

Parents and Babies Series Outline

The following outline is a suggested guideline for completing the program in 6–8, 2-hour weekly sessions. If you do not complete all the required vignettes in a session, you can continue showing them in the next session.

Session One: Introductions, Goals & Getting to Know Your Baby

Vignettes: Part 1, 1–13

Session Two: Babies as Intelligent Learners (3–6 months)

Vignettes: Part 2, 1–11

Session Three: Providing Physical, Tactile and Visual Stimulation

Vignettes: Part 3, 1–8

Session Four: Providing Physical, Tactile and Visual Stimulation, cont'd.

Vignettes: Part 3, 9–16

Session Five: Parents Learning to Read Babies' Minds

Vignettes: Part 4, 1–7

Session Six: Gaining Support

Vignettes: Part 5, 1–5

Session Seven: Babies' Emerging Sense of Self (6–12 months)

Vignettes: Part 6, 1–8

Session Eight: Babies' Emerging Sense of Self, cont'd.

Vignettes: Part 6, 9–16



Incredible Years Babies Program Outline—Session One

Introductions, Goals & Getting to Know Your Baby

I. Welcome

Greet each parent.

Leaders introduce themselves.

Establish yourself as part of “team” collaborating with parents.

II. Introductions

Find out group members’ names, ages of babies, and personal goals.

Write parents’ goals on board or poster so you and group can refer back to them.

III. Ground Rules

Ask for parent ideas on group rules and why they think they are important (confidentiality, respect for others, being positive, right to pass, equal time to talk).

Adopt rules for group.

Post rules each week.

IV. Program Goals and Topics

Give an overview of the program, its general goals, topics and format.

V. Topic of Day: Becoming a Parent—Getting to Know Your Baby

A. Sharing about parents’ experiences with their babies.

B. Vignettes: Part 1: 1–13

Key Concepts

- Learning how to observe and read babies’ cues and signals
- The importance of communication with babies—speaking “parent-ese”
- Learning about feeding and burping
- Learning about coping with babies’ crying and fussy periods
- Understanding the importance of getting rest and support and shifting priorities
- Providing babies with visual, auditory and physical stimulation
- Know when baby is sick and when to call the doctor
- Learning about soft spots, baby acne, sleep habits, spitting and normal bowel movements
- Learning how to baby-proof a home
- Learning about baby development in the first three months

- C. Brainstorm or “Buzz” Activity about Crying.
- D. Brainstorm or “Buzz” Activity about Getting Sleep and Support.
- E. “Buzz” babies likes and dislikes.

VI. Group Practice with Babies

Ask parents to hold their baby facing them, let the baby feel the flow of their parents’ breathing on their face. Let babies touch their lips. Or, lie on floor with babies lying on their stomachs and encourage infant to lift his head to look at them. Or, watch for babies response to talking to them and engage in interaction dance.

Ask parents to trade their baby with another parent (buddy) and to observe any differences in the way another baby responds to their voice. Afterwards, talk about their feelings about doing this.

VII. Second Group Practice With Babies

Ask parents to present their babies with a rattle, black and white visual object, colored object or object with texture, and observe the babies’ responses. Contrast the response with the response to parents’ voices and talking to them.

VIII. Review Home Activities

Summarize Key Points (Refrigerator Notes)

Pass out home practice forms.

Read aloud and make sure parents understand the home activities.

Let them know that you will be asking about their experiences at the beginning of the next session.

IX. Parent Evaluation

Remind parents of the importance of parent feedback for the group leader and the entire program.

Collect evaluation forms before parents leave.

X. Closing

Take this time to formally close the group. Recap the learning.

Thank parents for coming; praise their willingness to participate.

Remind them of any details they need to know for the next session.



LEADER CHECKLIST

Session One

Topic: Introduction, Goals, & Getting to Know Your Baby

Vignettes: Part 1: 1–13

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 1:

Intro 1A 1B 2 3 4 5 6 7 8 9 10 11 12 13

Summary

(Circle vignettes shown.)

DID I

YES

NO

- | | | |
|--|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Welcome and make introductions | _____ | _____ |
| 3. Determine parents' goals | _____ | _____ |
| 4. Brainstorm group ground rules | _____ | _____ |
| 5. Present program goals | _____ | _____ |
| 6. Brainstorm benefits of communicating with babies | _____ | _____ |
| 7. Buzz about feelings regarding crying | _____ | _____ |
| 8. Buzz/Brainstorm about getting rest and support | _____ | _____ |
| 9. Buzz/Brainstorm about babies likes/dislikes | _____ | _____ |
| 10. Practice with babies observing how s/he responds to parents' voices and actions and/or objects | _____ | _____ |
| 11. Explain importance of home activities | _____ | _____ |
| 12. Assign this week's home activities (self-monitoring checklist) | _____ | _____ |

Handout Pads:

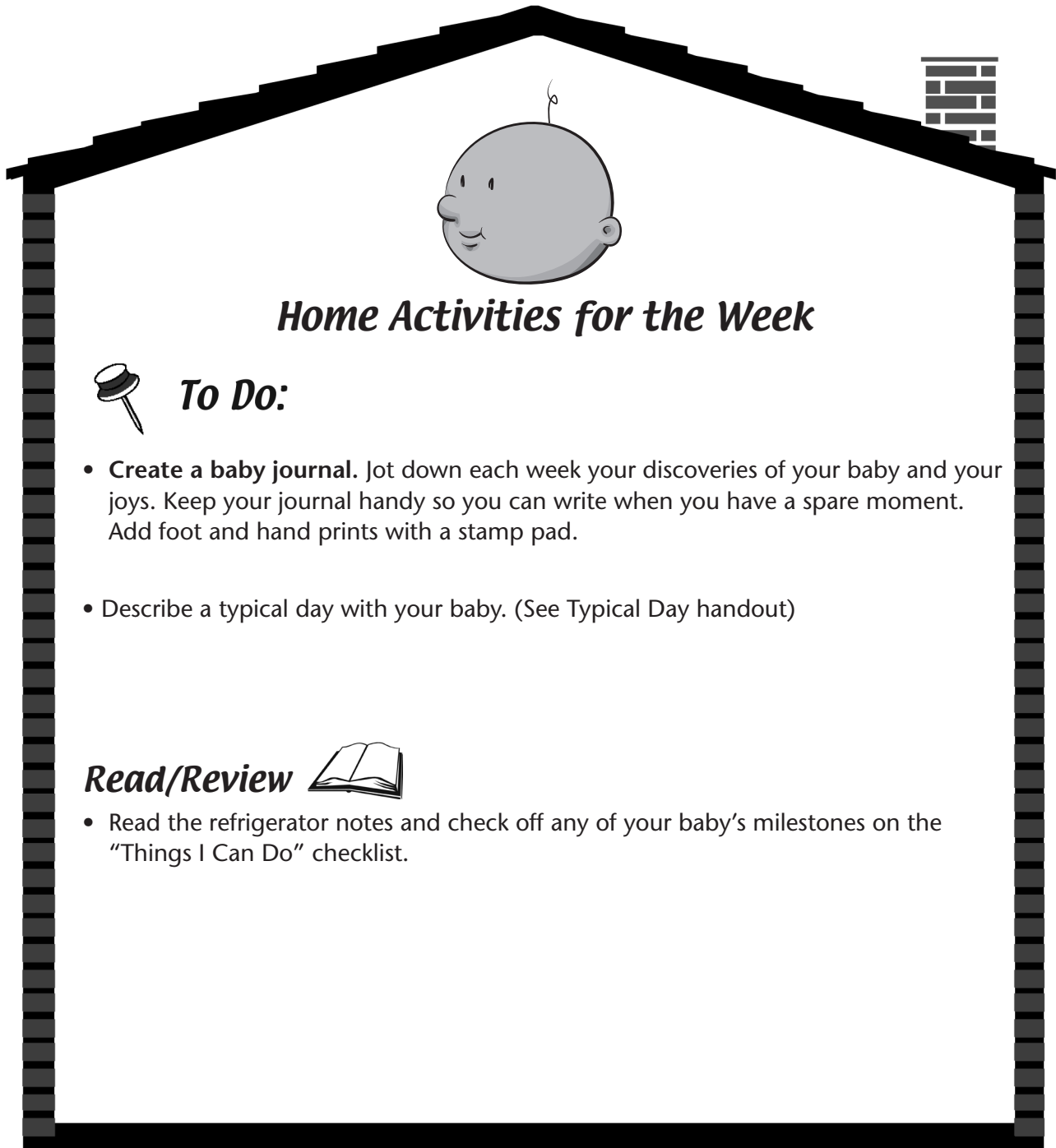
Home Activities for the Week—Getting to Know Your Baby

Xerox:

- Create a Baby Journal
- "Things I can Do" developmental milestones
- A Typical Day handout
- Refrigerator Notes about Getting to Know Your Baby
- Refrigerator Notes about Taking Care of Yourself
- Refrigerator Notes about Coping With Crying

Self-Evaluation

"Gems" of Session—Reminder of things to pursue next session



Home Activities for the Week



To Do:

- **Create a baby journal.** Jot down each week your discoveries of your baby and your joys. Keep your journal handy so you can write when you have a spare moment. Add foot and hand prints with a stamp pad.
- Describe a typical day with your baby. (See Typical Day handout)

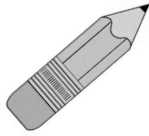
Read/Review

- Read the refrigerator notes and check off any of your baby's milestones on the "Things I Can Do" checklist.



HANDOUT
CREATE A BABY JOURNAL

Jot down notes each week about your discoveries of your baby and the joys of babyhood. Keep your journal handy so you can write when you have a spare moment. Add foot and hand prints with a stamp pad.



HANDOUT

A TYPICAL DAY WITH _____

SLEEP TIMES



FEEDING TIMES



PLAY & ALERT TIMES



FUSSY TIMES

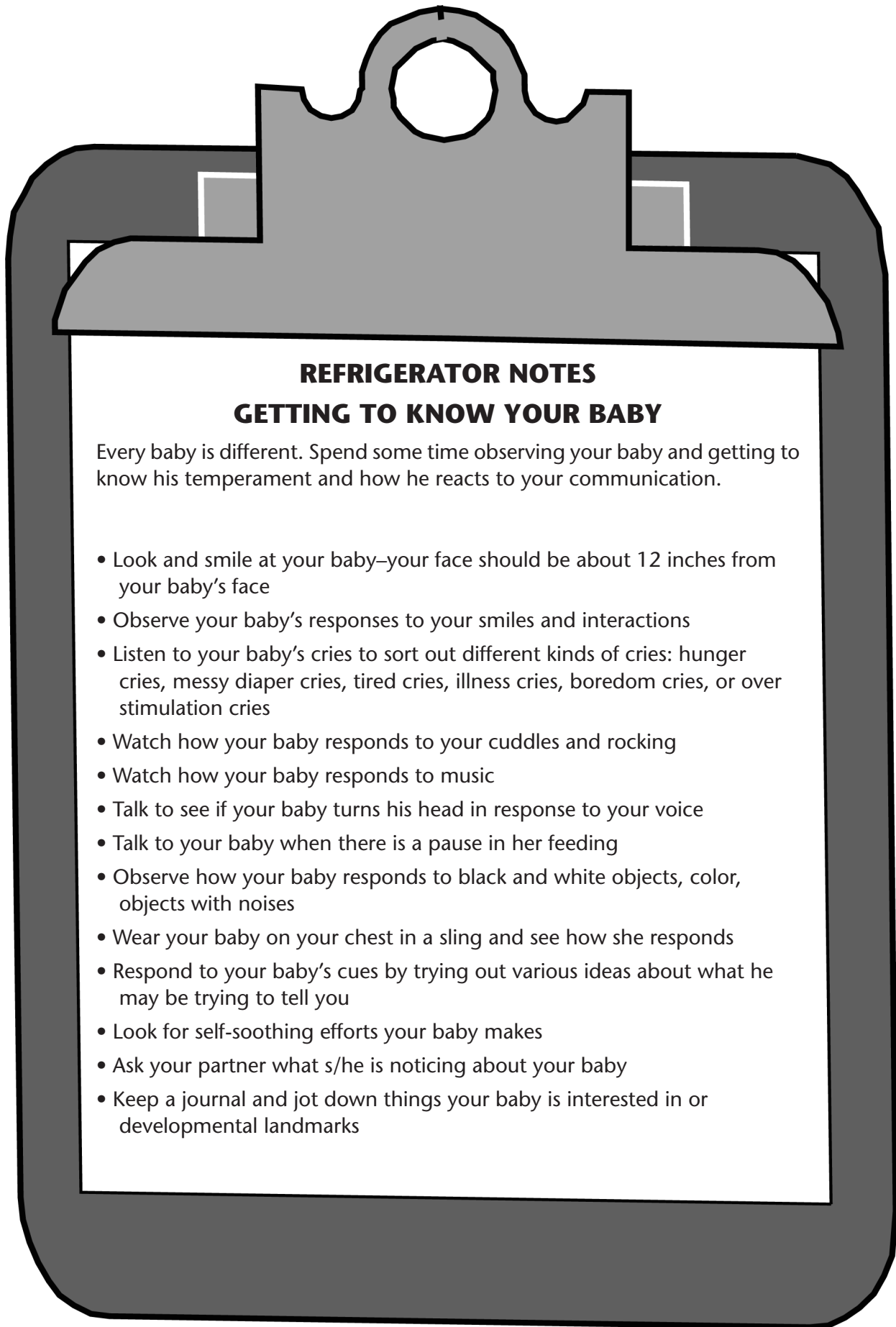


BOWEL MOVEMENTS



HANDOUT		
THINGS I CAN DO (0-3 months)		
Activity	Date	Observations/Comments
I follow objects with my eyes		
I do gurgles, oohs and ahs		
I smile and laugh and squeal		
I found my hands today		
I look at my parent's face		
I have a favorite toy or activity		
I can recognize my parent's voice		
I can hold my head up		
I sit in a wobbly way but need support		
I know my name		
I can say baba		
I like being read to		
I found my feet		
I react when you are happy		
I love to be sung to		
I am imitating sounds		
I know when it is not you taking care of me		
I love to explore with my mouth		





REFRIGERATOR NOTES
GETTING TO KNOW YOUR BABY

Every baby is different. Spend some time observing your baby and getting to know his temperament and how he reacts to your communication.

