

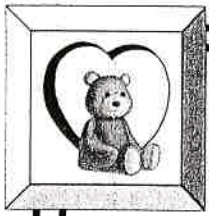
Infancy Visit #14

- PIPE: Attachment
- PIPE: What Are Children Really Learning?
- ASQ Activities: 4-8 Months

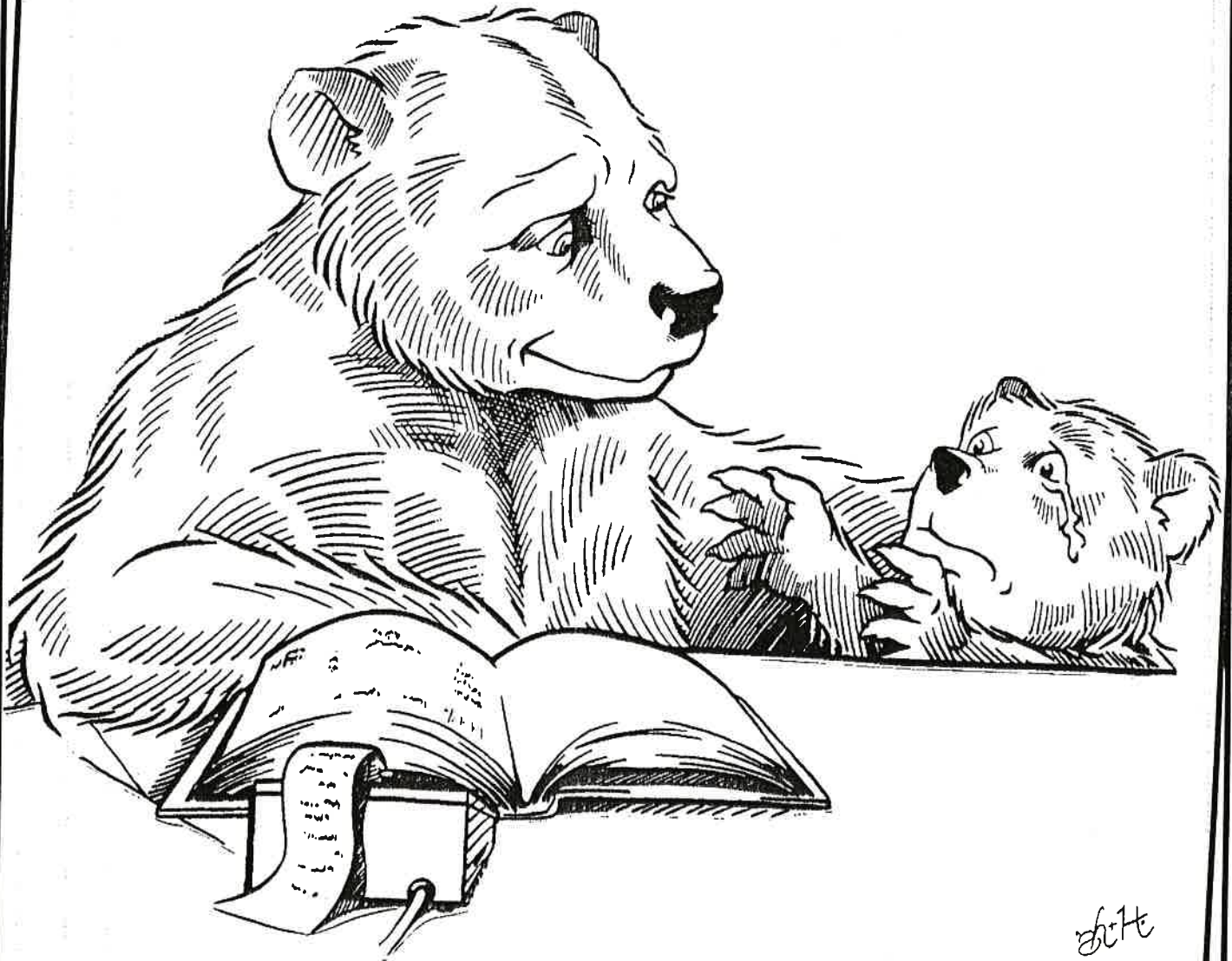


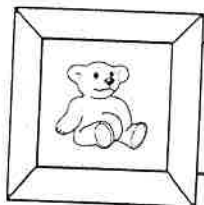
Topics for Next Visit:

- 6 Month Growth & Development
- PIPE: Learning Language



Attachment





Conceptual Overview

LOVE TOPIC 6

1. Attachment is another word for commitment. As humans we have a deep need to be emotionally connected with another human, to feel a unique sense of commitment, a sense of belonging that grows with shared experiences. This is more than just a friendship; we become *interdependent*. We feel sad when that person feels sad, we feel angry when he or she is angry; we feel confident and fulfilled when that person is happy. This emotional sharing gives us a special feeling of connectedness and safety. We are willing to alter our lives for her and to share in one another's interests and needs. We are willing to listen and comfort while also providing objective balance, modulation, and stability. We grow closer until there is a feeling of "oneness." It is in the context of this "shared space relationship" that good psychological development occurs.

The attachment between parent and child is unique because this relationship is also genetic. Biology has ensured that mothers feel committed to the survival of their offspring. Most parents make extreme sacrifices for their infants. Most parents feel this strong commitment to their babies at birth. This develops into a bond that will lead them to one of the most powerful and lasting relationships in life, one that is worth working to protect and expand. This feeling of commitment will grow into a mutual connectedness of parent and child, which is strengthened through consistent shared experiences.

2. Attachment feelings in the baby are apparent toward the end of the first year. Soon after birth, a baby begins to focus on his or her mother's face, alert to her voice and touch, and quiet to her closeness. Babies show a preference for their parents, but also reach out and show pleasure in going to other caregivers. However, after babies start to crawl and become alone in a big world, they reach out for the person who has consistently been there, the one who has shown commitment. When babies have gained the ability to recognize special people and things, most babies will select one or two people - usually their parents - and demand that they are close and attentive. Babies are seeking feelings of safety and protection, but they are also seeking a guide or model of behavior to help them understand how to manage in their bigger world.

Initially there is one primary attachment figure. That person becomes the baby's model and guide. This is usually the mother. Her baby shares her physical and emotional space, her expressions, her attitudes, laughter, and frowns. The baby copies everything the mother does, wants to try everything the mother has, and wants the mother there constantly. It is as if there were an invisible tie between them. When a baby feels confident that his mother is there, the baby will be ready to accept one or two more special caregivers. The baby will commit to other special and safe relationships.

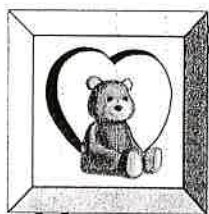
When a baby has too many caregivers at this time, the baby becomes confused

LOVE

TOPIC 6

and disorganized about relationships and about his own feelings. The child loses a sense of safety and trust. If the baby has no model and makes no commitment, the baby withdraws from any attachment.

3. Having strong attachment figures leads babies to become confident and independent. "Being there" as the base and the model for a baby is one of the most valuable gifts parents will ever give them. The developmental period between 9-12 months is a time when babies make firm attachments. At this time they begin to choose special people, places, and toys. Parents' presence and consistent loving care provides emotional stability for their baby that will be lifelong. This commitment will be setting the stage for a deep love, which their baby will return.
4. Attachment leads to values and morals. The period from 1 to 3 years is believed to be a crucial time when sharing emotions with at least one special person leads to the development of empathy. Empathy is the core for moral development. Because babies learn to share their parents' feelings, they learn to understand others' feelings. These first attachments are the model for all relationships. They provide the "do's" and "don'ts" for how we treat one another. They are the beginning of morals and values.
5. Toddlers choose an attachment toy. Stuffed animals, blankets, or other soft things become a representation of mother. Toddlers want this "love" object when parents aren't there. It provides stability and comfort. The "love" reminds the child of the safety, strength, and confidence that the mother gives. It is important to let babies have their "Mom-substitute" or "love" close by as long as they want it. We believe that at about 3 years of age, toddlers can keep the memory of parents and the feelings they represent in their minds. They feel safe, which allows them to be more independent and confident when alone. Most adults still keep a "love" somewhere in their lives. We continue to define comfort items, which continue to give us feelings of stability.



Attachment

Attachment is a feeling of emotional connection that requires commitment.

Attachment provides

- feelings of safety, stability, and confidence
- a pattern or guide to use during unsure times

Attachment becomes

- a sharing of emotions and goals
- a feeling of belonging
- a sense of right and wrong

Attachment leads to

- reduced anxiety
- self-esteem
- independence
- conscience

Don't Leave Me!



