

Handouts & Points to Remember Getting to Know Your Baby



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Parents Thinking Like Scientists



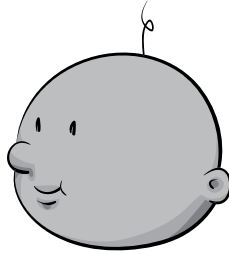
Baby Problems



Goals

Baby Strengths





Home Activities for the Week



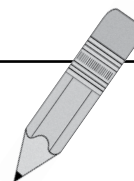
To Do:

- **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 (see Journal pages 41 & 49).
- Describe a typical day with your baby. (Journal pages 42-45)

Read/Review



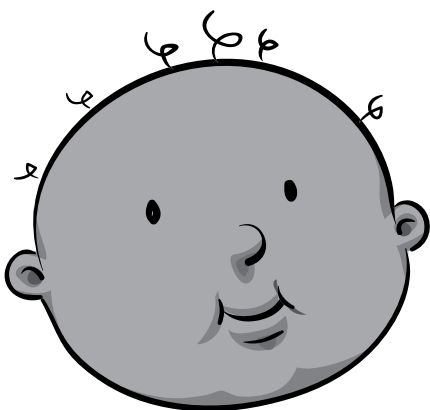
- Read Chapter 1: *Incredible Babies - Becoming a Parent and Getting to Know Your Baby*. (Check off any of your baby's milestones on the "Things I Can Do" checklist, page 46-48)

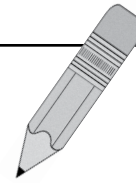


Create A Baby Journal



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.





A Typical Day with _____*

SLEEP TIMES



FEEDING TIMES



PLAY & ALERT TIMES



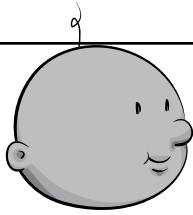
FUSSY TIMES



BOWEL MOVEMENTS

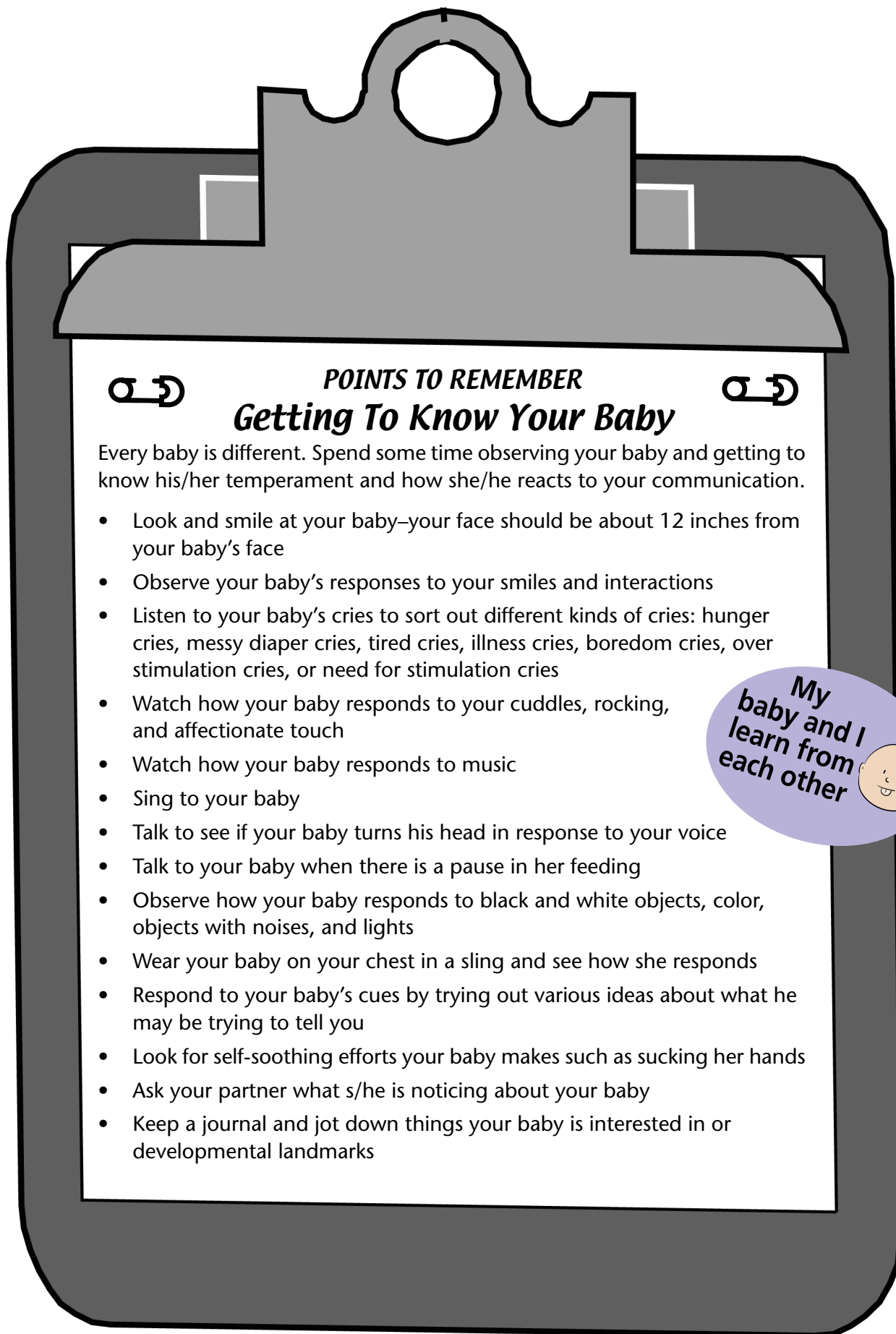


*While every day is unique, this form can help you reflect on general patterns



Things I Can Do (0-3 months)

| Activity | Date/Check | 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 in shorter period of times | | |
| I sit in a wobbly way but need support | | |
| I know my name | | |
| I can say baba | | |
| I like being read to | | |
| 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 | | |



POINTS TO REMEMBER



Getting To Know Your Baby

Every baby is different. Spend some time observing your baby and getting to know his/her temperament and how she/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, over stimulation cries, or need for stimulation cries
- Watch how your baby responds to your cuddles, rocking, and affectionate touch
- Watch how your baby responds to music
- Sing to your baby
- 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, and lights
- 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 such as sucking her hands
- 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

**My
baby and I
learn from
each other**





POINTS TO REMEMBER

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
- When you are breast feeding successfully, you can think about expressing a bottle of milk from time to time so that a partner or babysitter can take over the feeding when you need a break.

**I'm
keeping
life
simple**



Write your own favorite self-care activities here:





POINTS TO REMEMBER

Coping With Crying

If you know your baby's hunger and diaper/nappy 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 a few minutes to calm yourself.

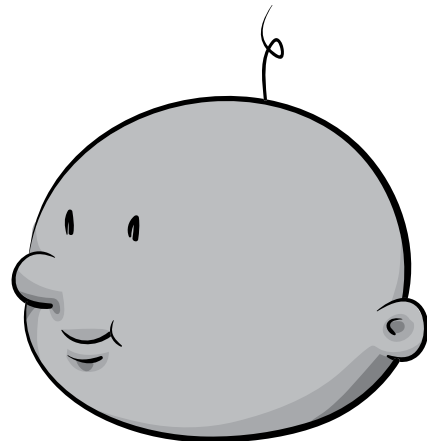
- Put your baby in a safe place and let her cry for a few minutes

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; you might hurt her and make her feel unsafe because she cannot understand your reaction.
- Call someone for help if you feel your frustration building
- Remember the crying or fussy period will usually end in 1–2 hours

After a few 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.