- Look and smile at your baby—your face should be about 12 inches from your baby’s face
- Observe your baby’s responses to your smiles and interactions
- Listen to your baby’s cries to sort out different kinds of cries: hunger cries, messy diaper cries, tired cries, illness cries, boredom cries, or over stimulation cries
- Watch how your baby responds to your cuddles and rocking
- Watch how your baby responds to music
- Talk to see if your baby turns his head in response to your voice
- Talk to your baby when there is a pause in her feeding
- Observe how your baby responds to black and white objects, color, objects with noises
- Wear your baby on your chest in a sling and see how she responds
- Respond to your baby’s cues by trying out various ideas about what he may be trying to tell you
- Look for self-soothing efforts your baby makes
- Ask your partner what s/he is noticing about your baby
- Keep a journal and jot down things your baby is interested in or developmental landmarks

REFRIGERATOR NOTES

TAKE CARE OF YOURSELF

- Get as much rest as possible
- Take naps—try to sleep when your baby sleeps
- Give yourself a break—ask someone to watch your baby so you can nap
- Do something nice for yourself such take a long bubble bath or walk with a friend
- Share your joys and difficulties with another parent
- Tell yourself you are doing a good job learning from your baby
- Keep a log of the fun moments
- Don't worry about a messy house or making fancy meals
- Accept a meal from a friend
- Use take-out for a special treat
- Keep life simple
- If you are breast feeding, pump a bottle of milk every day so a friend, partner, or other family member can take over a feeding.



REFRIGERATOR NOTES COPING WITH CRYING

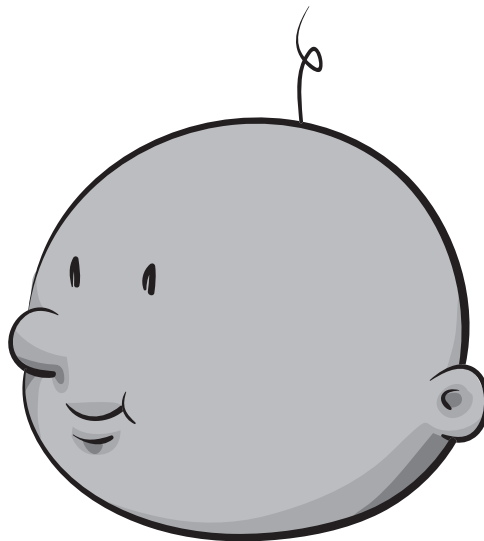
If you know your baby's hunger and diaper needs have been met and you've tried to soothe and cuddle your baby but she is still crying and inconsolable, it's time to take care of yourself so you don't get too frustrated. Take 10–15 minutes to calm yourself.

- Put your baby in a safe place and let her cry for 10–15 minutes

Stay nearby, but calm yourself:

- Put on quiet music to distract yourself
- Take deep breaths
- Remind yourself nothing is wrong with your baby—crying is normal and is her release as well as how she organizes herself
- Tell yourself, "It will get better in a few months"
- Tell yourself "I can cope with this"
- Don't take your frustration out on your baby by shaking her
- Call someone for help if you feel your frustration building
- Remember the crying or fussy period will usually end in 1–2 hours

After 10–15 minutes of relaxing, go back in to your baby and rock and soothe your baby for a while, then put her down and repeat the above. Usually you won't have to do this more than 3 or 4 times before your baby has calmed down.





Incredible Years Babies Program Outline—Session Two

Babies as Intelligent Learners (3–6 months)

I. Welcome

Greet each parent.

II. Review Ground Rules

III. Buzz Home Activities

Share typical day handout.

Pair up parents to share with each other about current experiences with their baby, including developmental milestones from “Things I Can Do” handout and Typical Day handout.

IV. Topic of Day: Babies as Intelligent Learners

A. Vignettes: Part 2: 1-11

B. Buzz about where to place babies so it is easy to talk to them.

C. Buzz–sharing songs and rhymes to sing to babies.

V. Group Practice with Babies

Practice speaking “parent-ese.”

Sing to babies and watch their responses.

Key Concepts

- Understanding “observational learning” or mirroring and how babies learn
- Learning about how to talk “parent-ese” to babies
- Sharing songs to sing to babies
- Understanding the importance of parental communication for babies’ brain development
- Understanding developmental landmarks ages 3–6 months
- Learning ways to keep babies safe

VI. Review Home Activities

Summarize Key Points (Refrigerator Notes).

Pass out home practice forms.

Read aloud and make sure parents understand the home activities.

VII. Parent Evaluation

Collect evaluation forms before parents leave.

VIII. Closing

Summarize or recap the learning.

Thank parents for their participation.

Remind them of any details they need to know for the next session.



LEADER CHECKLIST

Session Two

Topic: *Babies as Intelligent Learners (3–6 months)*

Vignettes: *Part 2: 1–11*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 2:

1 2 3 4 5 6 7 8 9 10 11

(Circle vignettes shown.)

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review group ground rules	_____	_____
3. Review parents' goals	_____	_____
4. Buzz home activities (typical day & milestones)	_____	_____
5. Buzz where they put baby to easily talk to him/her	_____	_____
6. Practice speaking "parent-ese" with babies	_____	_____
7. Buzz & Practice sharing songs and rhymes	_____	_____
8. Explain home activities	_____	_____
9. Assign this week's home activities (self-monitoring checklist)	_____	_____

Handout Pads:

Home Activities of Week: Speaking "Parent-ese"

Xerox:

Social and Emotional Developmental Milestones (1–6 months)

Physical Developmental Milestones (1–6 months)

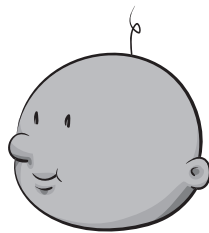
"Things I Can Do" developmental milestones

Refrigerator Notes: Encouraging Babies' Social and Language Development

Refrigerator Notes: Speaking "Parent-ese"

Self-Evaluation

"Gems" of Session—Reminder of things to pursue next session



Home Activities for the Week



To Do:

- Continue your baby journal
- Talk to your baby using “parent-ese” during bath time, playtime, diaper changing and feeding times
- Sing to your baby—try a new song
- Watch for your baby to imitate your actions
- Imitate your baby’s sounds and take turns

Read/Review

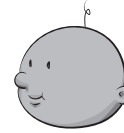


Read refrigerator notes and check off any milestones on the “Things I Can Do” checklist.

Note: The number of words that babies hear each day is an important predictor of later school success.



REFRIGERATOR NOTES
**ENCOURAGING YOUR BABY'S SOCIAL
AND LANGUAGE DEVELOPMENT**



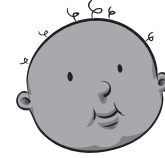
- Bathe your baby in language throughout the day—talk “parent-ese”
- Listen to your baby and imitate, or mirror, your baby’s sounds
- Sing to your baby
- Notice what your baby is interested in and talk about it
- Name the objects and colors of toys your baby plays with
- Put your baby in a central place in the household where he can see the family action and you can talk to him
- Describe what you are doing to your baby—describe your baby’s actions as well as your own actions
- Describe what you see, hear and smell around the house or outside—use simple words
- Make everyday things such as diapering, feeding, and bath time fun rituals and provide lots of talking
- Tell your baby you love her and share your feelings of joy
- Notice when your baby is distressed, unhappy, sad, happy or curious and name and reflect her feelings
- Read to your baby—your baby won’t grasp the plot but reading helps babies develop speech and thought
- Take time to cuddle. Balance stimulation with quiet time. Gentle kisses can help your baby feel safe and loved
- Love and show joy to your baby
- Provide predictable responses

SPEAKING "PARENT-ESE"

- face-to-face contact (12 inches from baby's face)
- high pitched, sing-song voice
- slow cadence
- short phrases
- clear articulation
- repetitive
- exaggerate facial expression (big smiles)
- lengthen vowels (ooooh--sooooo)
- longer pauses between verbalizations (wait for baby's response)
- praise and positive feedback (that's right!)



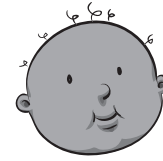
REFRIGERATOR NOTES
SOCIAL AND EMOTIONAL
DEVELOPMENTAL MILESTONES
(1–6 MONTHS)



Remember your baby will develop at his own unique pace. Consider these general developmental milestones.

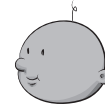
- Stares at faces (1 month)
- Follows objects with eyes (1–2 months)
- Vocalizes oohs, aahs, gurgles (1–2 months)
- Smiles and laughs (2 months)
- Notices hands (2 months)
- Recognizes parents' face (3 months)
- Squeals, gurgles, coos (3–4 months)
- Visually tracks objects (3 months)
- Recognizes parent's voice (3–4 months)
- Baby recognizes own name (5–6 months)
- Coos when you talk to him (4 months)
- Initiates baba (5 months)
- Ready for solid foods (6 months)
- Plays with hands and feet (5 months)
- Baby can recognize happy, sad or angry tones of parent's voice (6 months)
- Baby likes familiar language, songs, rhymes, greetings, games repeated (all months)
- Can recognize a few words besides his name ("all done") (6 months)
- Imitates sounds (6 months)
- Babbling begins (5–6 months)
- Mouths objects (6 months)
- Separation anxiety may begin (5–6 months)

PHYSICAL DEVELOPMENTAL MILESTONES (1–6 MONTHS)



- Lifts head (1 month)
- Stares at faces (1 month)
- Follows objects with eyes (1–2 months)
- Can see black and white objects (1–2 months)
- Holds head up (2–3 months)
- Visually tracks objects (3 months)
- Holds head steady (3 months)
- Baby can roll over tummy to back (4–5 months)
- Can grasp a toy (4–5 months)
- Can bear weight on feet with support from adults (4–5 months)
- Ready for solid foods (6 months)
- Distinguishes bold colors (5 months)
- Rolls in both directions (5–6 months)
- Baby begins to sit briefly without support (5–6 months)
- Can recognize a few words besides his name (e.g., all done) (6 months)
- Eye hand coordination improves
- Baby pulls objects closer and starts bringing hands together and transferring objects
- Mouths objects (6 months)
- Vision fully developed by 6 months
- Passes objects hand to hand (6–7 months)

HANDOUT		
THINGS I CAN DO (0-6 months)		
Activity	Date	Observations/Comments
I can sit briefly		
I do gurgles, oohs and ahs and squeaks		
I smile and laugh		
I found my hands		
I can track objects with my eyes		
I can hold my head steady		
I can recognize my parent's voice		
I know my name		
I can say baba		
I had my first solid food		
I found my feet		
I react when you are happy		
I love to be sung to		
I am imitating sounds		
I know when it is not you taking care of me		
I love to explore with my mouth		
I love to be read to		
I have a favorite toy		





Incredible Years Babies Program Outline—Session Three

Providing Physical, Tactile and Visual Stimulation

I. Welcome

Greet each parent.

II. Review Ground Rules

III. Buzz Home Activities

Pair up parents to share with each other “Things I can do” handout.

IV. Ask about home activities

Ask about experiences speaking “parent-ese” and singing to baby.

V. Topic of Day: Providing Physical, Tactile and Visual Stimulation

A. Vignettes: Part 3: 1—8

B. Buzz—physical exercises.

VI. Group Practice with Babies

Practice doing baby exercises and massage.

Practice playing peek-a-boo and sitting baby to explore.

Key Concepts

- Understanding the importance of physical and tactile stimulation for babies’ brain development including baby massage
- Learning baby games
- Understanding how to involve siblings in baby play times
- Modulating the amount of stimulation babies receive
- Providing opportunities for babies to explore safely
- Learning to keep babies safe during bath times and other activities

VII. Review Home Activities

Summarize Key Points (Refrigerator Notes).

Explain buddy calls and do quick Buzz to share good times to call.

VIII. Parent Evaluation

Remind parents of the importance of parent feedback for the group leader and the entire program.

Collect evaluation forms before parents leave.

IX. Closing

Summarize or recap the learning. Remind parents of baby alerts (see handout).

Thank parents for doing home activities.

Remind them of any details they need to know for the next session.



LEADER CHECKLIST

Session Three

Topic: *Providing Physical, Tactile, and Visual Stimulation*

Vignettes: *Part 3: 1–8*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 3:

1 2 3 4 5 6 7 8

(Circle vignettes shown.)