I love it that my child is attached to me. But I feel so guilty when I leave her!

It feels good to be my child's hero! But can't I get a minute to myself?

Is your toddler attached at your hip? Wanting to cling to you even in the bathroom?

Don't worry, it's **NORMAL**.



What is separation anxiety?

This is when your toddler is scared to be away from you. It starts around **8 months**. It is worst around **12-18 months**. It usually eases off around **3 years**.

I have learned that there is only one you! I want to be with you ALL the time!



I don't have a sense of time. I don't know when, or if, you're coming back.

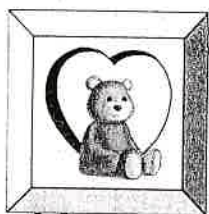


I cry big tears and hope you will stay! But once you're gone I cheer up & have fun.



Tips for Dealing with Separation Anxiety

- Try to leave when your child isn't tired or hungry. Being tired or hungry makes separation anxiety worse.
- Spend time with your child at a new place before leaving. Remind your child that you will be back.
- Say goodbye in a happy, positive way. Then leave. This shows your child that you trust the caregiver.
- Have the other caregiver distract your child as you leave. A game or toy may help. Your child will calm down after you leave.

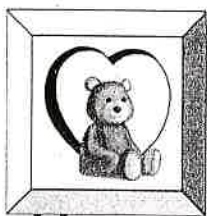


Checklist of Attachment Behaviors

Below are listed some common attachment behaviors. Check those that you have already experienced with your child.

My Baby's/Toddler's Name _____ Age _____

- ☐ My baby likes to be held and cuddled.
- ☐ My baby likes to start games that involve me (drops things on the floor so I'll pick them up).
- ☐ My baby pokes at my eyes, mouth, and ears.
- ☐ Every time I leave my baby with anyone, he or she cries when I leave.
- ☐ My baby likes to run away and have me chase him or her.
- ☐ My baby tries to copy or imitate everything I do.
- ☐ My baby has a favorite stuffed toy, teddy bear, or blanket, which he or she insists on having at bedtime or at the childcare center.
- ☐ When I'm talking to someone else, my baby begins to whine and tries to climb onto my lap.
- ☐ I find my toddler gets into things when I'm busy.
- ☐ My baby often stops crying when I come in the room.
- ☐ My baby always has been friendly. Now he or she cries when anyone smiles or tries to hold him or her.
- ☐ My toddler seems content to play alone as long as he or she can see or hear me.
- ☐ My baby is afraid of adults he or she doesn't know.
- ☐ My toddler likes to have tea parties and pretends to cook or pretends to drive the car.



Rules for Appropriate Peek-a-Boo

Peek-a-Boo is one way to show a baby that someone or something is still there when he or she can't see it. This game helps build a vision in a baby's mind - a memory image of the person. Babies are 2 1/2 or 3 years old before they can firmly remember that you and your love are not really gone but are still there for them when you are temporarily absent.

Peek-a-Boo for young babies, 4 to 8 months of age

Use a small cloth or cardboard. Cover your face. ... Then pull the cloth away and smile. Say "Hi, _____!" [Use the baby's name.] You can frighten the baby, if you say, "Boo!"

Repeat several times. To vary the task, you can pull the cloth away slowly to show your face a little at a time. The baby will see you there and laugh.

Peek-a-Boo for older babies, 8 to 12 months of age

After you have played by covering your face, cover the baby's face with a small cloth. Pull it off and laugh. Cover the baby's face again and wait for a few seconds. Let the baby pull it off.

Repeat. Watch the baby's expression. Does the baby look amused ... or scared? If the game is not fun for the baby, go back to covering your face and let the baby pull the cloth away from you.

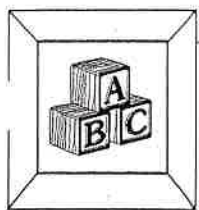
Large blankets or dish towels are *too* big. Babies get tangled trying to remove them, or they are in the dark too long. Most babies do not like this game and cry to get away.

Teasing babies is very detrimental. They cannot understand your "joke" and they may feel frightened, helpless, or confused. It is a parent's job to structure games so that babies are successful and can share fun.