**I help
my baby
feel secure
and safe**

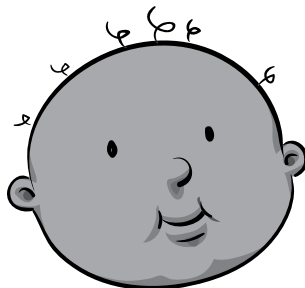




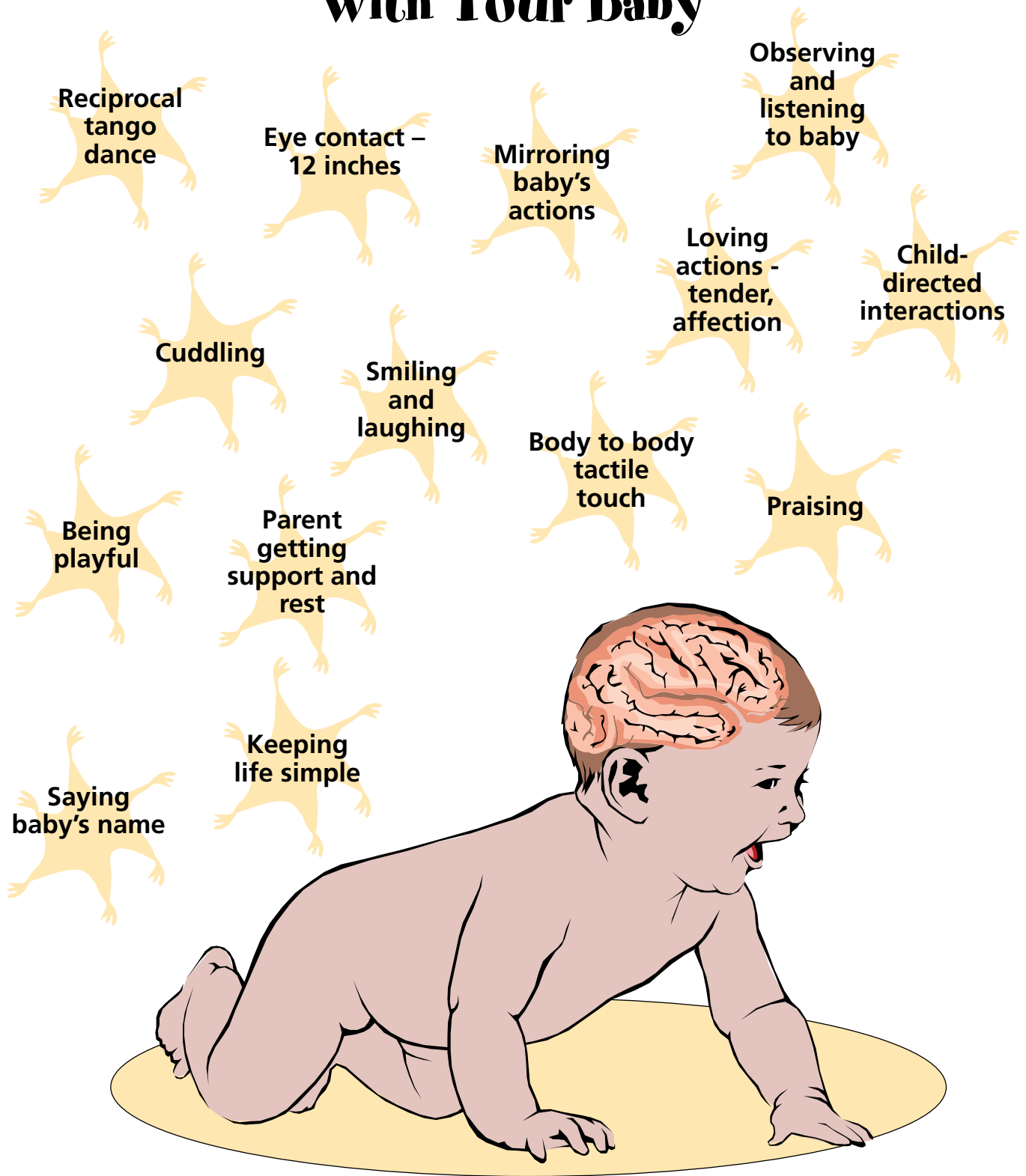
Keeping My Sleeping Baby Safe

- Put baby to sleep on his/her back
- Be sure there are no blankets, pillows, stuffed toys or bumper pads in the crib/cot
- Be sure your baby's mattress is firm, tight fitting and has a fitted sheet
- Check that bassinet or portable crib meets approved government safety standards
- It is recommended that your baby sleep in the same room as you for the first 6 months. You can put your baby's sleep crib close to your bed. This is much safer than bed sharing (which is not recommended) and will make it easier for you to feed, comfort and watch your baby.
- Only bring your baby into your bed to feed or comfort and then return to put on back in his/her separate sleep space when you are ready to go to sleep. This is recommended for at least the first 6 months to reduce risk of Sudden Infant Death Syndrome (SIDS)
- Consider offering a pacifier/dummy at the start of nap time and bedtime
- Be sure there is no smoking in your baby's bedroom
- Never sleep with a baby on a sofa or arm chair; if you fall asleep when cuddling be sure to return baby to his/her bed
- Don't let your baby get too hot or cold

Note: Avoid too tight swaddling as this may overheat your baby and restrict your baby's natural movement and comfort. Modern safe swaddling calls for freedom of the legs and hips to avoid risk to hips.



Building a Positive Relationship with Your Baby

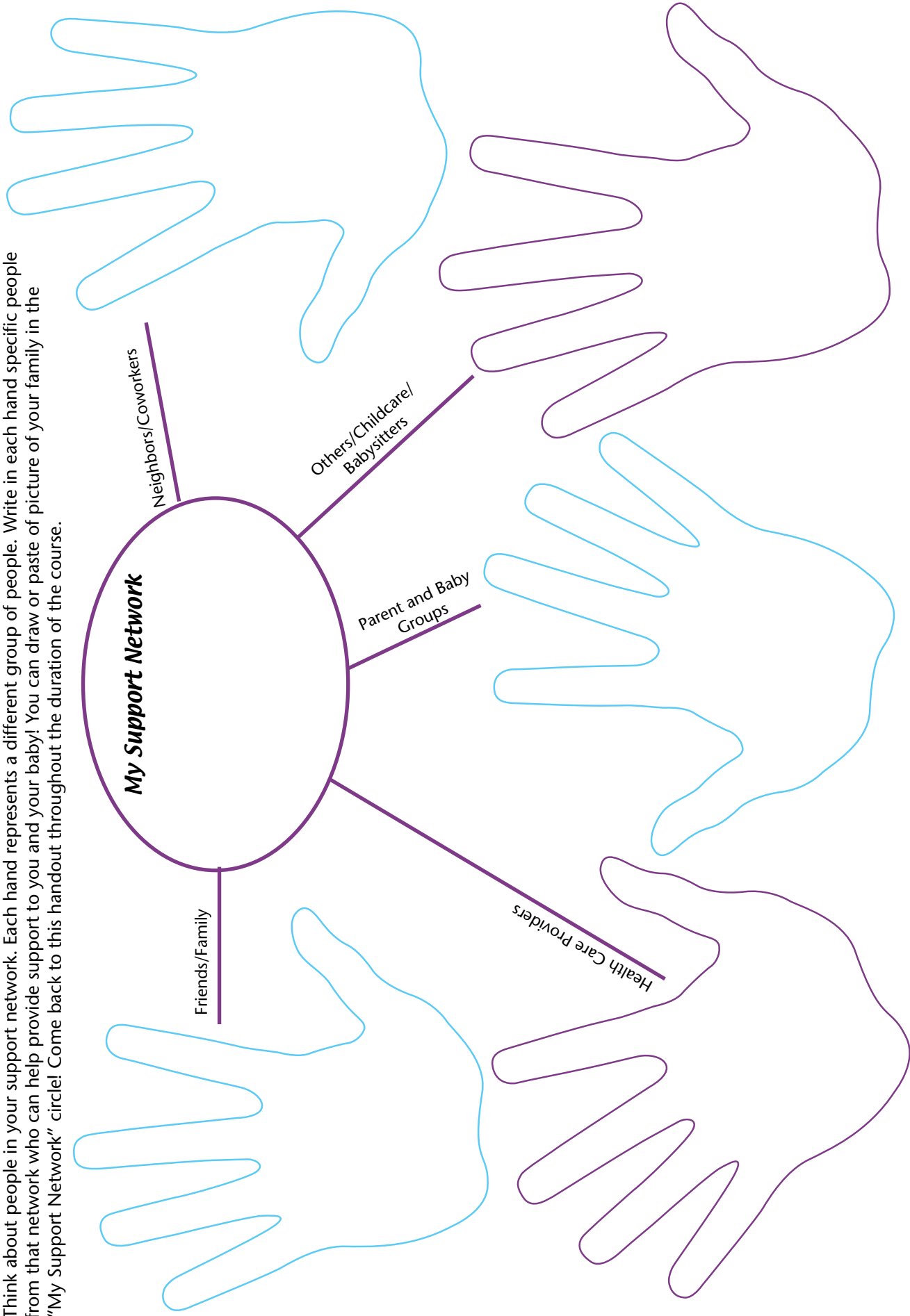


Parent Support Network

Who can lend a helping hand?