DID I

YES

NO

- | | | |
|---|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review group ground rules | _____ | _____ |
| 3. Review home activities (Speaking “parent-ese”) | _____ | _____ |
| 4. Buzz to share developmental changes (“Things I can Do”) | _____ | _____ |
| 5. Practice baby exercises and/or massage | _____ | _____ |
| 6. Practice play peek-a-boo games & sitting baby to explore | _____ | _____ |
| 7. Buzz ways to keep baby safe during bathtime | _____ | _____ |
| 8. Explain home activities | _____ | _____ |
| 9. Assign and explain buddy calls | _____ | _____ |
| 10. Assign this week’s home activities | _____ | _____ |

Handout Pads:

Home Activities for Week: Physical, Tactile and Visual Stimulation (handout 3A)

Xerox:

Calling Your Buddy

Baby Alert

Refrigerator Notes: Providing Physical, Tactile and Visual Stimulation to Encourage Baby’s Brain Development

Refrigerator Notes: Keeping Your Baby Safe During Baths

Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session



Incredible Years Babies Program Outline—Session Four

Providing Physical, Tactile and Visual Stimulation

I. Welcome

Greet each parent.

II. Review Ground Rules

III. Buzz Home Activities (optional)

Pair up parents to share with each other “Things I can do” handout.

IV. Ask about home activities

Ask about experiences with physical exercises and baby massage.

V. Topic of Day: Providing Physical, Tactile and Visual Stimulation

A. Vignettes: Part 3: 9—16

B. Buzz—visual stimulation ideas.

VI. Group Practice with Babies

Practice playing peek-a-boo, sitting baby to explore and reading to babies.

Key Concepts

- Understanding the importance of physical and tactile stimulation for babies’ brain development including baby massage
- Learning how to provide babies with visual and auditory stimulation
- Learning baby games
- Modulating the amount of stimulation babies receive
- Understanding the importance of reading to babies
- Providing opportunities for babies to explore safely

VII. Review Home Activities

Summarize Key Points (Refrigerator Notes).

Explain buddy calls and do quick Buzz to share good times to call.

VIII. Parent Evaluation

Remind parents of the importance of parent feedback for the group leader and the entire program.

Collect evaluation forms before parents leave.

IX. Closing

Summarize or recap the learning. Remind parents of baby alerts (see handout).

Thank parents for doing home activities.

Remind them of any details they need to know for the next session.

LEADER CHECKLIST

Session Four

Topic: *Providing Physical, Tactile, and Visual Stimulation*

Vignettes: *Part 3: 9-16*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 3:

9 10 11 12 13 14 15 16

(Circle vignettes shown.)

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review group ground rules	_____	_____
3. Review home activities (exercise and massage)	_____	_____
4. Buzz to share developmental changes (“Things I can Do”)	_____	_____
5. Buzz to share your favorite baby toy or visual stimulation	_____	_____
6. Practice reading to babies	_____	_____
7. Explain home activities	_____	_____
8. Assign and explain buddy calls	_____	_____
9. Assign this week’s home activities	_____	_____

Handout Pads:

Home Activities for Week: Physical, Tactile and Visual Stimulation (handout 3B)

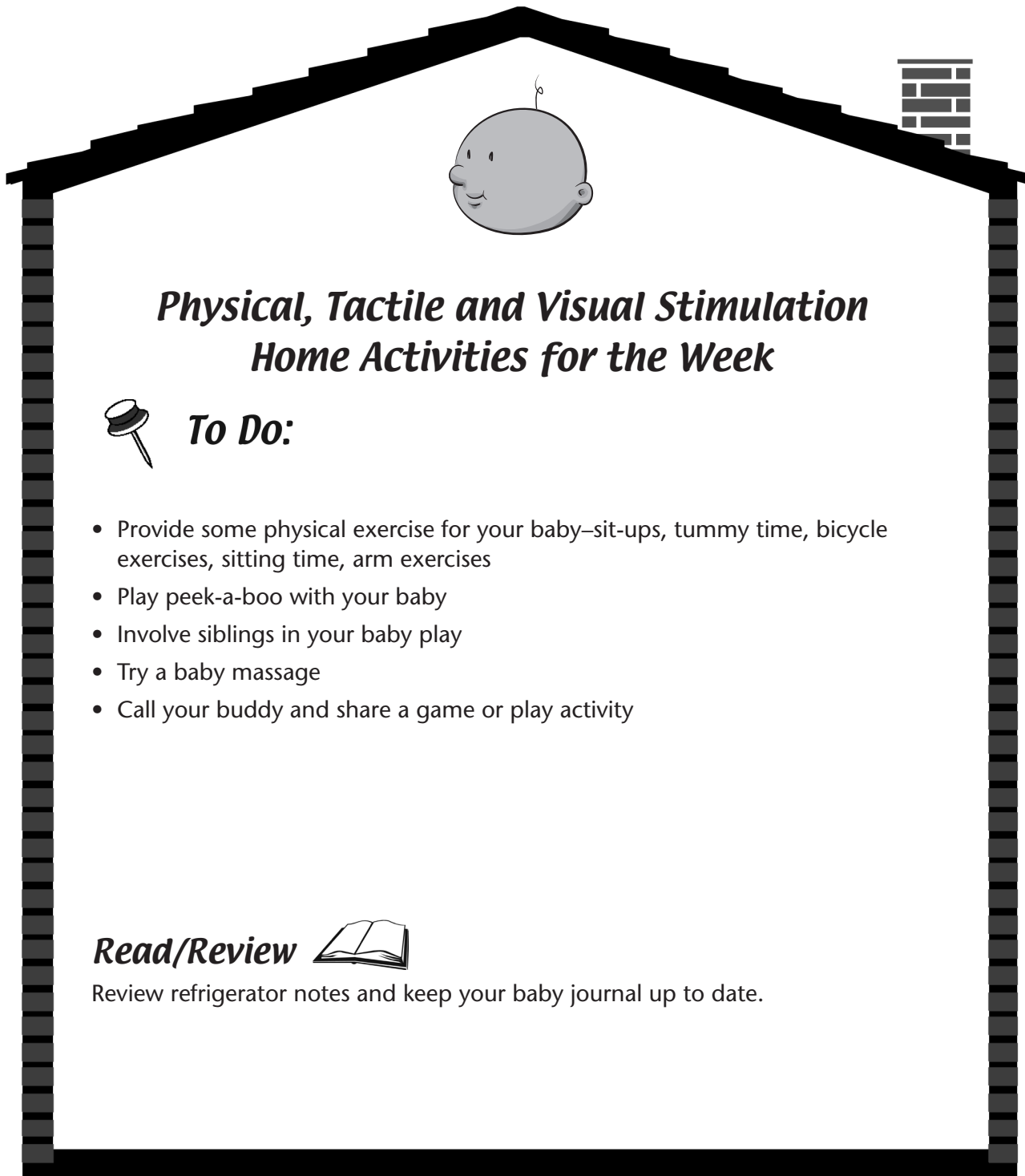
Xerox:

Calling Your Buddy


Refrigerator Notes: Reading With Your Baby

Self-Evaluation


“Gems” of Session—Reminder of things to pursue next session



***Physical, Tactile and Visual Stimulation
Home Activities for the Week***

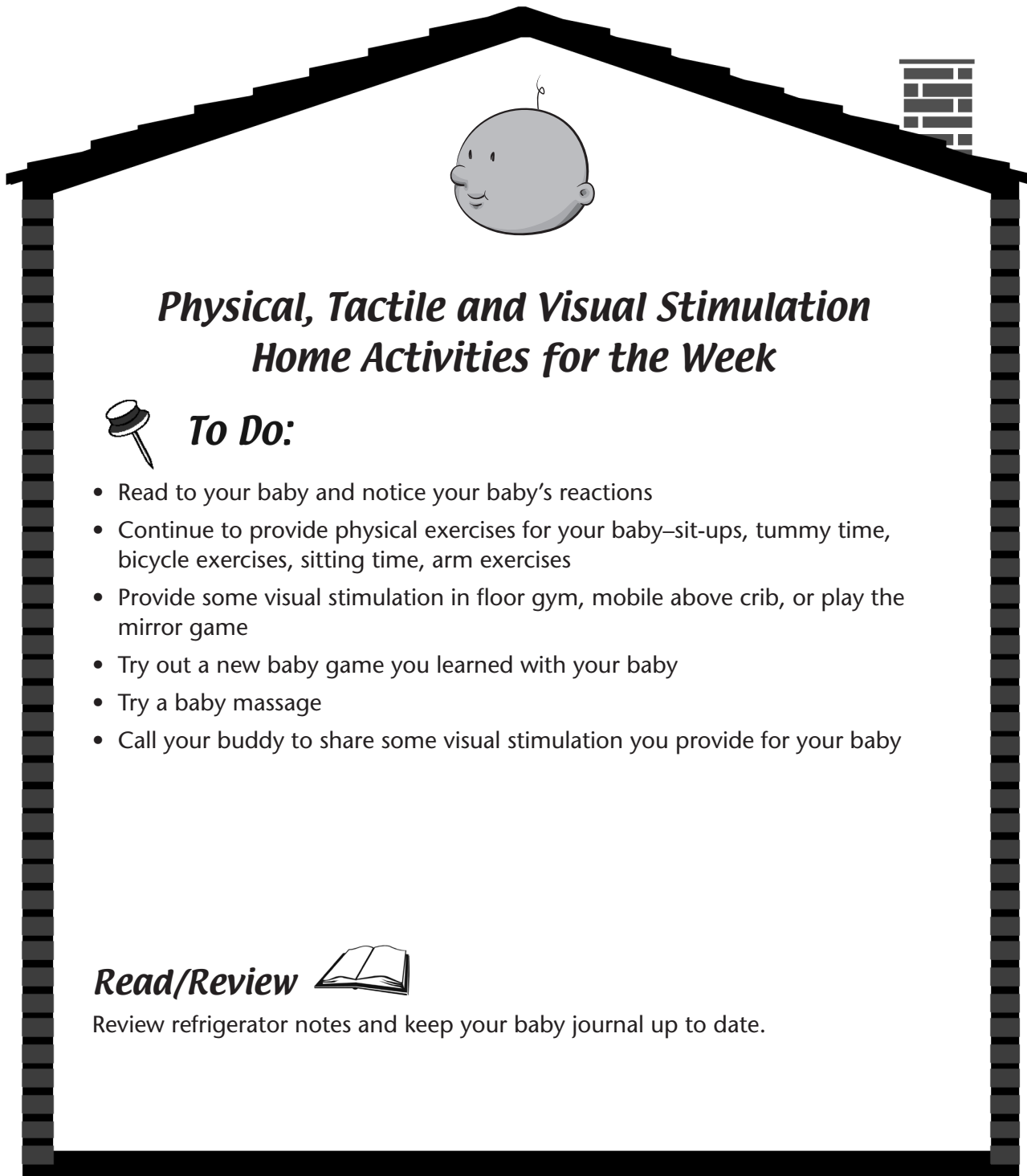
 ***To Do:***

- Provide some physical exercise for your baby—sit-ups, tummy time, bicycle exercises, sitting time, arm exercises
- Play peek-a-boo with your baby
- Involve siblings in your baby play
- Try a baby massage
- Call your buddy and share a game or play activity

Read/Review 

Review refrigerator notes and keep your baby journal up to date.

Handout 3A



***Physical, Tactile and Visual Stimulation
Home Activities for the Week***



To Do:

- Read to your baby and notice your baby's reactions
- Continue to provide physical exercises for your baby—sit-ups, tummy time, bicycle exercises, sitting time, arm exercises
- Provide some visual stimulation in floor gym, mobile above crib, or play the mirror game
- Try out a new baby game you learned with your baby
- Try a baby massage
- Call your buddy to share some visual stimulation you provide for your baby

Read/Review



Review refrigerator notes and keep your baby journal up to date.



REFRIGERATOR NOTES

Providing Physical, Visual And Tactile Stimulation To Encourage Your Baby's Brain Development

- Bathe your baby in language throughout the day—speak “parent-ese”
- Provide visual and tactile stimulation such as rattles, mobiles, toys with textures, colors and sounds
- Provide physical exercise such as tummy time, cycling, stretches, massages, pull ups, walking motions
- Give your baby a baby massage
- Provide your baby with consistent comfort when upset
- Play games such as peek-a-boo with your baby often
- Sing to your baby
- Modulate the amount of stimulation your baby receives
- Pick your baby up and hold him high
- Look at books together and talk about the pictures
- Let your baby look in the mirror
- Tell your baby you love him and share feelings of joy
- At four months start to gradually structure your baby's day with regular routines for eating, diaper and bedtimes
- Tell your baby how special he is
- Touch your baby in loving ways
- Give your baby opportunities to explore (floor gym)
- Involve other family members in games and physical exercises
- Tell your baby's caregivers what exercises your baby likes to do and what his interests are

REFRIGERATOR NOTES

Reading with Your Baby

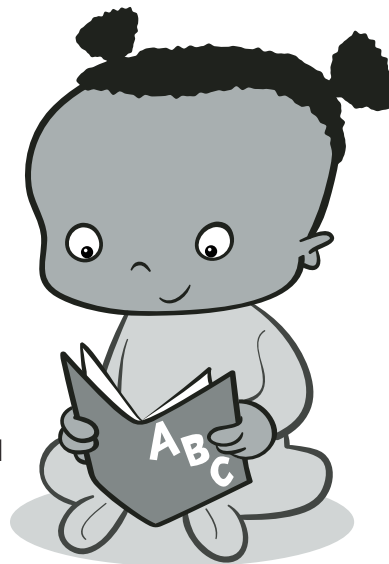
- Read at a quiet time when you are relaxed and comfortable—with TV and music turned off (this prevents over stimulation)
- Hold and cuddle your baby when reading
- Read for a few minutes each day when your baby is alert and has been fed
- If you have other children, read to them while you are holding or nursing your baby
- Point to pictures in the book and talk about them, or make up your own story
- Use “parent-ese” when reading—face to face, sing-songy, higher pitched, slower voice

- For 2–6 month old babies read books with rhymes and songs, or bold pictures, or black and white picture books. Use cloth books that your baby can touch and taste.