Attachment and Later Development

- Attachment security is a protective factor for later mental health.
 - More advanced social skills
 - More empathic
 - Better communication
 - Show a wide range of emotions
 - High self-esteem
 - Better friendships
 - More advanced cognitively
- Attachment insecurity is a risk factor for later mental health.
 - More difficulties with peers
 - Less positive and more angry, aggressive, and non-compliant with caregivers
 - Use less direct communication
 - Do not ask for assistance when stressed
 - Less willing to try new things
 - Less confident/lower self-esteem
 - Are equal to secure infants in cognitive skill but have lower frustration tolerance and more negative affect



The First Year: Relationships Give Stability

The first year is a time of survival and rapid change. Babies are learning about how their bodies work. Every day a new nerve connection is made and a new ability is gained. Imagine how confusing it would be if everything you knew and did was different every day!

Babies need a sense of stability in their changing world.
Who will help them find equilibrium or balance?

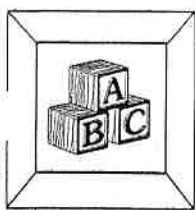
- Parents provide the stable base that surrounds and nurtures babies through the first year.
- Parents are the emotional connection that will organize or disorganize baby's learning.
- Parents are the guide, providing experiences and setting patterns for learning.
- Parents give meaning to their baby's experiences.

Parents provide protection, warmth and nutrition, which gives babies feelings of safety and trust. When parents provide food and comfort to their newborn in a patterned way, they allow their baby's body to become regulated - and trust to develop. This gives their baby physical stability. This stability gives babies the confidence that will allow development and learning to begin.

Parents regulate emotional extremes and open pathways for learning. When parents hold their babies close, their babies calm to their body rhythms. This helps to stabilize a baby's exploding nervous system. Babies share the emotional rhythms of their parents. A positive emotional "shared space" teaches babies self-confidence and emotional stability. This gives babies feelings of balance and belonging.

Parents give babies feelings of identity and value. When parents return an infant's smile, a connection is made. Babies practice smiling and learn how others respond. A playful pattern is established. The baby is feeling powerful. The baby feels valued and loved.

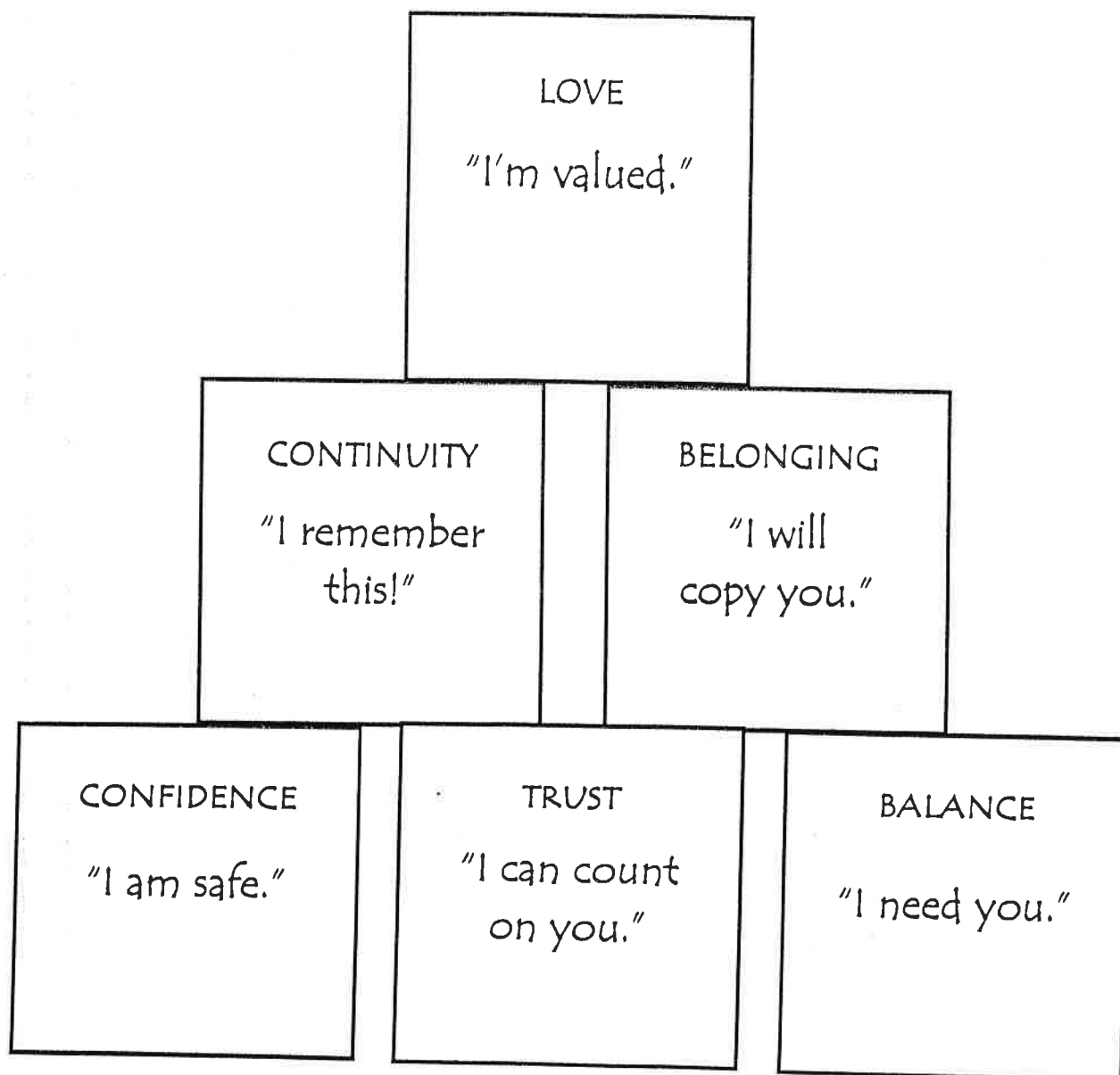
Parents guide and structure babies' learning, which gives babies feelings of continuity. For example, parents give meaning to their baby's experiences. They plan ahead, set the stage, and define the structure for babies. "We always take a bath before dinner." "We always play the music box before bed." Parents set routines that become expected patterns in their baby's memory. Routines give babies a sense of constancy and continuity.



