



## DOSING CHART

**Acetaminophen:** Give every four to six hours as needed. Don't exceed five doses in 24 hours.

mL = milliliter tsp = teaspoon		Infants' Oral Suspension	Children's Acetaminophen Oral Suspension	Children's Acetaminophen Meltaway Chewable Tablets (80 mg)	Jr. Acetaminophen Meltaway Chewable Tablets (160 mg)
Weight					
6-11 lbs.	1.25 mL	—	—	—	—
12-17 lbs.	2.5 mL	—	—	—	—
18-23 lbs.	3.75 mL	—	—	—	—
24-35 lbs.	5 mL	5 mL (1 tsp)	2 tablets	—	—
36-47 lbs.	—	7.5 mL (1.5 tsp)	3 tablets	—	—
48-59 lbs.	—	10 mL (2 tsp)	4 tablets	2 tablets	—
60-71 lbs.	—	12.5 mL (2.5 tsp)	5 tablets	2.5 tablets	—
72-95 lbs.	—	15 mL (3 tsp)	6 tablets	3 tablets	—

**Ibuprofen:** Give every six to eight hours as needed. Don't exceed four doses in 24 hours. Always give with food.

Weight	Infant Drops 50 mg/1.25 mL	Children's Suspension Liquid 100 mg/5 mL	Children's Chewable Tablets 50 mg each	Jr. Strength Chewable Tablets/Motrin Tablets 100 mg each
12-17 lbs.	1.25 mL	—	—	—
18-23 lbs.	1.875 mL	—	—	—
24-35 lbs.	—	5 mL (1 tsp)	2 tablets	—
36-47 lbs.	—	7.5 mL (1.5 tsp)	3 tablets	—
48-59 lbs.	—	10 mL (2 tsp)	4 tablets	2 tablets
60-71 lbs.	—	12.5 mL (2.5 tsp)	5 tablets	2.5 tablets
72-95 lbs.	—	15 mL (3 tsp)	6 tablets	3 tablets

\*If under 6 months of age, please consult your pediatrician.

**PEDICARE**  
Children's Clinic

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## 3 YEAR CHECKUP

Date: \_\_\_\_\_

Weight: \_\_\_\_\_

Height: \_\_\_\_\_

Next Visit: **4 Years of Age**

### Dental Care

- Teach your child to brush his/her teeth daily. Continue giving fluoride supplements if you have well water.

### Nutrition

- It is time to start teaching basic table manners.
- He/she will still have specific food likes and dislikes.
- Your child should feed himself/herself entirely.
- Stock your home with low-salt, low-sugar, and low-fat foods; save sweets for special occasions.

### Motor Development

- Your child can hop and stand on one foot for up to 5 seconds, go up and down stairs, kick and throw a ball, put on clothing, and pedal a tricycle.
- He/she can draw circles, squares, draw a person with 2 body parts, and begin to copy some letters.

### Cognitive Development

- Your child can correctly name

some colors, understands the concept of counting, has a clearer sense of time, and can identify self as a boy or a girl.

### Social & Emotional Development

- Your child will be interested in new experiences and be more independent.
- He/she will have imaginary friends and will often not distinguish real from imaginary.
- It is helpful to allow your child to interact with other children outside the home.
- Sexual curiosity and exploration are common at this age. They will become curious about where babies come from and curious about the differences between boys and girls.

### Language Development

- Your child has a vocabulary of 300 to 1,000 words, speaks in 5 to 6-word sentences, speaks clearly to others, and tells stories.
- Stuttering is a very common thing and usually resolves with time.
- Read to your child every day.

### Discipline

- Be consistent in rewarding and punishing behavior. Make rules. Do not allow your child to hit, bite, or use other violent behavior. Use time-out. Give clear limits with

consequences. Correct your child privately.

- Be sure to state the acceptable behavior and praise that behavior. Both you and your caregivers should be consistent.

### Safety

- Guard against falls from windows and down stairs.
- Continue to use car seats. A booster seat may be used when 4 years old and 40 pounds.
- Watch children playing near streets.
- Store knives out of reach.
- If it's necessary to keep a gun in the house, keep it unloaded and locked up.
- Teach your child to be careful around strange dogs.
- Talk to your child about strangers, "good touching," and "bad touching."

### Sleep

- Continue a regular nighttime schedule and encourage them to sleep in their own bed.
- This may be a good time to move to a toddler bed.
- Night-lights and security objects are fine.
- Establish a bedtime ritual that your child can enjoy.
- Nightmares and night fears are common at this age.

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