- For 6–9 month old babies read books that stimulate senses such as “touch and feel” books, board books, cloth books, teething books, books about daily routines such as bathing, eating, sleeping, and books that label objects and parts of the body.

- For 9–12 month old babies, read books that encourage children to chime in and repeat words; books that label objects and parts of the body; books that illustrate action words such as walking, running; and books with flaps or noises. This is a good time to incorporate books into your child’s naptime and bedtime routines.

- Don’t worry if your baby seems uninterested at first. Keep trying each day for a few minutes using a range of different books until your baby seems more interested.



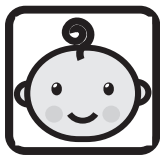


REFRIGERATOR NOTES

Baby Alert: Keeping Your Baby Safe During Baths

- Never leave your baby unsupervised, even for a minute
- Children can drown in a very small amount of water
- Gather all your supplies (soap, washcloth, diaper, towel etc.) ahead of time
- Make sure the bathroom is warm
- Take the phone off the hook and don't answer the door when your baby is being bathed
- Until your baby can sit up unsupported, use a special baby bath
- When your baby can sit up alone, use a rubber non-slip mat if you switch to the regular bath tub
- Use a cushioned spout cover so your baby won't bump his head
- Don't put your baby in the tub when the water from tap is still going
- Be sure the bath water is warm but not too hot; babies generally prefer a much cooler tub than you do
- Fill the tub with only 2–3 inches of water for babies
- Use soap and shampoos sparingly and if you play in the bath use the soap at the end
- Make bath time fun

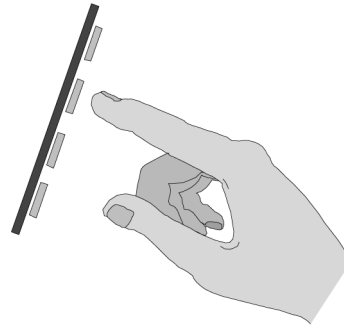




BABY ALERTS

- If you have a floor gym and your baby is on the floor, be sure there are no other toddlers or animals that can reach your baby. If this is the case, don't leave your baby unsupervised.
- Using a walker of the kind that suspends your baby over the floor so that he can move his feet and cruise around is not recommended because they allow your baby to be more mobile than he is developmentally ready for. Children who have good trunk support will probably enjoy a stationary "exerciser" which will be much safer.
- If you have a bouncy chair, do not put it on a table or up high because your baby might bounce it off the table.

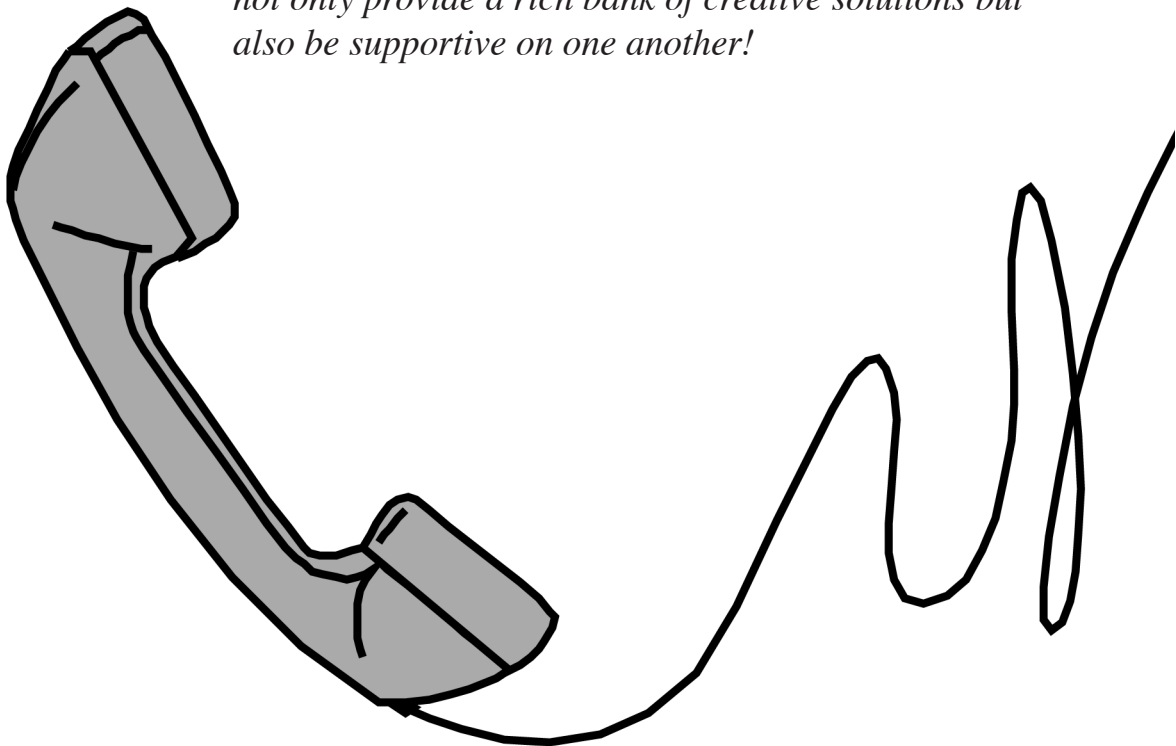
Calling Your Buddy



From now until the final week of the Parenting Program you will be asked to call a person from your group. The purpose of these calls is to share ideas and “hot tips” about how the home activities are going.

These calls need last no more than five minutes and can be scheduled at your own and your buddy’s convenience. Or, you may prefer e-mail to do your buddy calls.

Parents sharing with each other can not only provide a rich bank of creative solutions but also be supportive on one another!





***Incredible Years Babies Program
Outline—Session Five
Parents Learning to Read Babies' Minds***

I. Welcome

II. Review Ground Rules (if needed)

III. Report on Home Activities

Buzz with buddies about home experiences with visual stimulation and reading to babies.

IV. Topic of Day: Parents Learning to Read Babies' Minds

- A. Vignettes: Part 4: 1–7
- B. Buzz: Pair up with another parent and share ways to help babies calm down and self-soothe when fussing or crying.
- C. Buzz with buddies ways parents can stay calm when baby is fussy or crying.
- D. Buzz with buddies routines for putting baby to bed at night.

V. Topic of Day: Parents Learning to Read Babies' Minds

Practice cuddling or soothing babies.

Key Concepts

- Learning how to read babies' developmental cues and needs
- Understanding how to respond to babies' crying and fussy periods
- Understanding the importance of taking care of oneself with adequate rest and support
- Knowing how to get support
- Keeping your home baby-proofed and safe
- Understanding how babies can be overstimulated
- Learning strategies to help babies' calm down
- Setting up predictable routines for bedtime
- Knowing how to help baby feel secure and loved

VI. Review Home Activities

Summarize Key Points (Refrigerator Notes) and explain home activities.

VII. Parent Evaluation

VIII. Closing



LEADER CHECKLIST

Session Five

Topic: *Parents Learning To Read Babies' Minds*

Vignettes: *Part 4: 1–7*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 4

1 2 3 4 5 6 7

(Circle vignettes shown.)

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences	_____	_____
3. Ask about buddy calls	_____	_____
4. Review the concepts from last week's session (briefly)	_____	_____
5. Buzz: strategies to help babies to calm down and self-soothe	_____	_____
6. Buzz: strategies for parents to use to stay calm when baby won't calm down	_____	_____
7. Buzz to share routines parents use to put their babies to bed at night	_____	_____
8. Practice soothing babies	_____	_____
9. Review this week's home assignment (increase praise)	_____	_____

Handout Pads:

Home Activities for the Week – Parents Read Babies Minds

Xerox:

Typical Day handout

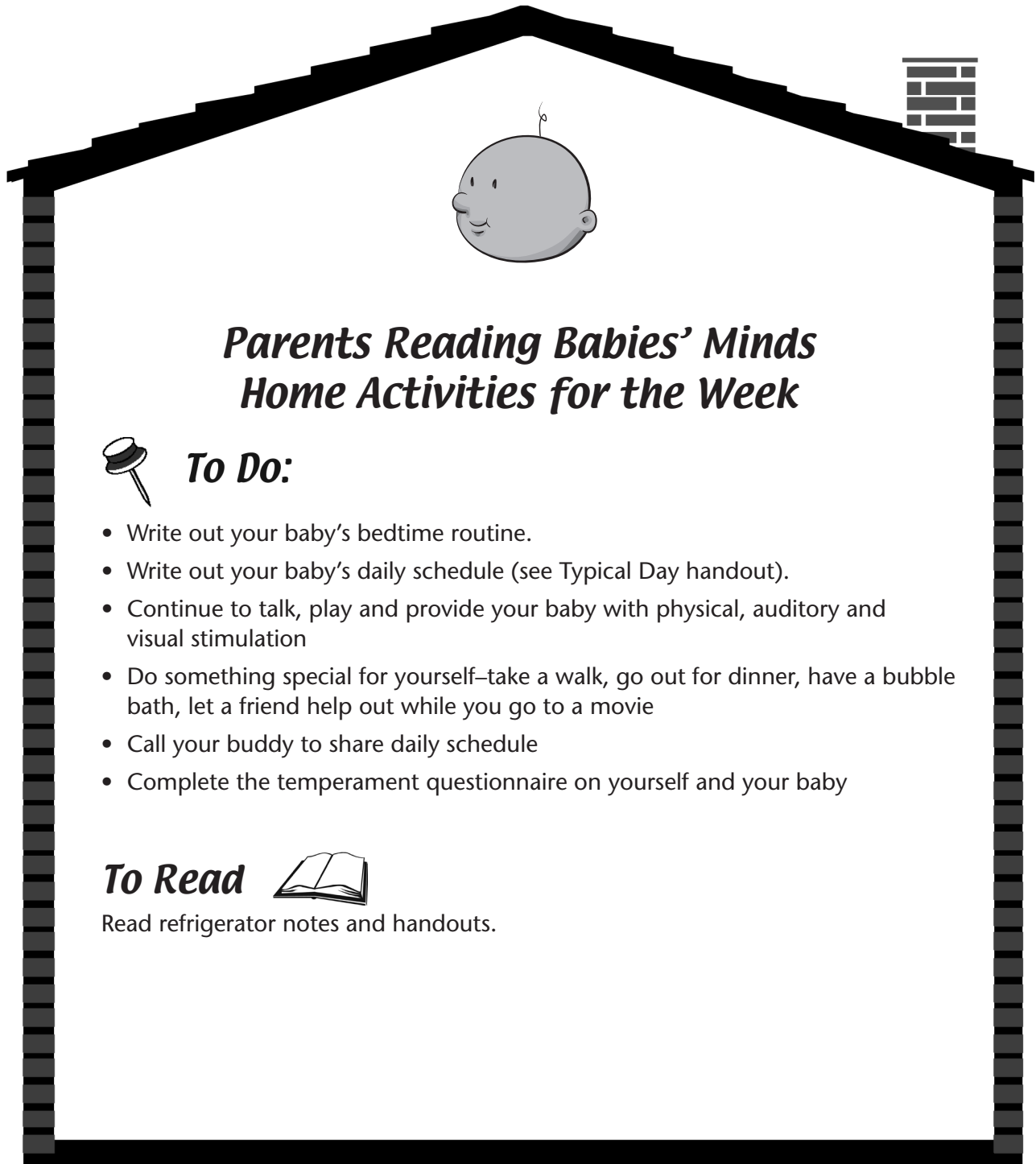
Bedtime Routine handout

Refrigerator Notes About Tips to Healthy Sleeping Habits

Refrigerator Notes About Helping Babies Feel Loved, Safe, and Secure

Self-Evaluation

"Gems" of Session—Reminder of things to pursue next session



***Parents Reading Babies' Minds
Home Activities for the Week***



To Do:

- Write out your baby's bedtime routine.
- Write out your baby's daily schedule (see Typical Day handout).
- Continue to talk, play and provide your baby with physical, auditory and visual stimulation
- Do something special for yourself—take a walk, go out for dinner, have a bubble bath, let a friend help out while you go to a movie
- Call your buddy to share daily schedule
- Complete the temperament questionnaire on yourself and your baby

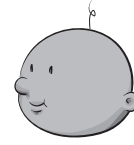
To Read



Read refrigerator notes and handouts.

REFRIGERATOR NOTES

Tips to Establishing Your Baby's Healthy Sleep Habits



- Set bedtime and regular nap times to regulate sleep patterns (start at 4–5 months).
- Choose a bedtime that fits your family schedule and stick to it as much as possible.
- Establish a bedtime routine such as:
 bath, diaper, pajamas, story, song and kiss good night.
- Do the bedtime routine in the same order each night.
- Encourage your baby to fall asleep independently without a bottle, or rocking, or sleeping with your baby.
- Remember babies often need to cry for a few minutes after being put in their crib.
- If your baby wakes up in the middle of the night give her a chance to go back to sleep on her own.
- By 4–6 months, most babies do not need to be fed in the middle of the night for nutritional purposes. Many have learned to use nursing or a bottle for comfort at these times. These feedings can be gradually shortened and then stopped.