The First Year: Providing Stability

The first relationships are the foundation for learning. What you do and say with your baby will help him or her feel confidence, trust, balance; continuity, belonging, and love. These feelings give your child stability. When parents provide stability, learning can occur.

Children feel:



Communication

Activities to Help Your Baby Grow and Learn

Your baby knows his name and may use his voice to let you know he is happy. He can shout for your attention. He squeals and is beginning to babble to you and to others. He makes sounds such as "mama" or "dada." He also is learning to respond to "bye-bye."



Baby Rubdown

After bath time, enjoy some quiet time talking with your baby as you gently rub him down with lotion or oil. Tell him about your day and ask about his: "We went to the market today. You wore your new shirt from Grandma."

What's That?

When your baby notices a sound, help her locate the source. Ask your baby questions: "What's that? Daddy's car? Did you hear a dog?"

Touch that Sound

As your baby begins to experiment with his voice at about 5 months, you will probably hear "ba," "mmm," and "da" and "ah," "ee," and "oo" sounds. Imitate the sounds baby makes. While you make the sound, let your baby put his fingers on your lips to feel the vibrations.

Trust Building with Words

When you move away from your baby to do other things, keep in touch with your baby through your words. Tell her what you are doing as she follows with her eyes: "I'm over here. I'm picking up the clothes. I'll be right back." Now and then step out of sight but continue to talk until you return: "Did you miss me?"

Reading Time

Your baby will enjoy looking at pictures in magazines or books. Choose things such as a phone, dog, car, or spoon. Sit with your baby on your lap and read or talk about the pictures. Tell a little story: "See the phone? It's for you."

Sing a Song

When you are bathing, diapering, or changing your baby's clothes, sing a song: "This is the way we wash our toes, wash our toes, wash our toes. This is the way we wash our toes, so early in the morning."

Hide and Seek

Move just out of sight and call baby's name. Wait a few seconds and then reappear: "Here I am!" Now find another place and hide again.

Notes:



Don't Forget! Activities should be supervised at all times by an adult. Any material, food, or toy given to a young child should be reviewed for safety. Always watch baby when he is in water.

Fine Motor

Activities to Help Your Baby Grow and Learn

Your baby's grasp has relaxed now, and he likes to reach and grab nearby objects. He can hold and bang objects and even hold something in each hand! He may watch you scribble with interest. He's learning how to use his fingers and is getting better at it every day.



Rattles and Toys

Give your baby plenty of opportunities to try out different toys. Things that feel different or toys that make sounds will be very interesting to your baby. Some of the best toys aren't toys at all, such as spoons.

