say, "Peek-a-boo, I see you."

When Baby is Standing or Toddlng.. .

Sorting. Look around the house and select any two sets of objects, such as empty soft drink plastic bottles (be sure all edges are smooth) and some wooden blocks-about four objects each is plenty. Let baby play with the objects, stacking, rolling, and making sounds with them. Then group the objects together and say, "Put all the bottles over here." As you point to each item, name it. "This is a bottle. It's round and tall. It's just like this one." You can also sort laundry together! Remember to name items and describe what is alike and different about them.

Water Play. Take two or three different sized containers. Fill the smallest with water and let the child watch you pour it into the second sized container, then the largest one, then back to the first. Then let him pour the water. Be sure to say, "Now you are pouring from the big to the little one. You are filling it up." This is a good activity for bath time or outside!

For the Older Toddler.. .

The Shell Game. Take three boxes of different sizes, Let her see you put an object under one of the boxes. Then change the position of the boxes by shuffling them around. Ask her to guess where the object is. When she points to the right can, praise her and share her joy. You can also play a version of this by hiding something in your hands behind your back, then holding your closed hands in front of you and asking her to guess which hand holds the object.

Quiet Time Language Activities. Use picture books. Point to the picture, describe what is in the picture and what is happening. Ask baby to say the names of objects he knows.

Pushing Games 12-15 Months

Brain research-If the brain's neurons that are connected with sight and motor skills are not trained at an early age, by adulthood they will simply not be "plastic" enough to be rewired for many adult experiences. Toddlers love to push things. They enjoy watching the movement and knowing that they have made the object move. Pushing games make a young child feel powerful and in control. They are a wonderful way to develop a toddler's confidence and coordination.

- Select several items for the child to push. Choose very lightweight objects such as a stuffed animal, a small toy, or a push toy.
- Say, "One, two, three, push," and then push one of the toys.
- Repeat the counting and encourage the child to do the pushing.
- When the little one keeps saying "tree" (meaning the word, "three") all day long, you will know that she loves the game!

Lots Of TLC 12-15 Months

Brain Research -According to Dr. Bruce Perry, a psychiatrist at Baylor College of Medicine, children who don't get their quota of TLC early in life may lack the proper wiring to form close relationships. This game develops nurturing skills.

- Sit on the floor with the toddler and put two or three of the toddler's favorite stuffed animals on the floor with you.
- Pick up one of the stuffed toys and cuddle it in your arms. Say loving words like, "Playing with you is so much fun," "I love your brown fur," or "I love to hug you."

- Now do the same thing to the child.
- Give the child one of the animals and ask her to cuddle it and give it kisses.
- Keep the game going as long as the toddler is interested. You will soon notice that the toddler will be playing the game by herself.

Peek-a-boo Games **12-15 Months**

Brain Research-With every game of peek-a-boo, thousands of connections among brain cells are formed or strengthened, adding a bit more definition and complexity to the intricate circuitry that will remain largely in place for the rest of the child's life. Peek-a-boo is not only fun for the toddler, it is also very important for "growing" the brain.

- You can play peek-a-boo by:
 1. Covering your eyes with your hands.
 2. Putting a towel over your face.
 3. Hiding behind a door or large piece of furniture and popping out.
 4. Putting the toddler's hand over her eyes and then taking them away.
 5. Placing a toy or stuffed animal under a cover and pulling away.
 6. Drawing a face on your thumb with a marker and hiding your thumb under your other fingers

Follow the Leader

15-18 Months

Brain research- a child's brain thrives on feedback from the environment. It "wires" itself into a thinking and emotional organ based on its experiences. By encouraging the toddler to copy you as you do different activities; you help him develop his observation and listening skills.

- If the little one is crawling, you can crawl to different parts of the room and do silly activities.
- If the toddler is walking, you can do the same activities by walking or combining walking and crawling.
- Describe what you're doing. For example, "I am walking (or crawling) slowly around the chair."
- Here are a few ideas.
 1. Crawl or walk to the wall and say "ta dah!"
 2. Crawl or walk to the door and count to three.
 3. Walk in a circle and sit down saying, "chic, chic, a-boom!"

The Cow says Moo

15-18 Months

Brain research- The brain has a boundless capacity to store information. Each time it processes new information it goes through physical and chemical changes that form neural networks. Toddlers enjoy learning animal sounds. This also helps them develop beginning speech. Toddlers need to say as many sounds as they can. The more they talk, the more they will want to talk

- Look through animal picture books and talk about the sounds that the animals make.
- Make an animal sound that the child will recognize and ask him to show you a picture in the book of the animal that makes the sound.
- Add sounds to your repertoire- a car sound, a fire engine sound, bird sounds, etc.
- Help the child become aware of the sounds around him.