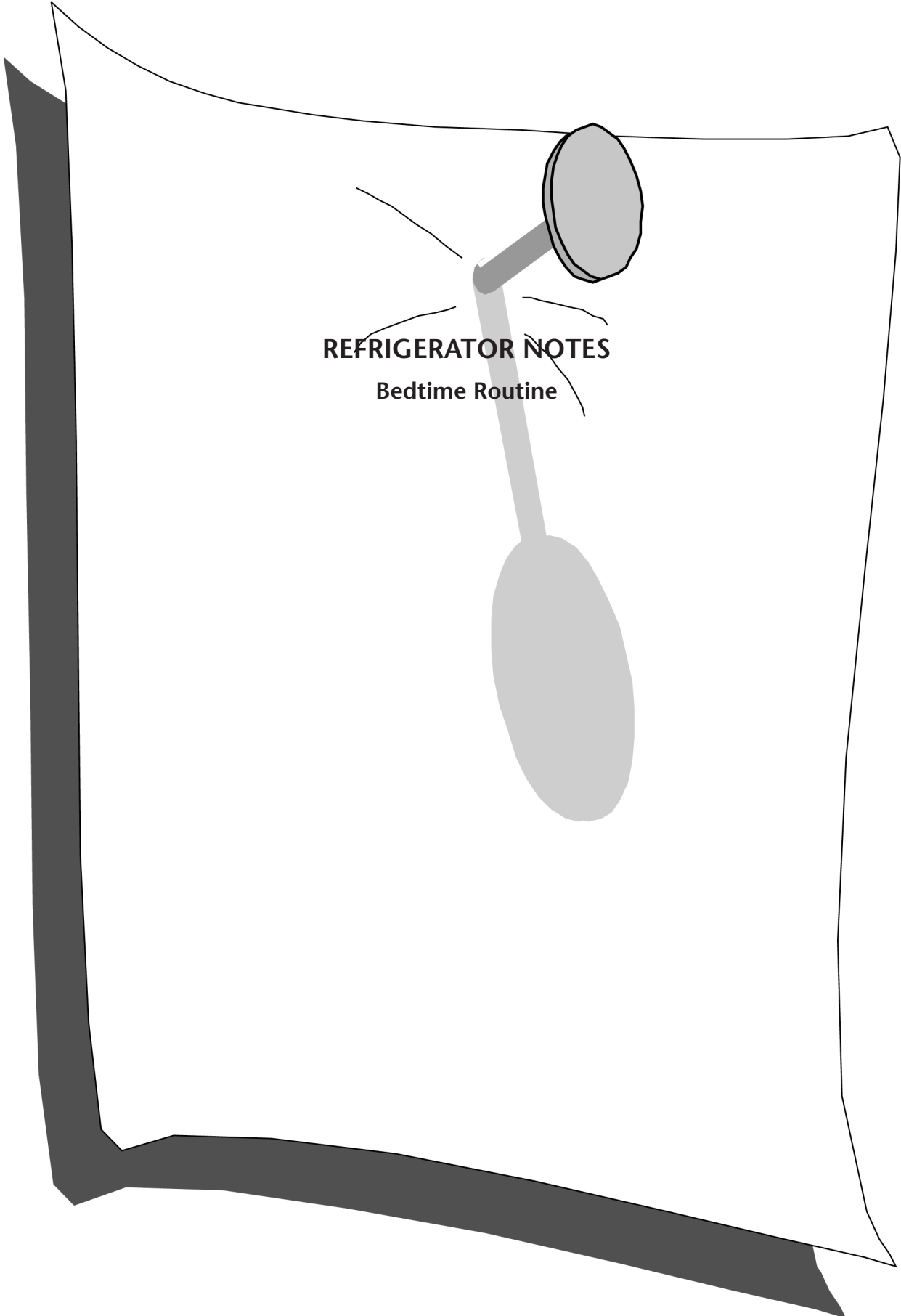
Remember babies cycle between deep and light sleep every 3–4 hours. When they are in light sleep they can cry out and thrash about. The task is not to let your baby cry it out for long periods but to develop a supportive ritual and not jump at the first whimper so that your baby has a chance to self-regulate and go back to sleep on her own.

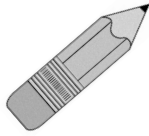


REFRIGERATOR NOTES

Helping My Baby Feel Loved, Safe and Secure

- Cuddle, rock, kiss, and hug my baby often
- Speak “parent-ese” to my baby
- Try to make sense of my baby’s nonverbal cues and cries by checking out diaper, feeding, or cuddling needs
- Try to see my baby’s point of view and talk to my baby about it
- Provide consistent comfort when my baby is upset
- Say my baby’s name often
- Make everyday things such as diapering, feeding, bath time fun and loving rituals to give a familiar feeling
- Tell my baby I love him and share feelings of joy
- Notice when my baby is distressed, unhappy, sad, or happy and name and reflect his feeling
- Structure my baby’s day with predictable routines and responses
- Modulate the amount of stimulation my baby receives
- Touch my baby in loving ways
- Try to be consistent and limit the number of activity changes each day
- Stay calm with my baby when my baby is upset
- Read my baby’s mind and respond with adjustments





HANDOUT

A TYPICAL DAY WITH _____

SLEEP TIMES



FEEDING TIMES



PLAY & ALERT TIMES



FUSSY TIMES



BOWEL MOVEMENTS





Your Child's Temperament

Temperament is a behavioral style that refers to the natural way a person reacts or behaves in response to their environment. In the late 1950s, researchers Thomas, Chess, Birch, Hertzog and Korn identified nine traits or characteristics that are present at birth and are felt to influence development in important ways throughout life. While environment can modify these physical traits to some extent, the basic traits of a person are felt to be inborn and stable and do not result from the way a child is parented.

Here are nine traits proposed by Thomas *et al.* that describe a baby or child's reactivity to his or her environment. Think about where your child is on each of these traits. Each trait is a continuum so your child may be very much like one of the traits, but he or she may also be in the middle:

My Child's Temperament

My child's activity level:

This is the amount s/he moves or wiggles or is on the go versus how much s/he relaxes or sits still or prefers quiet activities.

Very Active Quiet and Relaxed
1 2 3 4 5

The regularity of my child's bodily functions:

This is the predictability of his or her sleep times, appetite, and bowel movements.

Mostly Regular/Predictable Mostly Irregular/Unpredictable
1 2 3 4 5

My child's adaptability:

This is how s/he adapts to changes in routine, new food, new people, or new places.

Adapts Quickly Slow to Adapt
1 2 3 4 5

My child's approach:

This is how eager s/he is to try something new versus how fearful or shy s/he is when presented with a new situation or person.

Eager Initial Approach Initial Withdrawal or Reluctance
1 2 3 4 5

My child's physical sensitivity:

This is how sensitive s/he is to noise, tastes, textures, bright lights, touch or temperature.

Not Sensitive Very sensitive
1 2 3 4 5

My child's intensity:

This is how intensely he or she reacts emotionally to things, even minor events.

High Emotional Intensity Mild Calm Reaction
1 2 3 4 5

My child's distractibility:

This is the degree to which s/he is distracted by sounds, sights, or things in the environment versus how much s/he can shut out external stimuli and pay attention.

Very Distractible

Not Distractible

1 2 3 4 5

My child's mood:

This is the degree to which s/he is happy or positive versus negative.

Positive Mood

Negative Mood

1 2 3 4 5

My child's persistence:

This is the degree to which s/he can persist or sustain his or her attention versus how easily s/he gives up in the face of obstacles.

Long Attention Span

Short Attention Span

1 2 3 4 5

Easy and Flexible Temperament Child

If your child is mostly regular, adaptable, positive, calm and has a moderate activity level you have an easy temperament child; about 40% of children fall into this category.

Slow to Warm Up and Cautious Child

If your child is slow to adapt, initially withdraws and has moderate activity and intensity, your child will have a slow to warm up temperament; about 15% of children fall into this category.

Challenging Temperament Child

If your child has a high activity level, is unpredictable, poor adaptability, and is intense and negative you have a more challenging temperament child; about 10% of children fall into this category.

About 35% of children are a combination of these patterns.



Parenting Approaches: A Temperament Focus

Since parents can't change their child's temperamental style, parenting approaches must be accepting and responsive to the unique temperament or cues of each child. It is important for parents to try to get a reasonable "fit" between their child's temperament and their parenting style. This can be done by parents observing and learning about their children's behavioral style and then altering or adapting their parenting expectations, encouragement and discipline to suit their child's unique needs.

Remember, it is important not to label your child as easy, shy or difficult. These labels can damage your child's self-esteem and perhaps set up a self-fulfilling prophecy that prevents your child from expanding his or her behavioral repertoire. On the other hand, knowing what kind of temperament your child has may make the difference between a happy or a troubled child and between an accepting or a frustrated parent. Understanding your child's temperament can improve your relationship with your child because you will learn how to bring out the best in your child. It is within your power as a parent to help your child cope with his temperament, to build his self-esteem and eventually come to understand himself better.

For example, parenting the easy or flexible temperament child will demand less parental time or attention because the child will adapt easily to changes in routines, and may not express his or her individual wants. Because of this easy style, parents will need to make special efforts to find out about their child's frustrations and hurts and interests and assess what he or she is thinking and feeling. Otherwise, such a child may become invisible in the family, insecure and not be helped to develop her uniqueness.

On the other hand, the inflexible, hyperactive, inattentive, unpredictable, or easily frustrated child may seem to have an insatiable need for attention. Children with these challenging temperaments often leave their parents exhausted because of the amount of monitoring and attention that they require. These children will need predictable household routines, help in preparing for transitions, and outlets for their high level of energy. Parents can work to recognize cues and triggers for their child's intense emotions and be proactive by using humor to diffuse intensity, prompting a self-calming activity, or changing to a soothing activity such as a story or warm bath. Parents of intense children will strive to be tolerant, patient, and model appropriate responses. If the child is negative, they will need try to encourage positive responses. If the child is very distractible, parents should try to keep instructions clear and tasks simple. It is important to remove competing distractions when possible, provide frequent breaks, and redirect the child without shame or anger. These

children will need frequent praise and encouragement for completing small steps of a task. Likewise, parents of such energetic children will need to get support for themselves so they can rest and refuel their energy.



On the other hand, the cautious, slow to warm up child, will be relatively inactive and may withdraw or react negatively to new situations. These children will also need clear routines as well as encouragement to try new activities and ample warm up time to meet new people or enter new situations such as day care or preschool. These children will need discussions to prepare them for change in routines and warnings a few minutes before transitions to new activities. They will need time to close one activity before going to the next. It is also helpful to keep the number of transitions to a minimum. They may need additional time to finish tasks. Avoid criticism for their slow pace or resistance.



Parent's Temperament Fit with their Child's Temperament

Parents also have their own temperament and need to understand how their own temperament style meshes with their child's temperament. Sometimes parent-child temperaments are very similar; other times they are very different. Both similar and different parent-child temperaments may result in clashes.

Do the questionnaire you did earlier for your child now for yourself. See what you find out about your temperament fit with your child.

My Temperament

My activity level:

This is the amount I move versus how much I relax. I am:

Very Active			Quiet and Relaxed	
1	2	3	4	5

The regularity of my bodily functions:

This is the predictability of my sleep times, eating, and bowel movements. I am:

Mostly Regular/Predictable		Mostly Irregular/Unpredictable		
1	2	3	4	5

My adaptability:

This is how I adapt to changes in routine, new food, new people, or new places. I usually:

Adapts Quickly			Slow to Adapt	
1	2	3	4	5

My approach:

This is how eager I am to try something new versus how fearful or shy I am. Usually I am:

Eager Initial Approach		Initial Withdrawal or Reluctance		
1	2	3	4	5

My physical sensitivity:

This is my sensitivity to noise, textures, bright lights, temperature is:

Not Sensitive			Very sensitive	
1	2	3	4	5

My intensity:

This is the intensity of my reactions or emotions:

High Emotional Intensity			Mild Calm Reaction	
1	2	3	4	5

My distractibility:

This is the degree to which I am distracted and notice everything around me versus how much I can shut out external stimuli. Usually I am:

Very Distractible					Not Distractible
1	2	3	4	5	

My mood:

This is the degree to which I am happy or positive versus negative. Usually I have a:

Positive Mood					Negative Mood
1	2	3	4	5	

My persistence:

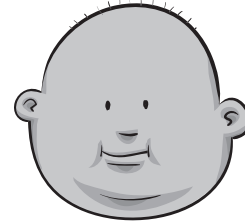
This is degree to which I can persist or sustain my attention versus how easily I give up. Usually I have a:

Long Attention Span					Short Attention Span
1	2	3	4	5	

Refrigerator Notes

Goodness of Fit—Managing Your Child’s Temperament

Even if parents have different temperaments than their children, they can still strive for a good fit with their child. A good fit is when parent’s demands and expectations are compatible with their child’s temperament, abilities and characteristics. The goal is always to manage rather than to squelch or change temperament.



Here are some tips for achieving a good fit and managing your child’s temperament.