Think about people in your support network. Each hand represents a different group of people. Write in each hand specific people from that network who can help provide support to you and your baby! You can draw or paste of picture of your family in the "My Support Network" circle! Come back to this handout throughout the duration of the course.



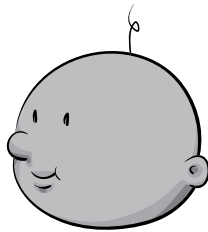
Handouts & Points to Remember

Communicating with Your Baby



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Home Activities for the Week



To Do:

- Continue your baby journal (pages 72-73)
- 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
- Check off your baby’s milestones on the “Things I Can Do” checklist

Read/Review



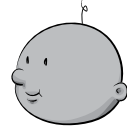
Read Chapter 2: *Parents as Responsive Communicators and Babies as Intelligent Language Learners.*

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





POINTS TO REMEMBER



Encouraging Your Baby's Social and Language Development

- Bathe your baby in language and social interaction 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 describe your baby’s actions – be present and focused.
- 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 and routines
- 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
- Smile at my baby, and watch my baby smile back
- Provide predictable responses

**I sing
and read
to my baby**



Speaking “Parent-ese”

- Face-to-face contact (12 inches from baby’s face)
- High pitched, sing-song voice
- Slow rhythm
- 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!)
- Use an animated voice tone





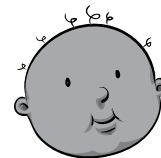
POINTS TO REMEMBER

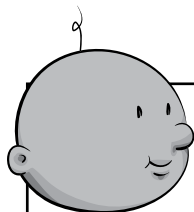
Social and Emotional Developmental Milestones (1-6 MONTHS)

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 ooohs, aahs, gurgles (1–2 months)
- Smiles and laughs (2 months)
- Notices hands (2 months)
- Recognizes parent's 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 (6-7 months)

**Smiling and
laughing**

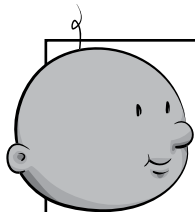




Physical Developmental Milestones (1-6 Months)

- Lifts head (1 month)
- Stares at faces (0–1 month)
- Follows objects with eyes (0–2 months)
- Can see black and white objects (0–2 months)
- Holds head up (3–4 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)
- Passes objects hand to hand (6–7 months)





Things I Can Do (3-6 months)

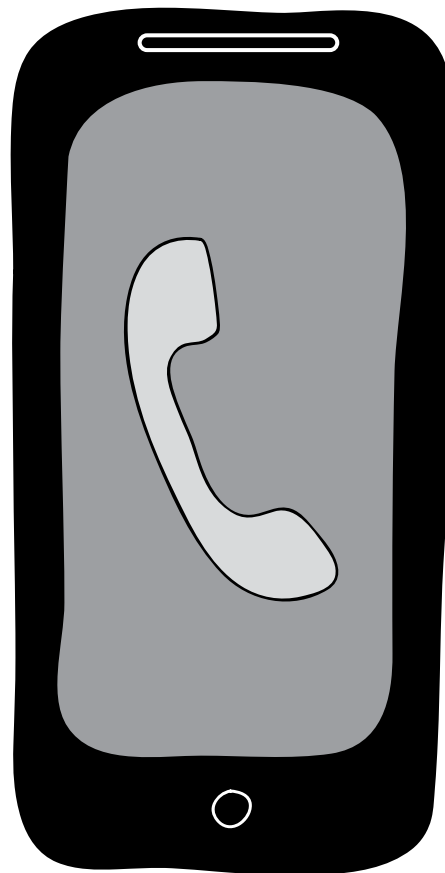
| Activity | Date/Check | Observations/Comments |
|--|-------------------|------------------------------|
| I can sit up briefly | | |
| I do gurgles, oohs and ahs, and squeaks | | |
| I smile and laugh | | |
| I found my hands | | |
| I can track objects with my eyes | | |
| I can hold my head for longer periods of time | | |
| I can recognize my parent's voice | | |
| I know my name | | |
| I can say "baba" | | |
| I am starting to explore solid foods with my mouth | | |
| 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 | | |

Calling Your Buddy

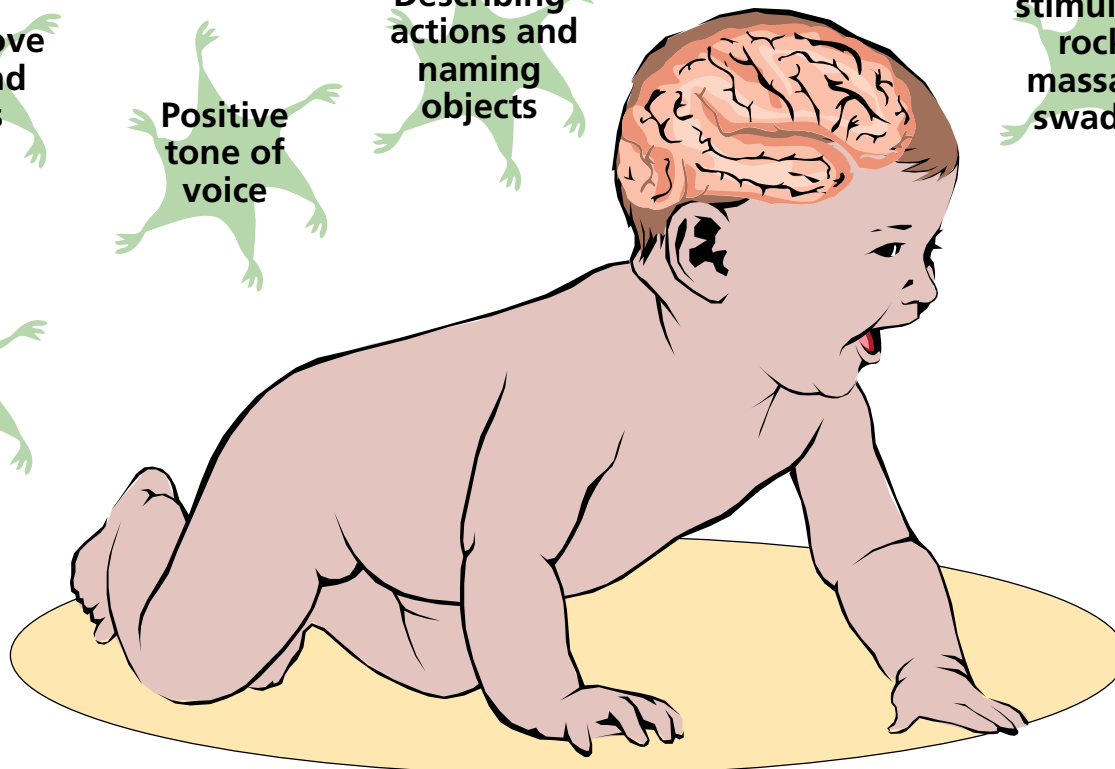
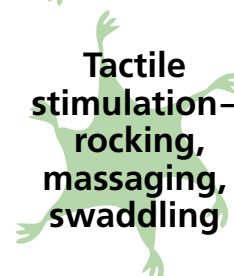
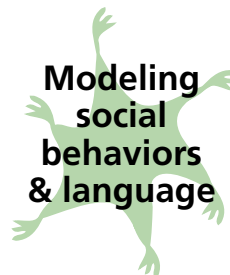
From now until the final week of the Parenting Program you will be asked to call, text, or e-mail a person from your group. The purpose of these calls is to share ideas and “hot tips” about how the home activities are going.

If you are phoning, these calls need last no more than five minutes and can be scheduled at your own and your buddy’s convenience.

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



Promoting Your Baby's Cognitive and Language Development

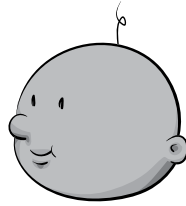


Handouts & Points to Remember Physical, Tactile and Visual Stimulation



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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
- Check off your baby's milestones on the "Things I Can Do" checklist (page 103-105)

Phone/E-mail:

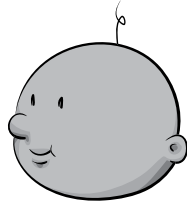


- Call, text, or e-mail your buddy and share your favorite game or play activity with your baby



Read/Review

Read Chapter 3: *Providing Physical, Tactile, and Visual Stimulation for Your Baby* and keep your baby journal up to date (page 101-106).