Looking at me

18-21 Months

Brain Research- sensory experiences and social interactions with supportive adults help the child develop thinking abilities.

- Look into a mirror with the toddler and let her watch her face as she does different things.
- As she watches herself in the mirror, ask her to do the following.
 1. Smile
 2. Stick out her tongue and inspect it.
 3. Open and close her mouth.
 4. Look at her teeth.
- Give her something to eat and let her watch herself chew (with her mouth closed, of course!).
- This game helps her become more aware of herself and her abilities.

Oh my Goodness,

Oh my Gracious!

21-24 Months

Brain Research-When children receive warm, responsive, care, they are more likely to feel safe and secure and to be able to build attachments to others.

- To encourage a sense of security and safe feelings, say the following to the child.

Oh, my goodness,
Oh, my gracious,
Look who's here, look who's here.
Oh, my goodness,
Oh, my gracious
It's my favorite (Childs name)
- Hold the child close and give him a big hug.

- Repeat the poem again; when you hug the child hold him high in the air and then bring him down for a big kiss.
- Try rocking him, slowly spinning him around, or any other loving motion.
- The little one will absolutely love this!

Learning Rhymes **24-27 Months**

Brain research- Memory is learning that sticks. When learning occurs, new synapses form and/or old synapses are strengthened. Two-year-olds are like sponges. They hear something once and they are already beginning to memorize it, especially if it involves actions.

- An interesting way to say nursery rhymes is to accent the last word of each line and do an action at the same time. This will help her to memorize the rhyme.
- Here is an example. Remember to accent the last word.

Hickory, dicory DOCK (move your fingers in a climbing motion)

The mouse went up the CLOCK (Climb your fingers up again)

The clock struck ONE (hold up one finger)

And down he RUN (Move the one finger downwards)

Hickory, dicory, DOCK. (Clap your hands on the word, "Dock ")

Ring around the rosy Plus 24-27 Months

Brain Research- all children learn. What they learn depends on what they have been exposed to. Because most of the child's brain development takes place after birth, you have many opportunities every day to contribute to her healthy brain development.

- Play the usual Ring around the rosy with the two-year-old. Hold hands, walk around in a circle and sing the following words
Ring around the rosy
A pocket full of posy
Ashes, ashes we all fall down.
- Fall down on the ground gently.
- Now change the action
Ring around the rosy
A pocket full of posy
Ashes, Ashes
Turn around.
- Other actions you can do are clap you hands, hop, hop, hop; jump up and down; or quack like a duck.
- This is a wonderful way to develop the child's spatial understanding.

I know that! 27-30 Months

Brain Research- words have to come from a parent or other caregivers who talk with love and meaning in his voice, and not from television or radio.

- By this age, many two-year-olds know several nursery rhymes.
- Find pictures in magazines and catalogs that represent objects in the nursery rhymes that the two-year-old knows.
- Here are some examples.
 1. A star for "Twinkle, Twinkle, Little Star"
 2. A cake for "Pat-a-Cake"
 3. A clock for "Hickory, Dicory, dock"
 4. A pail for "Jack and Jill"
 5. A candlestick for "Jack Be Nimble"

Toddler Games/Activities

1. Box Blocks

Recommended Ages: Older infants and toddlers

Children Will Learn: Motor coordination, balance, gross motor control

Procedure:

1. To make box blocks: Stuff newspapers into empty boxes. Tape lids closed. Cover box with adhesive-backed paper.
2. Set out box blocks for children to use in building and stacking.

2. Fun With Ramps

Recommended Ages: Older infants and toddlers

Children Will Learn: Effects of gravity; observation skills, eye-hand coordination

Procedure:

1. Let children place objects on ramp and experiment with rolling objects down the ramp.

3. Crawling Through Boxes

Recommended Ages: Older infants and toddlers

Children Will Learn: Awareness of depth, length, and width; gross motor coordination

Procedure:

1. Cut lids off both ends of the boxes. Arrange the boxes throughout the room.
2. Encourage children to crawl or direction.

4. Slip The Lids In The Can

Recommended Ages: Older infants and toddlers

Children Will Learn: Eye-hand coordination, fine motor control

Procedure:

1. Cut a slit in the top of each plastic lid. Make the slit large enough for a juice container lid to slip through.
2. Show the children how to slip metal lids through plastic lids into coffee can. When they have slipped all the lids into the can, help them take the lid off the can and dump them out. Repeat the game as long as the children are interested.

5. Box Puzzle

Recommended Ages: Older infants and toddlers

Children Will Learn: Matching skills, visual skills, eye-hand coordination, fine motor control

Procedure:

1. Choose a box that has a colorful picture on the front panel. Cut the panel from the box, and cut it into four pieces.
2. Let the children put the pieces together to make the picture whole again.