- Realize that your child’s temperament style is not your “fault” because temperament is something biological and innate, not something that is learned from parents. Your child is probably not purposely trying to be difficult or irritating. Don’t blame him or yourself.
- Respect your child’s temperament without comparing to other siblings or trying to change his or her basic temperament.
- Consider your own basic temperament and behavior and tailor your parenting responses when they clash with your child’s responses to encourage a better fit.
- Remember what you model for your children is what they learn from you.
- Try to consider and anticipate your child’s adaptability, activity level, sensitivity, biological rhythms and ability to sustain attention when planning activities that are most suitable for your child.
- Try to focus on the issues of the moment. Do not project into the future.
- Review your expectations for your child, your preferences and your values. Are they realistic and appropriate?
- Anticipate high risk situations and try to avoid or minimize them.
- Enjoy the interactions and the differences in each of your children.
- Avoid labeling your child as bad or difficult as this may lead to negative self-image and further compound his difficulties.
- Try to distinguish between a tantrum that is temperamentally induced (reaction to disappointment) versus one that is manipulative (designed to get parent to give in).
- Help your child develop a positive self-esteem – that is, to have a fair sense of his strengths and weaknesses.
- Find a way to get relief for yourself and your child by scheduling some time apart.

Remember above all temperament qualities can be shaped to work to a child’s advantage if they are sensibly managed.



Incredible Years Babies Program

Outline—Session Six

Gaining Support

I. Welcome

II. Ground Rules

III. Report on Home Activities

Ask about baby's bedtime routine and daily schedule.

IV. Topic of Day: Gaining Support

- A. Buzz with buddies list of babies likes and dislikes and how baby likes to be comforted and how this can be shared with babysitters or day care providers or family members.
- B. Vignettes: Part 5: 1–5
- C. Buzz and talk about who parents share their worries and joys with.
- D. Buzz ways to get support and/or feel supported.
- E. Buzz to share baby-proof checklist.

Key Concepts

- Understanding the importance of involving other family members and friends in your baby's life
- Learning how to get support from others
- Keeping family members in touch with your baby's development
- Understanding the Importance of reinforcing and taking care of yourself
- Knowing how to inform other infant care providers or baby sitters of baby's needs and interests
- Knowing how to baby-proof house and complete checklist
- Learning developmental infant landmarks (7–12 months)

V. Group Practice with Babies

Place toys out of reach of baby and see if they can reach for them.

Trade babies—see how someone else's baby is different, notice baby's emotions and responses, and talk about how it feels when you switch back babies.

VI. Review Home Activities

In addition to explaining the handouts, encourage parents to praise themselves and others by providing an opportunity for them to do it in class ; or each member could offer praise to another group member; or leader could model praising group and/or self.

Talk about buddy call assignments.

VII. Parent Evaluation

VIII. Closing



LEADER CHECKLIST

Session Six

Topic: *Gaining Support*

Vignettes: *Part 5: 1–5*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 5

1 2 3 4 5 Summary Narration

(Circle vignettes shown.)

DID I

YES

NO

- | | | |
|---|-------|-------|
| 1. Write the agenda on the board | _____ | _____ |
| 2. Review parents' home activities; elicit reactions and experiences | _____ | _____ |
| 3. Ask about buddy calls | _____ | _____ |
| 4. Review the concepts from last week's session (briefly) | _____ | _____ |
| 5. Do "Buzz" about babies likes and dislikes | _____ | _____ |
| 6. Do "Buzz" about who to share worries and joys with and how to involve family members in baby's development | _____ | _____ |
| 7. Buzz ways to get support | _____ | _____ |
| 8. Trade babies and compare | _____ | _____ |
| 9. Do "Buzz" to review baby-proof checklist | _____ | _____ |
| 10. Review this week's home assignment | _____ | _____ |

Handout Pads:

Home Activities for the Week–Gaining Support

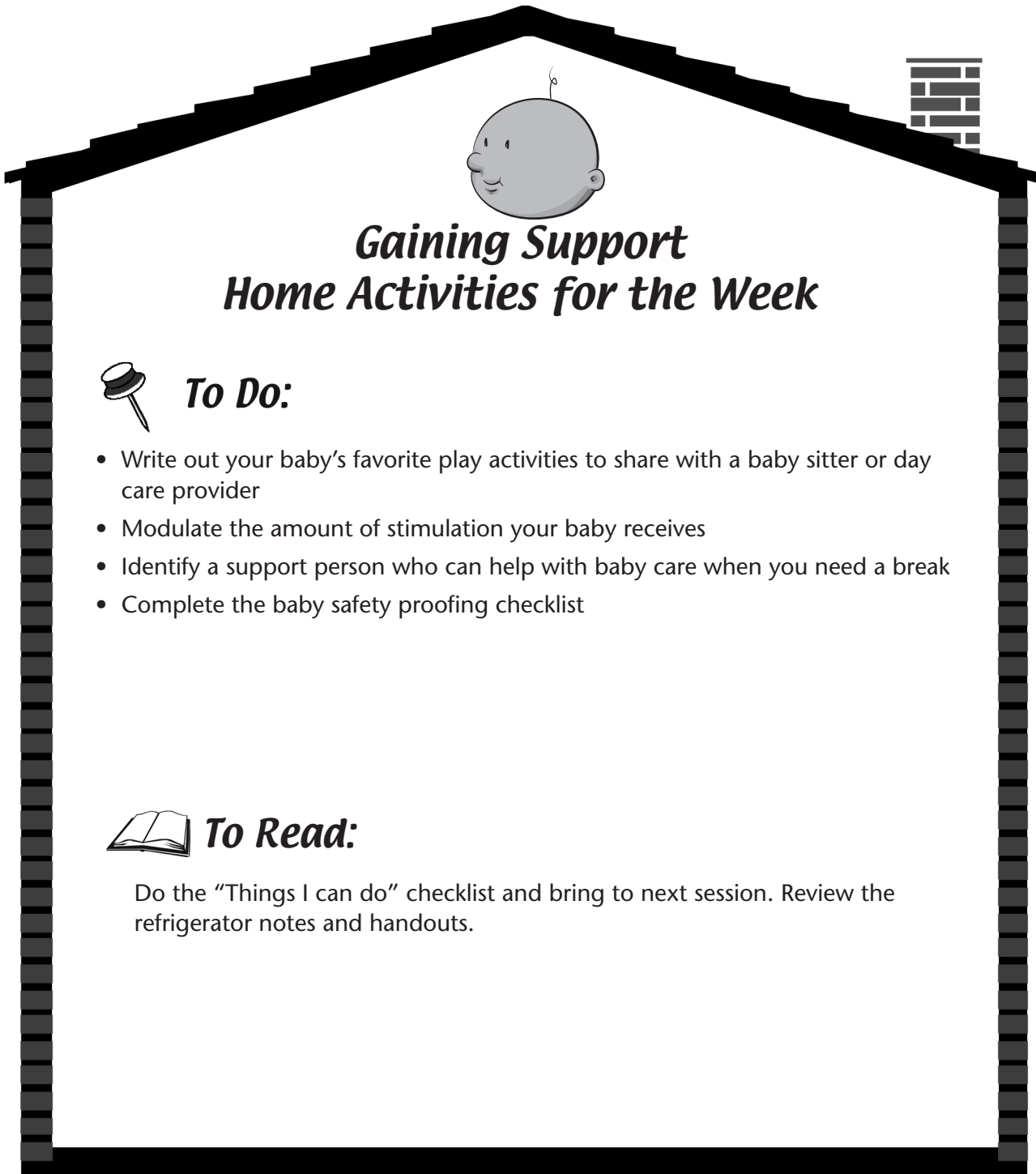
Xerox:

Baby-proofing Safety Checklist


"Things I can Do" checklist

Self-Evaluation


"Gems" of Session–Reminder of things to pursue next session



**Gaining Support
Home Activities for the Week**

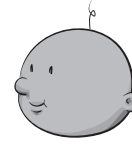
 **To Do:**

- Write out your baby's favorite play activities to share with a baby sitter or day care provider
- Modulate the amount of stimulation your baby receives
- Identify a support person who can help with baby care when you need a break
- Complete the baby safety proofing checklist

 **To Read:**

Do the "Things I can do" checklist and bring to next session. Review the refrigerator notes and handouts.

BABY-PROOFING SAFETY CHECKLIST

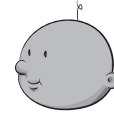


Get down on all fours to search your house for potential hazards

- I have checked to see that small objects (coins, safety pins, marbles, grapes, peanuts, popcorn, keys etc.) and plastic bags are not around for my baby to find. Objects that can fit through a toilet paper tube are choking hazards.
- All poisonous substances including cleaning products, shampoos etc. are in latched or locked cupboards
- Poisonous houseplants have been removed, or are up high
- I wash rattles and baby's toys in the dishwasher
- Infant seat is a federally approved, rear facing seat in back that I always use when transporting my infant in the car
- I am vigilant about watching my baby at all times
- I never leave my baby alone in the bath, or on the bed, or on the changing table, or in the car even for a minute
- A baby gate has been placed at the top and bottom of stairs
- Guards have been put around fireplaces or heaters and over electrical outlets
- My baby's crib does not have small objects in it, blankets, pillows or stuffed toys; crib boards have no more than 2-3/8 inches between them
- I put my baby on his back to sleep
- My baby sleeps in fire retardant sleepwear
- I have installed a smoke detector
- I have set my hot water below 120 degrees F
- I never leave my child alone with a pet
- I have placed a set of emergency numbers next to my phone

HANDOUT

THINGS I CAN DO (6–12 months)



Activity	Date	Observations/Comments
I can sit without support now		
I am trying to crawl with my arms but my legs don't work yet		
I can wave bye-bye		
I can say mama and dada		
I can reach for something I want		
I can indicate with gestures what I want		
I understand "no"		
I can understand what you are telling me		
I can search for things that are hidden or just out of reach		
I am curious and want to examine things		
I can pick up a small object with my fingers		
I can turn pages of a book		
I enjoy being read to		
I am drinking from a sippy cup		
I love pat-a-cake and other peek-a-boo games		
I am crawling with my belly off the floor		
I can put things in a container		
I can stand alone briefly		
I am cruising		



Incredible Years Babies Program Outline—Session Seven

Babies' Emerging Sense of Self (6–12 months)

I. Welcome

II. Ground Rules/Announcements

III. Report on Home Activities

IV. Review

Review homework experiences and any vignettes not shown last session.

Check in with developmental milestones from the “Things I Can Do” checklist.

Ask about their support person.

V. First Topic of Day: Babies' Emerging Sense of Self

- A. Part 6: Vignette 1-8
- B. Feeding Babies, Vignettes 1-3
- C. Learning to Crawl, Vignettes 4-6
- D. Observational Learning, Vignette 7
- E. Voyage of Discovery, Vignettes 8-12

Key Concepts

- Reviewing developmental changes 6-12 months
- Learning about visual and nonverbal communication signals
- Understanding how to provide predictable routines and schedules
- Understanding how babies learn—“observational learning” & modeling
- Learning how to introduce solid foods in child-directed ways
- Knowing how to allow for babies' exploration and discovery
- Knowing how to talk to babies in ways that enhance language development

VI. Group Practice with Babies

Imitate baby—follow babies' lead and take turns.

Try being child-directed during mealtimes.

VI. Review Home Activities

Summarize key points (Refrigerator Notes).

In addition to explaining the handouts, remind them to bring back household rules and to share with buddy when they make their call.

VII. Parent Evaluation

IX. Closing



LEADER CHECKLIST

Session Seven

Topic: *Babies' Emerging Sense of Self (6–12 months)*

Vignettes: *Part 6: 1–8*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 6

1 2 3 4 5 6 7 8

(Circle vignettes shown.)

DID I

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences	_____	_____
3. Brainstorm principles of feeding first solid foods	_____	_____
4. Review developmental changes (see handout: 6–12 months)	_____	_____
5. Brainstorm/Buzz hand signals	_____	_____
6. Brainstorm/Buzz baby games	_____	_____
7. Ask about buddy calls	_____	_____
8. Review this week's home assignment	_____	_____

Handout Pads:

Home Activities for the Week—Emerging Sense of Self (handout 6A)

Xerox:

Refrigerator Notes About Social and Emotional Development (6-12 months)

Refrigerator Notes About Physical Development (6-12 months)

Refrigerator Notes—Feeding Babies

Refrigerator Notes—Introducing Solids

Self-Evaluation

“Gems” of Session—Reminder of things to pursue next session



Incredible Years Babies Program Outline—Session Eight

Babies' Emerging Sense of Self (6–12 months)

I. Welcome

II. Ground Rules/Announcements

III. Report on Home Activities

IV. Review

Review reading and homework experiences and any vignettes not shown last session.

V. First Topic of Day: Babies' Emerging Sense of Self

- A. Part 6: Vignette 9-16
- B. Voyage of Discovery, Vignettes 8–11
- C. Combining Verbal and Visual Communication, Vignettes 12–13
- D. Making Enjoyment of Baby a Priority, Vignettes 14–16

Key Concepts

- Assuming home is baby-proofed
- Understanding how babies learn—"observational learning" and modeling
- Understanding how to make enjoyment of baby a priority
- Knowing how to allow for babies' exploration and discovery
- Knowing how to talk to babies in ways that enhance language development
- Understanding about babies' object and person permanence

VI. Group Practice with Babies

Play peek-a-boo with a blanket—covering parent's face, stuffed animal and baby's face.

Put toys out of reach and see what baby does.

VI. Review Home Activities

Summarize key points (Refrigerator Notes).

In addition to explaining the handouts, remind them to bring back household rules and to share with buddy when they make their call.

VII. Parent Evaluation

IX. Closing



LEADER CHECKLIST

Session Eight

Topic: *Babies' Emerging Sense of Self (6–12 months)*

Vignettes: *Part 6: 9–16*

SITE: _____ **DATE:** _____

LEADER NAMES: _____ **TIME:** _____

VIGNETTES COVERED: Part 6

9 10 11 12 13 14 15 16 Summary

(Circle vignettes shown.)