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

Phone/E-mail:



- Call, text, or e-mail your buddy to share some visual stimulation you provide for your baby



Read/Review

Review Chapter 3 *Providing Physical, Tactile, and Visual Stimulation for Your Baby* and keep your baby journal up to date.



POINTS TO REMEMBER

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, and 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
- Wear your baby in a sling next to your body so she can see the world up high and can feel the rhythm of my movement and heart beat
- 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

**I sing
and read
to my baby**



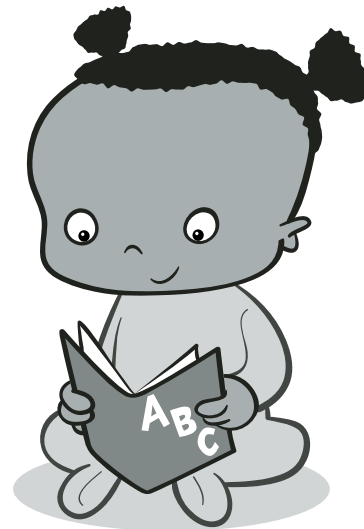


POINTS TO REMEMBER

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 (your baby won’t be able to talk yet, but will be interested in the patterns); 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.
- Remember that children’s attention span for books will vary. Some children may pay attention for 10—15 minutes, while others may be bored after a few minutes. Don’t be discouraged if your child seems distracted at first. Read for a few minutes and then follow your child’s lead to another activity. Come back to reading again and again. Gradually your child’s attention span will increase. Several short reading times are just as beneficial as one longer time.

**I hold and
cuddle my
baby**





POINTS TO REMEMBER

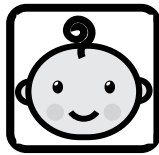
Baby Alert: Keeping Your Baby Safe During Baths

- Never leave your baby unsupervised, even for a minute.
- Children can drown in a very small amount of water.
- Gather all your supplies (washcloth, diaper, towel etc.) ahead of time.
- Make sure the bathroom is warm.
- Switch off your phone 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.
- Put the cold water in first.
- Position your baby away from the tap.
- Use a cushioned spout cover so your baby won't bump his head.
- Don't put your baby in the bath 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 bath than you do. Be sure to check the temperature.
- Fill the bath with only 2–3 inches of water for babies.
- Use fragrance-free soap and shampoo sparingly (if at all)
- Make bath time fun.



***I help
my baby
feel secure
and safe***





BABY ALERTS

- Babies under six months of age can be put on a floor gym or mat on the floor while you take a brief break because they cannot crawl yet. However, don't leave them unattended on the floor for even a few minutes if you have other toddlers or animals nearby. Never leave an infant alone on the floor for more than a minute or two. You should always be nearby to monitor. You never know, this may be the day that your baby rolls over, or learns to pull herself forward.
- 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.



Baby Journal
My baby's stimulation journal
3-6 months

Keep track here of activities your baby enjoys, such as looking at a mobile, having a back rub, listening to music, or being swaddled. Note your baby's responses to you and to other family members or friends when they talk and interact with your baby.

Favorite Toys

Favorite place to be massaged or touched

Favorite position to be placed on my body

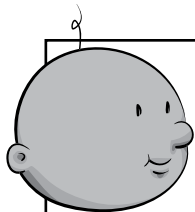
Favorite exercise (bicycle, walking, arm pull ups, push ups, tummy time, sitting time)

Reaction to bath time

Favorite song

Favorite game

Favorite visual stimulation



Things I Can Do (3-6 months)

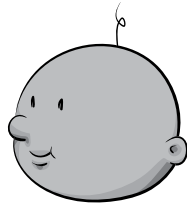
| Activity | Date/Check | Observations/Comments |
|--|------------|-----------------------|
| I can sit up briefly | | |
| I do gurgles, oohs and ahs, and squeaks | | |
| I smile and laugh | | |
| I found my hands | | |
| I can track objects with my eyes | | |
| I can hold my head for longer periods of time | | |
| I can recognize my parent's voice | | |
| I know my name | | |
| I can say "baba" | | |
| I am starting to explore solid foods with my mouth | | |
| 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 | | |

Handouts & Points to Remember Parents Learning to Read Babies' Minds



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Parents Reading Babies' Minds Home Activities for the Week



To Do:

- Write out your baby's bedtime routine (see page 136)
- Write out your baby's daily schedule (see page 139-141)
- 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/film
- Complete the temperament questionnaire on yourself and your baby (page 142-145)

Phone/E-mail:



- Call, text, or e-mail your buddy to share your daily schedule

To Read

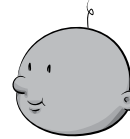


Read Chapter 4: *Parents Learning to Read Babies' Minds*.

**I have a
bedtime
routine**



POINTS TO REMEMBER



Tips to Establishing Your Baby's Healthy, Independent Sleep Habits

Remember that different parents have different goals and philosophies for their child's sleep. If you are happy with your current routine, you do not need to change it! If you want to encourage your baby to sleep on his/her own, the following tips will help you and your baby meet that goal.

- Set bedtime and regular nap times to regulate sleep patterns (start at 4–5 months).
- For babies younger than 6 months, be baby-led in establishing routines.
- Choose a bedtime that fits your family schedule and stick to it as much as possible. Try to have a calming down period in the early evening.
- Establish a predictable, routine bedtime routine such as:
 bath, diaper, pajamas, story, song and kiss good night.
- Do the bedtime routine in the same order each night.
- Establish a less elaborate, but consistent naptime routine.
- Try to place your baby in his bed when he is drowsy, but not yet asleep.
- If your child is over 12 months, introduce a small, light lovey.
- 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 6 months, most babies do not need to be fed in the middle of the night for nutritional purposes, but be led by your baby. 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 trash about. The task is not to let your baby cry it out for long periods, but to develop a supportive ritual to sooth and calm down your baby. If your baby does not calm down or fall back to sleep, then sooth and calm her. Soothing promotes trust and safety. Stay in the room, while you are soothing your child. The important thing is to develop a supportive ritual, so your child has a chance to self-regulate and go back to sleep on her own.