6. Have A Ball

Recommended Ages: Younger Toddlers

Children Will Learn: depth perception; motor control and coordination

Procedure:

1. Fill the pool with balls. Let two children sit in the pool at a time and bat the balls with their hands and feet.
2. Take the balls out and put in the bean bags into the pool. Let children toss the bags around. You may also place two shoe boxes in the pool and encourage children to try to toss the bean bags into the boxes.

7. Crown of Clothespins

Recommended Ages: Toddlers

Children Will Learn: Eye-hand coordination, fine motor control

Procedure:

1. Put the plastic tape over the edges of the coffee can.
2. Set coffee can and clothespins in front of the child. Demonstrate how to place clothespins around the edge of the can.
3. Let the child put clothespins on edge of can under close supervision.

8. Sponge Fun

Recommended Ages: Toddlers

Children Will Learn: How sponges work, cause and effect, sensory awareness; eye-hand coordination, fine motor control

Procedure:

1. Set dish tubs on a table side by side. Fill one tub half full with water.
2. Give the child a sponge. Ask him or her to put it in the water. Observe what happens.
3. When the sponge is completely saturated with water, ask the child to squeeze it out into the empty tub next to it. Can the child move all the water from one tub to the other by using the sponge?

9. Cornstarch Goop

Recommended Ages: Toddlers

Children Will Learn: Sensory awareness

Procedure:

1. In the rubber tub, mix the cornstarch with water to make a runny solution.
2. Help the children put on smocks.
3. Let the children put their hands in the goop. As they pick up handfuls of goop, it will thicken and turn slightly warm, then become runny again. The goop will alternate between the two states as the children play with it.

10. Shell Sand Game

Recommended Ages: Toddlers

Children Will Learn: Sensory awareness, observation skills

Procedure :

1. Bury shells in the sand.
2. Let children dig in the sand to find shells.

11. Cardboard Tube Fun

Recommended Ages: Toddlers

Children Will Learn: Visual awareness, differences in sounds, fine and gross motor skills

Procedure:

1. Set out cardboard tubes. Encourage children to investigate them. Demonstrate how to look through tubes. Show them how to make sounds by blowing through the tubes.
2. Show children the toy cars and rubber balls. Demonstrate holding the tube at an angle and rolling the items down the inside of the tube. Encourage the children to try.
3. Bring out the beach ball. Encourage the children to bat the ball using the tubes.

12. Homemade Dough

Recommended Ages: Toddlers

Children Will Learn: Sensory awareness, eye-hand coordination, fine motor skills

Procedure:

1. To make dough: Mix all ingredients in a heavy sauce pan (Stir together all liquid ingredients before adding them to the dry ingredients). Cook on stove top over medium heat, stirring constantly until dough stiffens. Cool to lukewarm. Remove dough from the pan and knead until smooth
2. Help the children put on smocks. Divide the dough into equal parts and place it on a table. Let the children manipulate the dough

as they wish. Demonstrate how to use cookie cutters to make shapes.

3. Store the dough in plastic bags or airtight containers in the refrigerator.

13. Plastic Bag: Finger Painting

Recommended Ages: Toddlers

Children Will Learn: To Recognize colors, sensory awareness; fine motor control

Procedure:

1. Fill bags with two different colors of finger paint (or shaving cream with food coloring added). Make sure bags are completely sealed.
2. Give bags to the children and let them mix colors by squeezing the bag. Show Children how to draw on the bags using their index finger. (Note: do not let children use crayons or pencils since these might put holes in the bag.)

14. Music Box Hunt

Recommended Ages: Older Toddlers

Children Will Learn: Awareness of musical sounds, listening skills

Procedure:

1. Let the children listen to the music box. Tell them you are going to hide it somewhere in the room. They will have to find it by listening for the music.
2. Ask the children to close their eyes and put their hands over them.
3. Find a hiding place for the music box. (The first hiding place should be rather obvious.) Wind it up and let it play.
4. Let the children search for the box. Repeat as long as children are interested.

Diaper Check Chart

Name _____ Date _____ Period _____

Observe an infant-toddler program and complete the diaper check chart for the time you are present. (Fill in the names of the children in the spaces at the top.)

7:00 a.m.								
7:30 a.m.								
8:00 a.m.								
8:30 a.m.								
9:00 a.m.								
9:30 a.m.								
10:00 a.m.								
10:30 a.m.								
11:00 a.m.								
11:30 a.m.								
noon								
12:30 p.m.								
1:00 p.m.								
1:30 p.m.								
2:00 p.m.								
2:30 p.m.								
3:00 p.m.								
3:30 p.m.								
4:00 p.m.								
4:30 p.m.								
5:00 p.m.								
5:30 p.m.								
6:00 p.m.								

S = Sleeping

W = Wet

X = No change needed

BM = Bowel movement