DID I

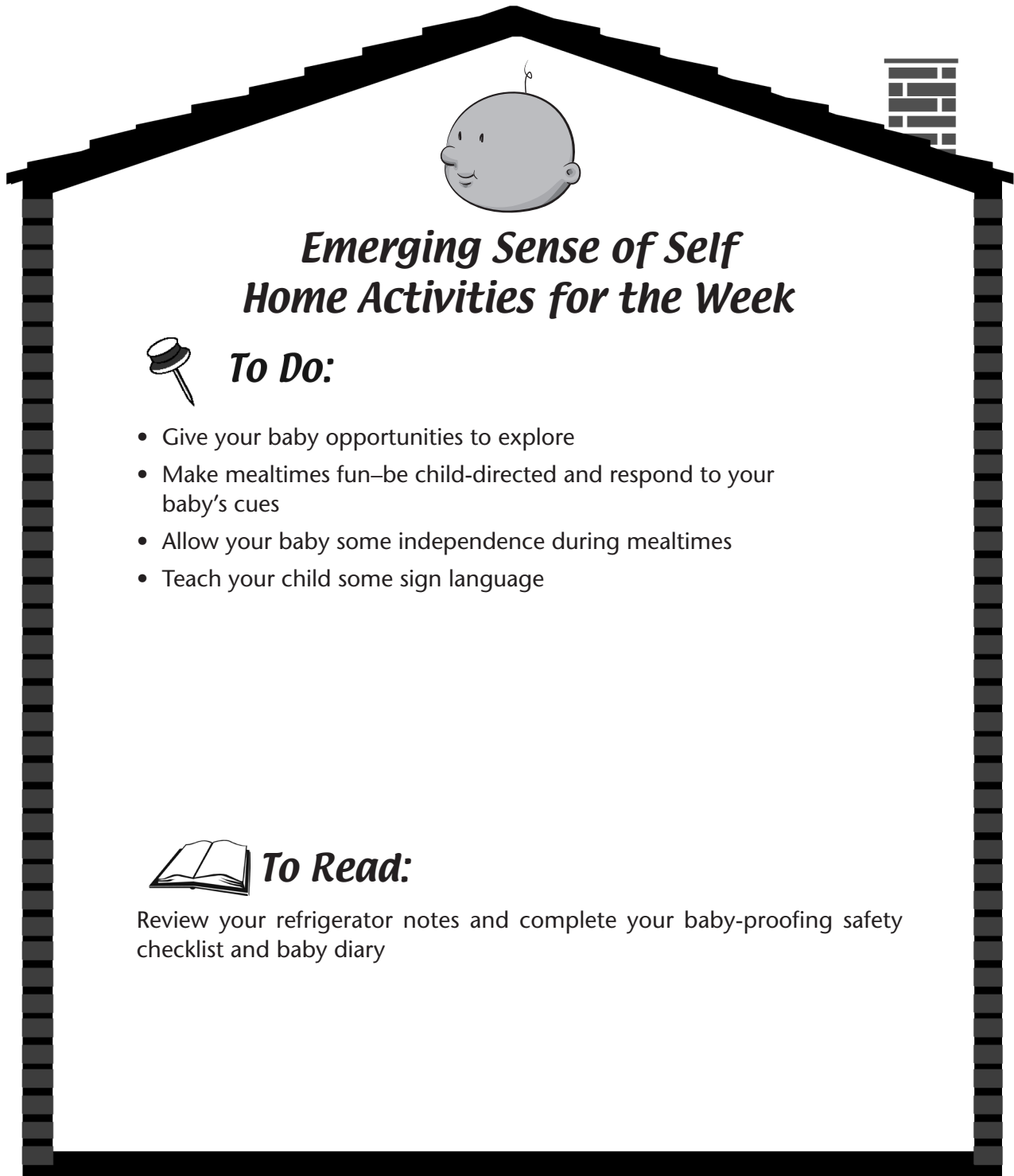
	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences	_____	_____
3. Practice Object or Person Permanence game	_____	_____
4. Brainstorm/Buzz hand signals	_____	_____
5. Brainstorm/Buzz baby games	_____	_____
6. Ask about buddy calls	_____	_____
7. Review this week's home assignment	_____	_____

Handout Pads:

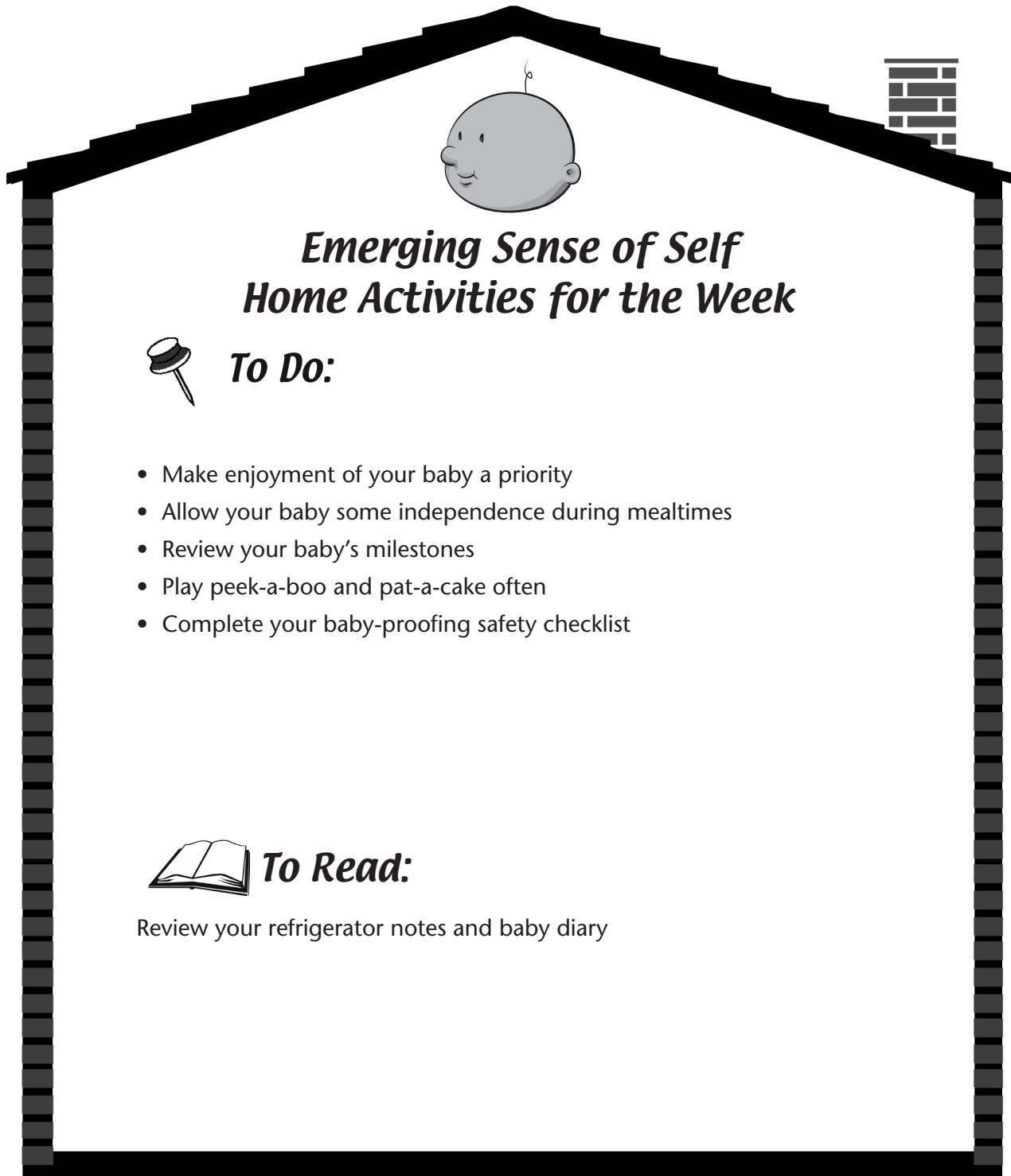
Home Activities for the Week—Emerging Sense of Self (handout 6A)

Self-Evaluation


"Gems" of Session—Reminder of things to pursue next session




Handout 6A



Emerging Sense of Self
Home Activities for the Week

 **To Do:**

- Make enjoyment of your baby a priority
- Allow your baby some independence during mealtimes
- Review your baby's milestones
- Play peek-a-boo and pat-a-cake often
- Complete your baby-proofing safety checklist

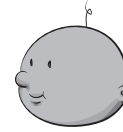
 **To Read:**

Review your refrigerator notes and baby diary

Handout 6B

REFRIGERATOR NOTES

Feeding Babies

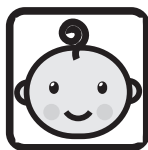


Signs Your Baby is Ready for Solid Foods (around 6 months)

- Baby can hold his head up and sits well in a high chair
- Birth weight has doubled
- Baby shows interest in food
- Baby seems hungry after 40 oz milk in a day or 8 feedings
- Baby can hold a spoon

Things to Remember When Introducing Solids

- Allow your baby to explore the food (by touching, smearing, smelling)
- Make mealtimes fun by playing games (e.g., peek-a-boo)
- Allow your baby some independence such as holding spoon, or cup, or feeding self with toast
- Your baby probably won't eat cereal on the first try
- Model appropriate eating behaviors yourself (let baby feed you)
- Praise social behaviors and model them (say thank you for sharing)
- Talk to your baby during feeding
- Name the foods your baby is eating
- Show a joyful face
- Take turns feeding and talking
- Respond to your baby's cues—don't worry if he doesn't want to eat—don't get into food fights or forcing your baby to eat
- Combine nonverbal signals to indicate eating, or "all done"
- Make eating an enjoyable family time
- When possible, have your baby take part in your own meal times at the family table

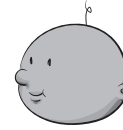


Baby Alert

Avoid honey, peanut butter, shellfish, citrus, and egg whites in the first year.

REFRIGERATOR NOTES

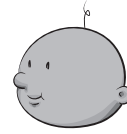
Introducing Solid Foods



- Introduce solids at 6 months starting with a small amount of food once a day. Until then, milk is all your baby needs. Waiting for solids until 6 months has been shown to reduce the risk of your baby getting allergies and, if you are breastfeeding, will also increase your baby's immunity for the rest of the first year.
- Your baby will be ready for introducing solids when he has head control, has stopped using his tongue to push foods out of his mouth, can sit upright and has doubled his birth weight.
- Feed your baby in the high chair whenever you can—not in front of the television or on the run.
- Start with iron-fortified rice cereal, which is gluten free and less allergenic than other foods.
- First nurse or bottle feed and then give 1–2 teaspoons of dry cereal mixed with breast milk or formula.
- Begin once a day feeding at a time when you and your baby are not tired.
- Use a rubber tipped spoon to avoid injuring baby's gums.
- If your baby doesn't seem interested in eating off the spoon, let him smell and taste and touch the cereal with his fingers.
- Don't put solid food in your baby's bottle or he won't learn about eating from a spoon.
- Let him have his own spoon.
- As the amount your baby eats increases, gradually increase the consistency of the cereal.
- If your baby leans back or turns his head away from food he has probably had enough.
- Remember, babies need to learn how to swallow and it may be several months before they become skillful enough to be gaining much nutritional value from the solid foods. For a few months, your baby will be getting most of his/her nutrition from milk. You can think of the solid foods as practice for eating.

REFRIGERATOR NOTES

Introducing Solid Foods



- Babies will still need breast milk or formula until one year of age and many parents choose to nurse their babies longer than 1 year.
- Introduce new foods one at a time, wait three days after each new food. This way you will be able to tell if your baby is allergic to one of the new foods.
- Go from semi-liquid cereals, to strained or mashed fruits and vegetables, to finely chopped foods.
- After cereal eating has been mastered, offer a few tablespoons of vegetables or fruit in the same feeding along with cereal. Start with soft mashed foods like carrots, peaches, sweet potatoes, squash, apple sauce, bananas.
- Put food from jars into a dish and feed your baby from that. If you put your baby's spoon into jar after being in your baby's mouth you will be introducing bacteria to the jar and you will have to throw away the jar.
- By 8 months your baby should be eating solids three times a day, but will still be drinking a lot of breast milk or formula.
- Give a mix of green and yellow foods.
- Don't push feeding foods your baby doesn't like or over feed—remember babies may like a food one day and not the next day. Respect your baby's preferences.



Refrigerator Notes

Ensuring Your Toddler's Safety: Part 1

Toddlers are driven to explore and are curious about everything—they have no inhibitions and don't understand danger! Therefore one of the biggest challenges for parents is doing as much as possible to keep your child safe. Do this checklist and see how toddler-proof you are.