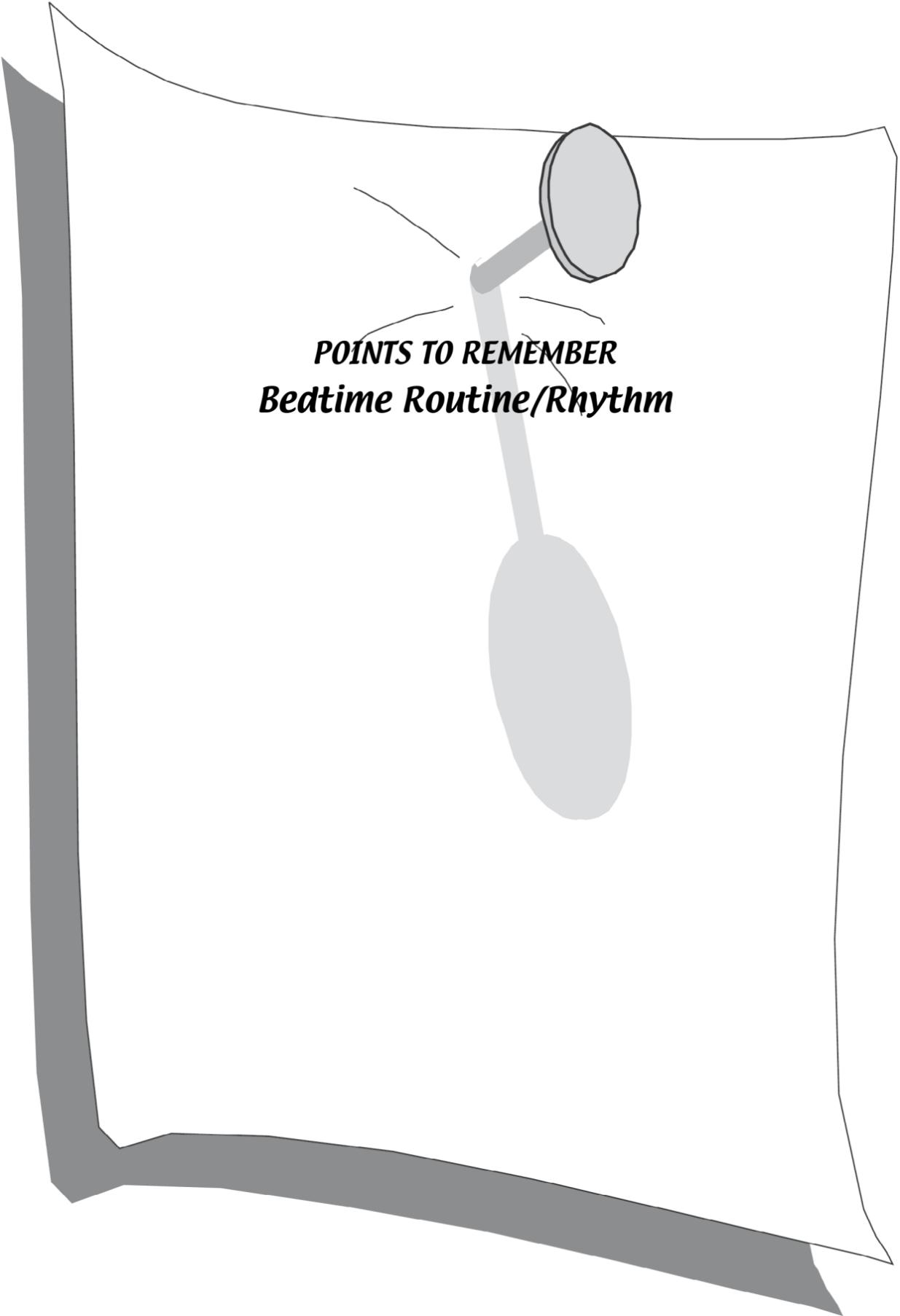
I help
my baby
feel secure
and safe



POINTS TO REMEMBER

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, and 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



POINTS TO REMEMBER
Bedtime Routine/Rhythm



A Typical Day with _____*

SLEEP TIMES



FEEDING TIMES



PLAY & ALERT TIMES



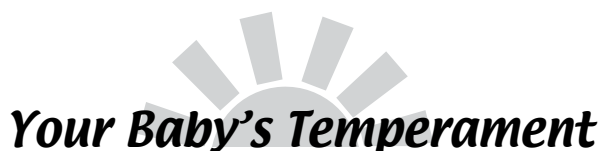
FUSSY TIMES




BOWEL MOVEMENTS



*While every day is unique, this form can help you reflect on general patterns



Your Baby'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 baby 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 baby is on each of these traits. Each trait is a continuum so your baby may be very much like one of the traits, but he or she may also be in the middle:

My Baby's Temperament

My baby's activity level:

Is your child active and curious or is your child calm and prefers quiet activities

Quiet and Relaxed

5

The regularity of my baby's bodily functions:

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

Mostly Irregular/Unpredictable

5

My baby's adaptability:

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

Slow to Adapt

5

My baby'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.

Initial Withdrawal or Reluctance

5

My baby's physical sensitivity:

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

Very sensitive

5

My baby's intensity:

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

Mild Calm Reaction

5

My baby'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 baby'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 baby'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 Baby

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

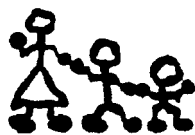
Slow to Warm Up and Cautious Baby

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

Challenging Temperament Baby

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

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



Parenting Approaches: A Temperament Focus

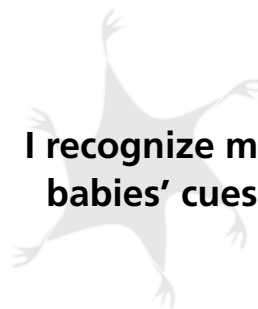
Since parents can't change their baby's temperamental style, parenting approaches must be accepting and responsive to the unique temperament or cues of each baby. It is important for parents to try to get a reasonable "fit" between their baby's temperament and their parenting style. This can be done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

Remember, it is important not to label your baby or 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. Perhaps, your baby's temperament may develop differently in subsequent years and this can be influenced by the environmental responses.

However, knowing what kind of temperament your baby has may make the difference between a happy or a troubled child and between an accepting or a frustrated parent. Understanding your baby's temperament can improve your relationship with your baby because you will learn how to bring out the best in your baby within the limits of his temperament. It is within your power as a parent to help your baby cope with his temperament, to build his self-esteem and eventually come to understand himself better.

For example, parenting the easy or flexible temperament baby will demand somewhat less parental time or attention because the baby 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 baby's frustrations and hurts and interests and assess what he or she is thinking and feeling and why that is. Otherwise, such a child may become invisible in the family, insecure, and not be helped to develop his uniqueness.

**I recognize my
babies' cues**



On the other hand, the inflexible, hyperactive, inattentive, unpredictable, or easily frustrated baby may seem to have an insatiable need for attention. Babies with these challenging temperaments often leave their parents exhausted because of the amount of monitoring and attention that they require. These babies will need predictable routines, help in preparing for transitions, and outlets for their high level of energy. Parents can work to recognize cues and triggers for their baby's intense emotions and be proactive by prompting a self-calming activity, or changing to a soothing activity such as a story or warm bath. Parents of intense babies will strive to be tolerant, patient, and model appropriate responses. It is important to remove competing distractions when possible, make sure there is not too much stimulation causing them to disregulate, provide frequent breaks, and try to respond calmly to the baby's intense reactions. Parents of intense babies 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 baby will be relatively inactive, reluctant to explore, and may withdraw or react negatively to new situations. These babies will also need clear routines as well as encouragement to try new activities and ample warm up time to meet or be held by new people and eventually to enter new situations such as day care or preschool.



Parent's Temperament Fit with their Baby's Temperament

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

Do the questionnaire you did earlier for your baby now for yourself. See what you find out about your temperament fit with your baby at this stage in his/her development.

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

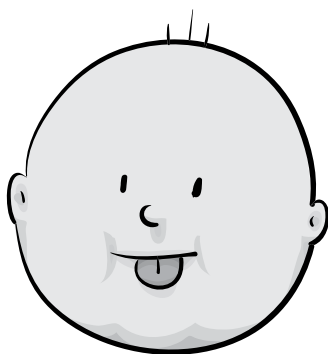
My persistence:

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

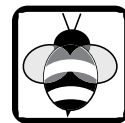
Short Attention Span

1 2 3 4 5



Brainstorm/Buzz

Do Something Special For Yourself



Taking care of a baby is hard work and tiring and never done. It is important that you schedule some relaxing and pleasant time for yourself.

Make a list below of things you find enjoyable.

Things I Find Enjoyable

Going for a walk.

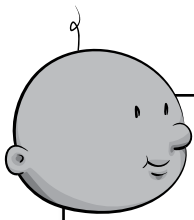
Talking to a friend over tea.

Exercising.

Listening to music.

Smelling a flower.

Goal: I will commit to doing something joyful and relaxing for myself this week. This will include: _____



POINTS TO REMEMBER

Goodness of Fit—Managing Your Baby's Temperament

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

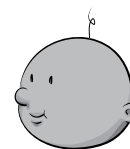
Here are some tips for achieving a good fit and managing your baby's temperament.

- Realize that your baby's temperament style is not your "fault" because temperament is something biological and innate, not something that is learned from parents. Your baby is probably not purposely trying to be difficult or irritating. Don't blame him or yourself.
- Respect your baby'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 baby'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 baby's adaptability, activity level, sensitivity, biological rhythms and ability to sustain attention when planning activities that are most suitable for your baby.
- Try to focus on the issues of the moment. Do not project into the future.
- Review your expectations for your baby, 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 baby 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 baby feel special.
- Find a way to get relief for yourself and your baby by scheduling some time apart.

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

**I make my
baby feel
special**

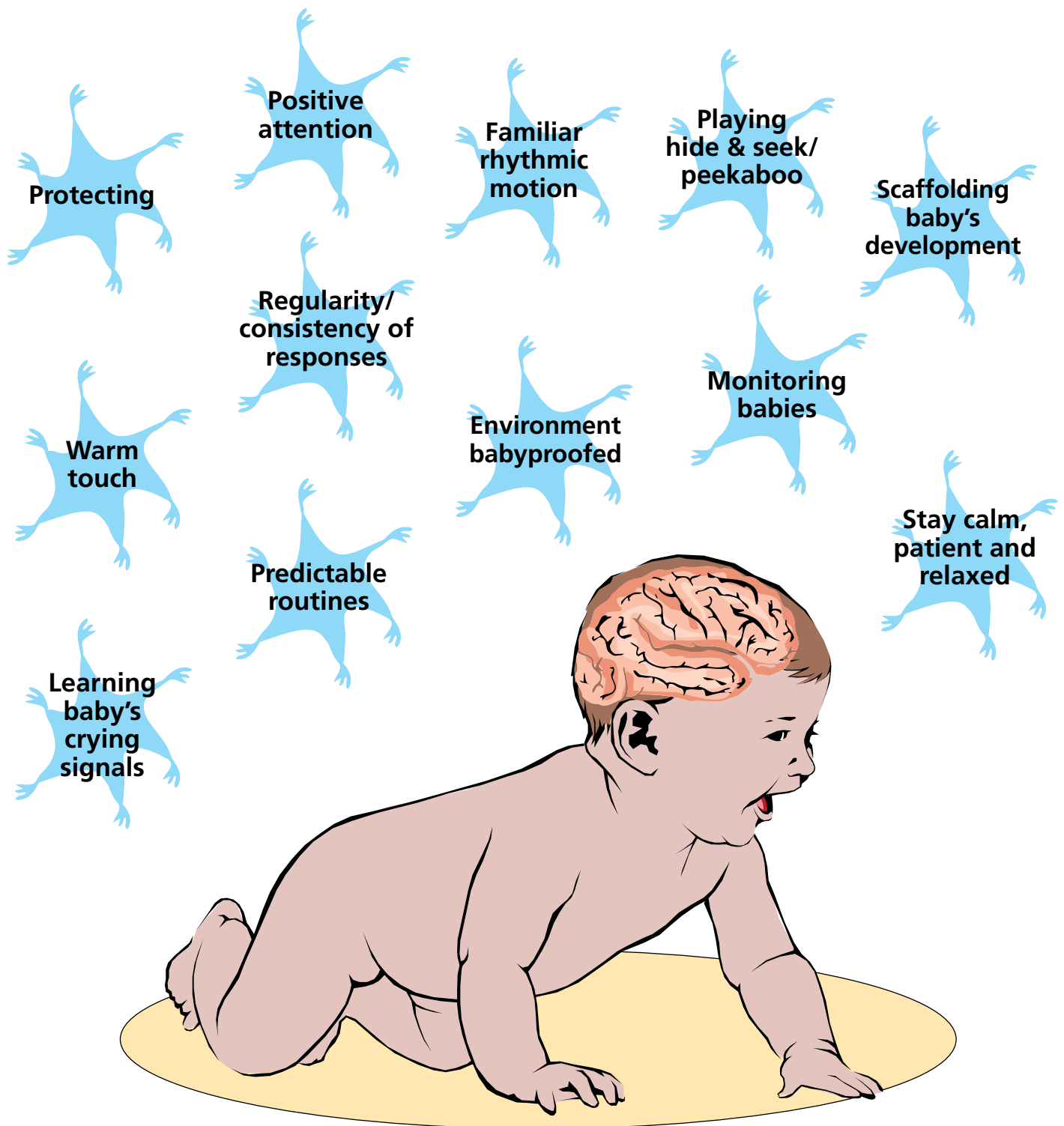




Things I Can Do (6-9 months)

| Activity | Date/Check | 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 feed myself by picking up stick-shaped pieces of food with my fingers | | |
| I am experimenting with what foods I like and dislike | | |
| 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 am trying to pull up to stand | | |
| I copy others using a spoon or fork | | |

Promoting Your Baby's Emotional Development

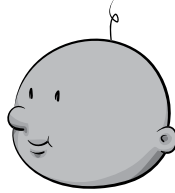


Handouts & Points to Remember Gaining Support



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These handouts are also available on our website, www.incredibleyears.com (in *Group Leader Resources* section).



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
- Check off your baby's milestones on the "Things I Can Do" checklist

Phone/E-mail:



- Call, text, or e-mail your buddy and share something from your support journal (page 163-164)

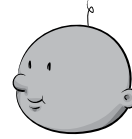
To Read:



Read Chapter 5: *Parents Gaining Support* and keep your journal up to date.



Baby-Proofing Safety Checklist

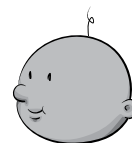


Take a look at this checklist and check off all of these things that you have done

- ☐ 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.
- ☐ I have taken an infant CPR class.
- ☐ 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.
- ☐ I use a TV strap with flat screen TVs to prevent tipping over.
- ☐ I do not place crib/cot near windows or window blind cords.
- ☐ I use straps on cupboards in bedroom to prevent them tipping over.
- ☐ Infant seat is federally approved and installed correctly with 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, on the bed, 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.

**I keep my
baby safe**

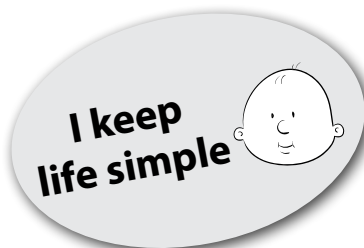




PARENT'S VIEWPOINT

Developing my Support Team

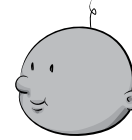
- Take some personal time to refuel my energy
- Do something nice for myself such as exercise, have a massage, or walk with a friend; when I recognize and meet some of my own needs, my children benefit too
- Leave my baby with a caregiver I trust
- Help my caregiver know my baby's schedule, regular routine, and favorite activities
- After being away from my baby, find out about my baby's activities and routine with her caregiver
- Support my baby's caregiver with appreciation for his or her thoughtful efforts with my baby
- Encourage my baby's special relationship with my caregiver — remember this is a healthy sign and will not diminish my special bond with my baby
- Encourage my baby's relationships with family relatives and friends by sharing my baby's developmental milestones and special interests via phone, email or texting; even though they may not live nearby
- Keep a log of the fun moments to share with friends
- Join with other parents to share parenting ideas, experiences and frustrations
- Keep life simple





POINTS TO REMEMBER

Babysitter Preparations



Things to discuss with your babysitter:

- Location of your emergency information (fill out the handout included and post it on your refrigerator).
- Where you will be and when you will be home.
- Your baby's schedule for the time you will be gone: discuss feeding, diapering, sleeping, and activities that your baby likes. It can be helpful to write this down for your babysitters.
- Show the babysitter where everything is and what to do: diaper changing table and where to put soiled diapers, bottles, and how to warm milk, where your baby usually sits or plays (bouncy seat, exersaucer).
- If your babysitter will be transporting your baby in the car, make sure that the carseat is properly installed and show her how to secure your baby in the seat.
- Review baby-proofing needs and stress particular situations where your baby needs monitoring (protection from the family dog, siblings, where your baby can and can not be safely placed). This will vary depending on your baby's developmental level.
- Particularly if you have a young babysitter, discuss your expectations for his or her behavior: visitors, phone calls, texting, whether he or she can leave the house with your baby, etc.
- Check with your babysitter about their level of experience with children the age of your baby. If you have an inexperienced babysitter, you will need to think carefully about the different situations he or she will encounter and provide enough guidance to keep your baby safe. For example, if your teenage babysitter has never given a bath to an infant, do not have them bathe your infant while you are gone. Provide clear guidelines about what your baby can and cannot have to eat.
- Discuss when your babysitter should call you. This will also vary depending on the experience of your babysitter. For example, you might let an experienced caregiver use his or her own judgment, but might have a less experienced caregiver call you if your child has been crying for more than 5-10 minutes.
- Better yet to have your babysitter spend time with you in advance to observe and learn your feeding and changing routines and play interactions.

Once you have covered these things with your babysitter, relax and enjoy your time away!

**I keep
my baby
safe**



EMERGENCY INFORMATION

Post on the Refrigerator

PARENT'S CELL PHONE _____

WHOM TO CALL IF YOU CAN'T REACH ME

Name _____ Phone _____

Name _____ Phone _____

IN CASE OF EMERGENCY

Our 911 address is _____

Our closest major intersection is _____

OUR CLOSEST NEIGHBOR YOU CAN CONTACT IN AN EMERGENCY

Name _____

Address _____

Phone Number _____

DOCTOR NAME/ADDRESS/PHONE NUMBER _____

[CHILD]'S INSURANCE INFORMATION (if appropriate for your country)

Provider _____ Group ID# _____

Insured's Name and ID# _____ Policy ID# _____

EMERGENCY TREATMENT RELEASE

Child's Name _____ Birthdate _____

Any licensed physician, dentist or hospital may give necessary emergency medical service to my child (_____) at the request of the person bearing this consent form.

SIGNATURE OF PARENT OR LEGAL GUARDIAN

DATES OF RELEASE



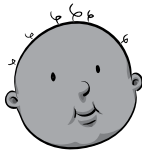
Caregiver's Journal



Caregiver, record here things you have noticed about baby's daily schedule, likes and dislikes, and new developmental landmarks.