Action	yes	no
Monitor and supervise my toddler at all times; am vigilant about this.		
Toddler-proofed every room in my house		
Keep emergency numbers next to the phone (including a poison control number)		
Keep curtain and blind cords out of reach		
Ensured all my windows are lockable and use window guards		
Put plastic covers on electrical outlets		
Unplug electrical appliances when not in use		
Put latches on cupboard doors and drawers		
Keep chairs and cribs away from windows		
Keep small objects such as coins, marbles, batteries and purses out of reach of my toddler		
Keep toilet seat closed at all times. If my toddler is attracted to water, keep the bathroom door closed/locked or use a toilet seat lock		
When bathing child, I do not leave a filling/filled tub unattended. I keep my toddler with me while tub is filling. Once my child is in tub, I do not leave, even for a second. I drain water as soon as my child is out of bath		
Do not leave my toddler alone with my pet and keep litter box in walled off area		
Made sure my plants are not dangerous (called poison control center)		
Installed baby gates at the top and bottom of stairs		
Use fire-retardant sleepwear		
Turned down the temperature on my hot water heater		
Locked all medications (including vitamins) in lockable medicine cabinet or cash box that can be stashed on a top shelf		
Keep all products such as shampoo, cosmetics, nail polish remover, household cleaners, scissors, razors out of my toddler's reach		
Keep electrical hair dryers out of my toddler's reach		
Keep stuffed animals away from cooking area		
Turn pot handles toward back of stove; secure oven door		

Refrigerator Notes Ensuring Your Toddler's Safety: Part 2

Toddlers are driven to explore and are curious about everything—they have no inhibitions and don't understand danger! Therefore one of the biggest challenges for parents is doing as much as possible to keep your child safe. Do this checklist and see how toddler-proof you are.


Action	yes	no
Never leave my toddler unattended while eating; do not give him popcorn or peanuts		
Have a play area in kitchen—give him his own cupboard with plastic containers, wooden spoons etc.		
Avoid latex balloons—stick to Mylar		
Put fireplace guards around fireplaces or heaters		
Supervise my toddler when he's using a riding toy		
Use a helmet when my child is riding a tricycle (to get in habit)		
Keep my toddler in a car seat and strapped in facing the rear. (Children should be rear facing until they weigh at least 20 lbs AND are one year of age.)		
Use a government-approved car seat. I never ride in the car with my toddler in my arms. I will keep my toddler in a car seat until he is at least 40 lbs and then in a booster seat until he is 4'9".		
Never leave my child unattended in car, even if dashing to the store for a minute.		
Put sunscreen on and sun hats on my children when in the sun		
I have taken a first aid and infant/toddler CPR class		
I stay within arm's reach of my toddler near traffic, water, or other dangerous situations.		
I am teaching my toddler to "stop" for traffic and to hold my hand as we cross the street		
In very dangerous or crowded situations (near water, near traffic, in a busy airport) I keep my toddler safe in a backpack, stroller or harness.		

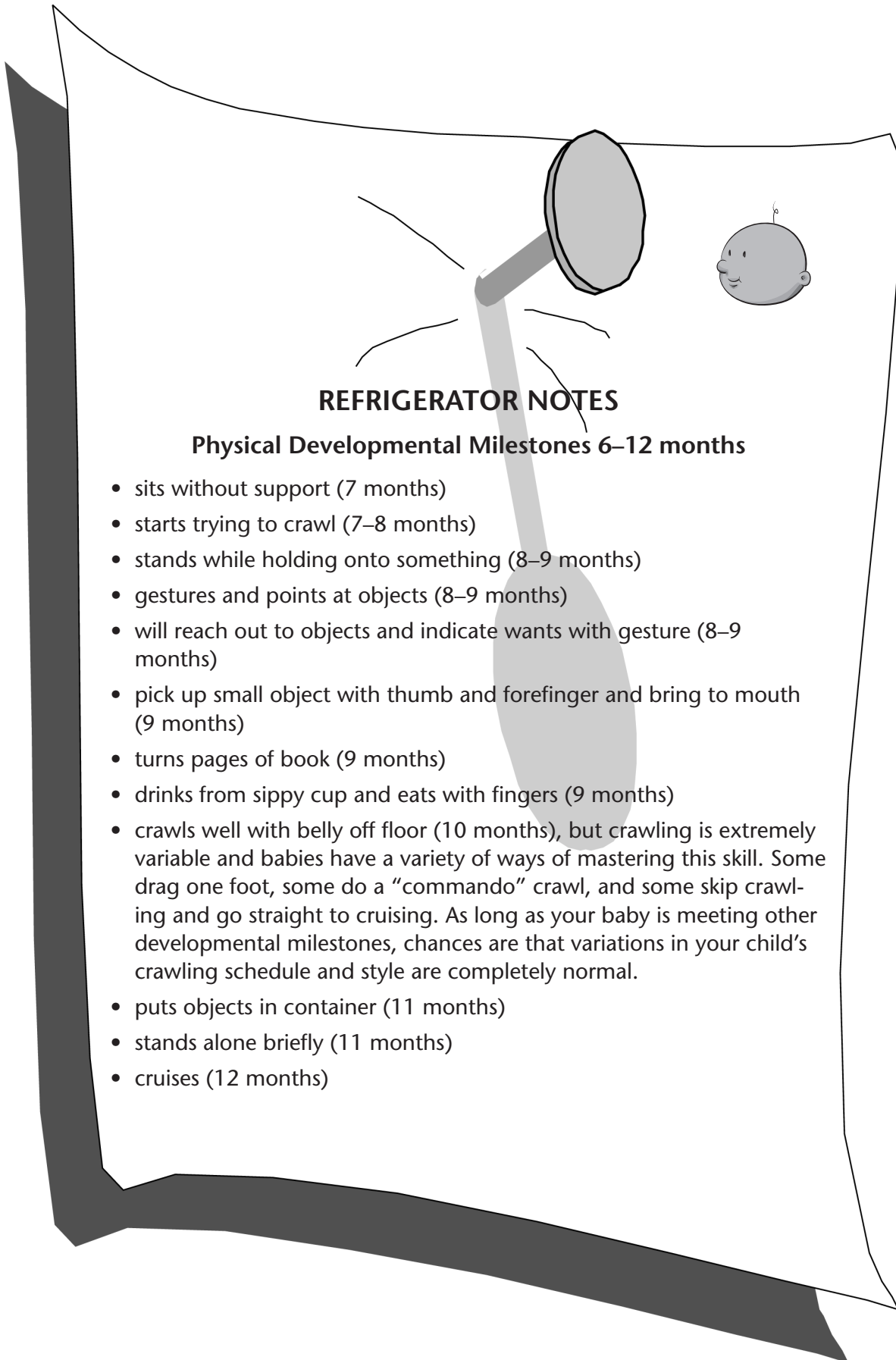
REFRIGERATOR NOTES

Social and Emotional Developmental Milestones 6–12 months

- stranger anxiety starts (7–8 months)
- waves good-bye (8 months)
- begins to understand object permanence (7–8 months)
- can say mama or dada indiscriminately (8 months)
- begins to understand the meaning of words (9 months)
- searches for hidden objects (8–9 months)
- will reach out to objects and indicate wants with gesture (8–9 months)
- jabbbers (9 months)
- plays patty-cake and peek-a-boo (10–11 months)
- says mama and dada to correct parent (10–11 months)
- understands about 50 words but cannot say them (at 12 months) (action verbs, eating, bath time etc.)
- discovers self in mirror



HANDOUT THINGS I CAN DO (8-12 months)		
		
Activity	Date	Observations/Comments
I can sit without support now		
I have discovered myself in the mirror		
I can wave bye-bye		
I can say mama and dada to correct parent		
I can search for something that is hidden		
I can jabber		
I understand "no"		
I can understand what you are telling me		
I can reach out for what I want		
I am curious and want to examine things		
I can pick up a small object with my fingers		
I can turn pages of a book		
I enjoy being read to		
I am drinking from a sippy cup and like to have a spoon		
I love pat-a-cake and other peek-a-boo games		
I am crawling with my belly off the floor		
I can eat with my fingers		
I can stand alone briefly		
I am cruising		



REFRIGERATOR NOTES

Physical Developmental Milestones 6–12 months

- sits without support (7 months)
- starts trying to crawl (7–8 months)
- stands while holding onto something (8–9 months)
- gestures and points at objects (8–9 months)
- will reach out to objects and indicate wants with gesture (8–9 months)
- pick up small object with thumb and forefinger and bring to mouth (9 months)
- turns pages of book (9 months)
- drinks from sippy cup and eats with fingers (9 months)
- crawls well with belly off floor (10 months), but crawling is extremely variable and babies have a variety of ways of mastering this skill. Some drag one foot, some do a “commando” crawl, and some skip crawling and go straight to cruising. As long as your baby is meeting other developmental milestones, chances are that variations in your child’s crawling schedule and style are completely normal.
- puts objects in container (11 months)
- stands alone briefly (11 months)
- cruises (12 months)

Refrigerator Notes

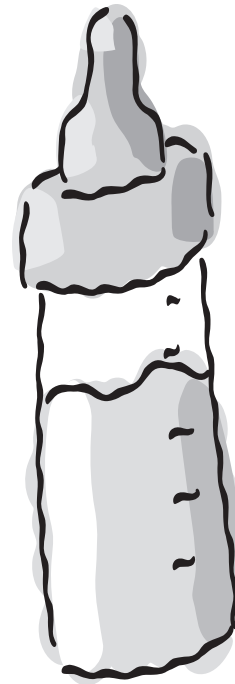
Deciding About Weaning Your Child

The American Academy of Pediatrics (AAP) recommends breast milk for the first year of the baby's life because of its immunological, nutritional and medical benefits. Breast milk is sufficient food in the first 6 months of life; after that solids in combination with breast milk can be offered until the baby is at least 1 year old. (Infants weaned before 12 months of age should not receive cow's milk but should receive iron-fortified formula). After 1 year, breast milk alone will not provide all the nutrients your child needs; solid foods should be a regular part of his diet.

Deciding when to wean your child is a personal and individual decision. Some families will decide to wean early, while others may continue to breast feed for months, or even years, beyond a child's first birthday. The decision about when to wean may be influenced by factors such as your personal preferences, work and travel schedule, your health, your child's health, or by the cues your child gives you she is ready to be weaned.

Many mothers make the decision to wean with mixed emotions. On the one hand, it can mean more flexibility and freedom, but on the other hand it also can also represent a loss of intimacy with your child. Regardless of when you decide to wean your baby or toddler, the best approach is a gradual, gentle process that is flexible and pays attention to what both you and your baby need. When this is done, weaning can be a positive experience for both you and your baby.

Weaning does not have to be an all-or-nothing proposition. Some women choose to wean during the day and breast feed in the evening or morning. Weaning is easier if your child has taken milk from a bottle (or sippy cup if your child is older than 12 months) before stopping breast feeding. So it's a good idea to give an occasional bottle of breast milk to your child around 4-6 months (or sooner if you decide to wean earlier). Even if you plan to continue breast feeding, giving the occasional bottle of breast milk can make it possible for others to be involved in your baby's feeding process and give yourself a little freedom from feeding.



Refrigerator Notes Tips to Weaning



Deciding When to Wean

- Remember you are the best judge of when to wean.
- Don't set an arbitrary deadline on how long you will nurse; remember every baby weans at a different age and has different developmental readiness for weaning.
- Delay weaning if there are other stressful life changes in your baby or toddler's life such as beginning child care, or a household move, or you have recently gone back to work, or your child has had an illness. Try again in another month.

Take a Gradual Baby-led Approach When Possible

- Take a gradual approach to weaning; skip one feeding a day for several days to start with (e.g., midday feeding); reduce feedings one at a time over a period of weeks –perhaps eliminating the bedtime feeding last to prolong the special bonding experience.
- Avoid abrupt weaning if possible as it can be stressful for your child and cause mood swings, breast engorgement, or infections for you.
- Gradually cut down on the nursing time and nurse after meals instead of before meals (if your baby is over 6 months and is eating solids).
- Don't offer, but don't refuse; nurse when your baby is adamant about it but don't offer at other times.
- Postpone and Distract. Engage your child in a fun play activity during the time you would usually nurse; distract with a snack or walk outside.
- Avoid sitting with your child in places that are associated with nursing during the weaning process (e.g., nursing chair). Instead, cuddle or play with your child in a new location during the usual nursing time.
- Make sure you offer regular meals and drinks to minimize hunger and thirst.
- If your child begins to pick up a self-soothing habit such as becoming attached to security blanket or special stuff toy, don't discourage it. You can even encourage this by providing a special object or "lovely" for your child to hold while nursing.
- Be flexible, gentle and patient. Watch your child's reactions and respect them; if he is having a hard time giving up the morning nursing, you may want to continue for a while rather than force the issue.
- Be prepared to experience a range of emotions, these are completely normal.
- Remember there are still countless ways you can provide your child with affection, closeness and security; offer plenty of opportunities for extra cuddling while weaning. Weaning needn't signal an end to intimacy.

Refrigerator Notes Weaning Toddlers

In addition to the above suggestions, there are other ways that you can engage a toddler in the weaning process and help make this transition easier for you and your child.

- You and your toddler can talk about the weaning process. "Pretty soon you will nurse in the morning, but not at nap-times." Start this talk a week before you are cutting out a particular nursing time, but keep these conversations brief, especially if your child seems distressed by them. The day before you cut out a nursing time, let your toddler know it is coming. "Tomorrow at nap time, you and I will cuddle in the big bed and read a story, but you will only nurse at bedtime."
- If you are weaning an older child, you can make a special trip to the store to buy a big-boy sippy cup that your child chooses. Then let your child help you pour the milk into the special cup at the time when you would usually nurse.
- It may be helpful for another person (dad, grandmother, favorite babysitter) to put your child down to bed, or get him up in the morning for a few days. This may help break the association between nursing and that time of day.
- It is possible, even likely, that your toddler will be upset during some of the times that he or she usually nurses. If you have decided that it is time to stop a particular nursing time, be prepared to endure some crying and tantrumming even if you have prepared your toddler well. Offer comfort and distraction and know that in a few days your child will probably adjust well to this change.