SCHEDULE



LIKES



DISLIKES



NEW DEVELOPMENTAL LANDMARKS

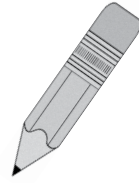


NEW THINGS TRIED

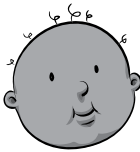


Baby Likes and Dislikes

Parent records here things she/he has noticed about your baby's daily schedule, likes and dislikes and new developmental landmarks



SCHEDULE



LIKES



DISLIKES



**NEW DEVELOPMENTAL
LANDMARKS**



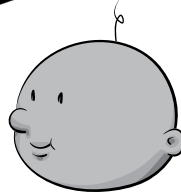
NEW THINGS TRIED

Handouts & Points to Remember The Emerging Sense of Self



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Emerging Sense of Self Home Activities for the Week



To Do:

- Give your baby opportunities to explore
- Make mealtimes fun—be child-directed and respond to your baby's cues
- Allow your baby some independence during mealtimes
- Teach your child some sign language
- Complete your emergency information (page 170)

Phone/E-mail:

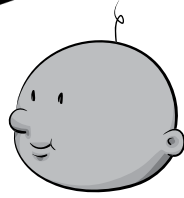


- Call, text, or e-mail your buddy to share your baby's milestones (page 209-211)

To Read:



Read Chapter 6: *Baby's Changing Sense of Self*.



Emerging Sense of Self Home Activities for the Week



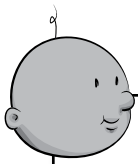
To Do:

- Make enjoyment of your baby a priority
- Allow your baby some independence during mealtimes
- Review your baby's milestones (page 209-211)
- Play peek-a-boo and pat-a-cake often
- Complete your baby-proofing safety checklist (page 207-208)

To Read:



Review Chapter 6 and complete your happy memories journal and letter to your baby.



POINTS TO REMEMBER

Baby-led Feeding Solids

I am baby-directed in my feeding approach

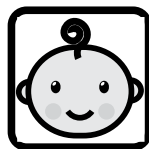


- Baby can sit in your lap or in a high chair with back support
- Allow your baby to explore the food (by touching, smearing, smelling)
- Remember at first your baby needs to learn about how to chew, use her tongue and swallow;
- Don't expect your baby to swallow new foods at first (or even second or third try); s/he may only take a few spoonfuls in the beginning
- Allow your baby some independence such as holding her spoon, or tippy cup, or feeding herself.
- Show your baby that you like the food. Make sounds like "Ummm" and "Ahh" when she eats; model appropriate eating behaviors yourself (let your baby feed you)
- Speak "parent-ese" to your baby during feeding and name the foods your baby is eating
- Show a joyful face and take turns feeding and talking
- Praise social behaviors and model them (say thank you for sharing)
- Respond to your baby's cues. Follow your babies lead and let her set the pace, choose foods to try and decide when she is done
- Combine nonverbal signals to help your baby communicate "all done" or "more"
- Don't get into food fights by forcing your baby to eat
- Make eating an enjoyable family time: have your baby take part in your own meals so s/he can copy your eating behaviors and always stay with your baby while s/he is eating
- Put an underlay of plastic under the chair of your baby – so it does not matter if your baby spills.



Baby Alert

Breast milk or first infant formula will still be your baby's primary source of nutrition for several more months, so don't worry if your baby does not eat very much. At this stage he is just learning how to chew, what foods feel like, how they taste, and how to swallow.



Baby Alert

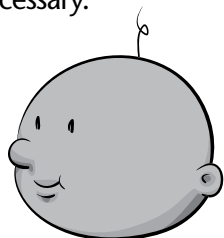
Avoid offering highly processed foods and foods with added salt or sugar, but check the most recent guidelines or with your health visitor or primary care provider for the latest research on what foods you should avoid in the first year of life.



POINTS TO REMEMBER

Baby-Led Introduction of Solid Foods (6 months)

- Right from the beginning at 6 months you can start by introducing a variety of savory foods representing a range of textures. Follow your baby's cues as to what she wants to eat and let her explore different tastes. Continuing to breast feed will increase your baby's immunity for a year.
- Your child is ready for solid food when he has head control, can sit upright, and when the tongue is no longer used to shove the food out of the way. Moreover, your child looks curiously at the food and opens her mouth when she sees the spoon.
- Let your baby eat in the high chair with your family whenever you can—not in front of the television or on the run. Be sure to do up the baby chair safety straps.
- Introduce solids at 6 month starting with a small amount of food once a day. Until then, breast milk or formula 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, it will also increase your baby's immunity for the rest of the first year.
- Feed your baby in a high chair or let your baby sit in your lap – not in front of the television or while moving about. Be sure to do up the baby chair safety straps
- Check out the latest guidance on introducing solids from your health visitor, Ministry or World Health Organization web sites.
- Begin once a day feeding at a time where your baby is comfortable and not too hungry
- Do not worry if your baby does not seem interested in eating off the spoon. Let him smell and taste and touch the food, and eat with his fingers.
- Let your baby have his own spoon and model feeding yourself with a spoon.
- If your baby leans back or turns his head away from food he has probably had enough or is bored with the food game.
- Remember, babies first need to learn how to chew and swallow and your baby's nutrition is still mostly from milk. This will gradually change by 1 year, when your baby will now be getting most of their nutrition from solid foods. You can think of the offering of first solid foods as play time and practice for learning how to eat. By 7-9 months babies manage to eat very well and you will be offering 3 meals a day.
- Start with food that is finger-shaped so your baby can hold it and always try to stay with your child, when s/he eats, so you can take action if necessary.



**Nurturing
feeding**

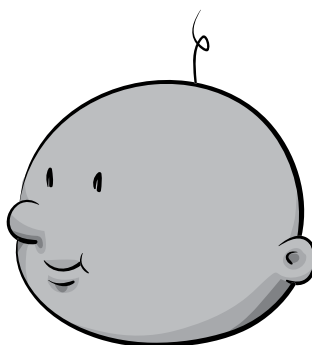


POINTS TO REMEMBER

Baby-led Introduction of Solid Foods (9-12 months)

- Continue to offer a variety of flavors and textures in food choices.
- Let your baby choose what foods he wants to try to eat. Allow for choice.
- Be prepared for messes by putting a plastic sheet or clean cloth under his high chair and dress him a short sleeve shirt. Remember food tastes, smells, and texture is all part of the learning process.
- Offer chunky, stick-shaped pieces of healthy food (vegetables, fruits, chicken) that your baby can hold on to. Soft, somewhat firm, lightly cooked vegetables are great for baby munching and tasting. Toast is easier to eat than soft bread and bread sticks are great for dipping.
- Stay with your baby whenever he is eating. Preferably, have your family meal at the same time to promote modeling eating behaviors.
- Most of all be baby-directed with feeding and let your child be in control of his own eating. Make this a time for fun, good exploration, and discovery. This will prevent many future problems over food.

Note: there is no need to puree or mash the food, even for spoon feeding. Continue to offer a variety of flavors and textures. Self-feeding allows babies to explore, taste, texture, and smell and encourages hand-eye coordination.

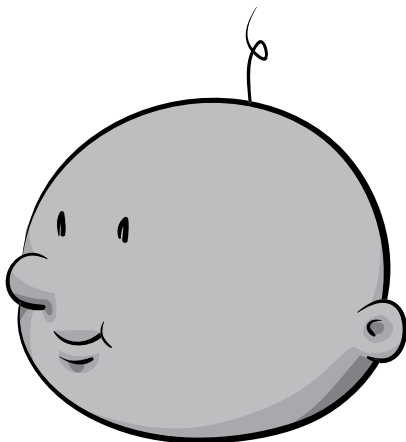




POINTS TO REMEMBER

Paced, Baby-directed Bottle Feeding

- Feed your baby by following your baby's hunger cues. Hold your baby in your arms and invite your baby to use the bottle rather than forcing the nipple/teat into your baby's mouth.
- Make sure the milk is not too hot (37 degrees) by testing a bit of milk on your wrist.
- Make sure the teat/nipple hole isn't too small or too big. The teat/nipple hole is the right size when the milk runs several drops per minute. A small hole will frustrate your baby and make her swallow air. A large hole will result in your baby gulping milk too quickly.
- Hold the bottle at a low angle so that the teat/nipple is partly full, and your baby can control the amount of milk taken in. The teat/nipple does not need to be full of milk or the flow will be too quick.
- Allow your baby to control the milk intake during feeding. Have natural pauses or breaks when your baby is restless so there is no pressure to finish the bottle, and there are opportunities for burping.
- Stop when your baby lets go of the teat/nipple and doesn't want any more milk.
- Don't worry if your baby doesn't burp every time you pat her, she probably doesn't need to burp.
- Be present and aware of your baby's signals. Stay calm and minimize distractions during feeding. Be sure to turn the TV off.
- Keep your baby calm and up right for 20 minutes after feeding and avoid too much activity.
- Minimize the number of people feeding your baby to provide predictability to the feeding routine and enhance secure bonding.



POINTS TO REMEMBER

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.

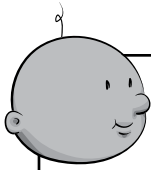
| Action | yes | no |
|---|-----|----|
| Monitor and supervise my toddler at all times; am vigilant about this. | | |
| Toddler-proofed every room in my house | | |
| Keep emergency numbers next to the phone (including a poison control number) | | |
| Keep curtain and blind cords out of reach | | |
| 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 bath unattended. I keep my toddler with me while bath is filling. Once my child is in bath 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 | | |

POINTS TO REMEMBER

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 until he is 3 years old | | |
| Have a play area in kitchen—give him his own cupboard with plastic containers, wooden spoons etc. | | |
| Make sure that all my child's toys are approved for his age | | |
| 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. | | |



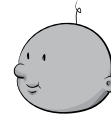
POINTS TO REMEMBER

Social and Emotional Developmental Milestones 6-12 months

- Stranger anxiety starts (7–8 months, begins; peaks at 10-18 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)
- Jabbers (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

**We play
peek-a-boo**





Things I Can Do (9-12 months)

| Activity | Date/Check | Observations/Comments |
|---|------------|-----------------------|
| I can tell the difference between my parents and other grown-ups | | |
| I have discovered myself in the mirror | | |
| I can wave bye-bye | | |
| 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 like "touchy-feely" books | | |
| I recognize my favorite foods and trying new flavors | | |
| I am drinking from a sippy cup and like to feed myself with a spoon | | |
| I love pat-a-cake and other peek-a-boo games | | |
| I am crawling with my belly off the floor | | |
| I can pick up foods accurately using fingers and hands | | |
| I can stand alone briefly | | |
| I am cruising | | |

An illustration of a baby's head with a single hair curl on the right side, looking towards the left. To the left of the head is a toy rattle with a grey oval body and a circular ring at the top. Several short lines radiate from the rattle's body, suggesting movement or vibration.

POINTS TO REMEMBER

Physical Developmental Milestones 6-12 months

- Sits without support (7 months)
- Starts trying to crawl (7–8 months)
- Tries to stand up 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)



POINTS TO REMEMBER

Deciding About Weaning Your Child*

The World Health Organization (WHO), American Academy of Pediatrics and all 4 United Kingdom health departments, recommend exclusive breast feeding for the first 6 months of life, the introduction of solids at about 6 months and continued breast feeding with family foods through the first year and for as long as the mother and baby want to continue. The WHO recommends breast feeding for at least two years. The reason for this recommendation is the research showing the beneficial immunological, nutritional, and health benefits for the baby and the mother. In the first few months of introducing solid foods, our baby will still get most of his nutrition from breast milk or first infant formula. Remember, the introduction of solids from 6-12 months is more about the baby learning how to self-feed and swallow than his nutritional needs.

Deciding when to stop breastfeeding is a personal and individual decision. Some families will decide to stop at 6 months, while others may continue to breast feed beyond a child's first birthday. The decision about when to stop breast feeding 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 stop breastfeeding 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 stop breastfeeding 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.

Stopping breastfeeding does not have to be an all-or-nothing proposition. Some women choose to stop 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 expressed breast milk to your child around 4-6 months. Even if you plan to continue breast feeding, giving the occasional bottle of expressed 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.



**Regarding the term "wean" — this is meant in the American sense, not the British sense. In the US, "weaning" means "giving up breast feeding" where as in the UK it means "adding complementary foods."*

POINTS TO REMEMBER

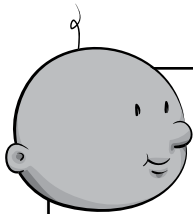
Tips on Deciding When to Stop Breastfeeding

- Breast feeding should continue as long as mutually desired by mother and baby. You are the best judge of when to stop.
- 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.
- Remember evidence clearly supports the importance of exclusive breast feeding for the first 6 months and continued breast feeding with appropriate iron rich complimentary foods for at least one year. This has been shown to produce optimal health outcomes for babies as well as mothers.



Some Further Tips—Take a Gradual Baby-led Approach when Possible

- Take a gradual approach to stopping breast feeding; skip one breast 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 breast 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 breast feeding/nursing time and nurse after meals instead of before meals (if your baby is over 8 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.
- If breast feeding is strongly associated with a particular time or activity (bedtime, wake up time) have the other parent or another caregiver do this routine with the child for several days. This may help to break the pattern since the child doesn't associate breast feeding with this parent.
- Avoid sitting with your child in places that are associated with breast feeding during the weaning process (e.g., nursing chair). Instead, cuddle or play with your child in a new location during the usual breast feeding 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 "lovey" for your child to hold while breast feeding.
- Be flexible, gentle and patient. Watch your child's reactions and respect them; if he is having a hard time giving up the morning breast feeding, 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.

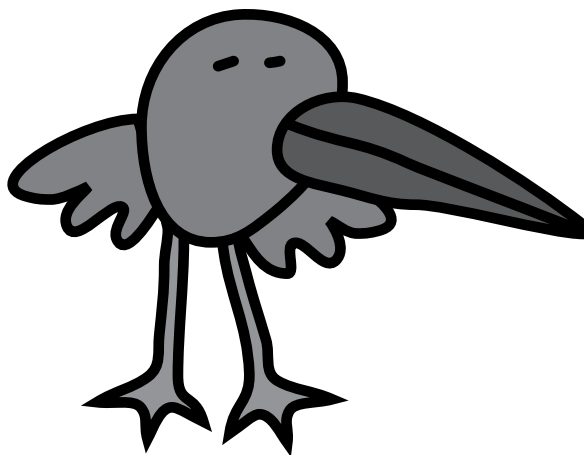


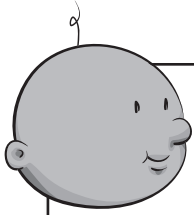
POINTS TO REMEMBER

Weaning Toddlers

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

- You can say to your toddler, "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 stopping breast feeding with 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.





POINTS TO REMEMBER *about* **Sleep Regression**

What is Sleep Regression?

- Sleep regression occurs when a baby, who previously slept well, begins waking up more frequently at night or experiences shorter naps.
- It's a normal phase in a baby's development, often linked to growth, developmental milestones, or external changes.

Common Causes:

- **Growth Spurts:** Babies may become more hungry, which can disrupt sleep.
- **Teething:** Pain from teething can disturb sleep.
- **Developmental Milestones:** New skills (rolling over, crawling, talking) can make babies more restless.
- **Routine Changes:** Starting daycare or traveling to a new place can affect sleep patterns.
- **Illness or Health Issues:** Conditions like a cold, ear infection, reflux, or eczema can make babies uncomfortable and disrupt their sleep.

Signs of Sleep Regression:

- Shorter naps
- Crankiness or fussiness
- Difficulty settling down
- Frequent night wakings

Age-Related Sleep Regression:

- **4 Months:** Major milestone, becoming more aware of surroundings, developing sleep associations.
- **6 Months:** Physical developments (rolling, sitting) and social milestones (separation anxiety) can disrupt sleep.
- **8-10 Months:** Babies may practice crawling, talking, and experience more separation anxiety.
- **12 Months:** Physical skills like walking, along with night fears and changing nap schedules, can affect sleep.

When to Seek Medical Advice:

- Reduced appetite, fewer wet diapers, or lack of weight gain.
- Signs of illness, like a fever, earache, or rash.

Tips for Dealing with Sleep Regression:

1. **Consistency:** Establish and stick to a bedtime routine to help babies self-soothe.
2. **Ensure Enough Sleep:** Babies need 12-17 hours of sleep, including both daytime naps and nighttime rest.
3. **Self-Soothe:** Allow your baby to calm down on their own, using a gentle touch if needed.
4. **Avoid Overfeeding:** Try not to feed your baby every time they wake up.
5. **Calm Environment:** Keep the room dim and quiet, minimizing interaction.
6. **Practice Separation:** Play peek-a-boo and similar games to reduce separation anxiety.
7. **Self-Talk:** Remind yourself that this phase will pass.

Sleep regression can be tough, but it's temporary and often signals positive growth.