Picky, Picky (6 months or older)

When your baby starts eating solid food, he will enjoy trying to pick up small bits with his thumb and forefinger. Don't worry about the mess. This fun activity strengthens eyes and fingers.

Ice Is Nice

Crush ice into very small pieces that baby can safely eat. Your baby will love to explore the cold ice as it squirms around in a bowl. The crushed ice and cool fingers will feel good on baby's gums and new little teeth!

Drop and Dump

As soon as your baby can sit alone, she can sit on the floor and play some dropping games. Use a plastic container and a small ball, block, or toy. Let your baby drop the ball into the container. You may need to help her at first. Now dump it out. She will want to try it again and again!

Finger Paint

Put a dab of soft, smooth food (e.g., yogurt, soft mashed carrots) on a plate or cookie sheet and let your baby "paint" with her fingers. It's all right if he eats the "paint."

Noodle Pull

Give baby a serving of cool, cooked noodles. Let baby pull apart a few strands. This is a fun way to practice using fingers and to snack at the same time.

Cereal Spill

Put a few pieces of round dry cereal in a plastic bottle. See if your baby can figure out how to tip over the bottle to feed herself the cereal.

Busy Bath Time

Make bath time fun. This is a good time to practice holding and pouring. Add plastic cups and a plastic pitcher to baby's bath. What wet, bubbly fun!

Notes:



Don't Forget! Activities should be supervised at all times by an adult. Any material, food, or toy given to a young child should be reviewed for safety. Remember—never leave baby alone in water and always watch while baby eats.

Gross Motor

Activities to Help Your Baby Grow and Learn

Your baby gets stronger every minute. She now holds her head up and looks all around at everything that's going on. She is learning to sit by herself, even though at first she uses her hands for support. She loves standing while you hold her. Soon she will be able to pull herself up.



Floor Time

Spread out a quilt on the floor or outside in a shaded spot. Put your baby on the blanket on her tummy with a few of her favorite toys and encourage her to stretch, scoot, roll, squirm, or wiggle her way to the toys. Be sure to give some time for baby to be on her back, too.

Sitting Pretty

Help your baby sit alone. Sit behind him and give him some gentle support. A big sister or brother could also do this. At first, baby might want to help hold himself up with his hands. Later baby can hold a toy or a book. Whisper in his ear that he is a wonderful baby! As he learns to sit by himself, you can give him less help.

Bouncy Baby

Hold on to your baby's hands and help her stand up. Have fun bouncing up and down while she's standing on the floor, the sofa, or your lap. Sing a little bouncing chant: "Bouncy, bouncy, bouncy, stop." What fun!

Stand-Up Play (about 7 months)

Your baby may enjoy standing up while holding on to tables and chairs and reaching for different objects. Remove breakable items from low tables or shelves, and line up some of his favorite toys to reach for.

Little Explorer

Now that baby is learning to crawl, she'll want to explore the whole house: "What's under the table? What's behind the chair?" Make sure the areas where she can explore are safe and clean. What good exercise for both of you!

Obstacle Course (about 6-7 months)

Once your baby has started to crawl, you can make a simple obstacle course of pillows and blankets for your baby to crawl across and around.

Kitchen Helper

As your baby gets better at sitting alone, give your baby a small pan or pot lid and a spoon to play with. Baby will enjoy the noise as he bangs it, pats it, and rolls it.

Notes:

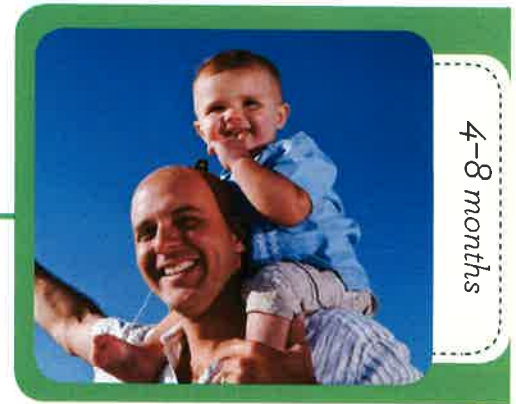


Don't Forget! Activities should be supervised at all times by an adult. Any material, food, or toy given to a young child should be reviewed for safety. Always watch closely when baby is on her tummy.

Personal-Social

Activities to Help Your Baby Grow and Learn

Your baby knows you very well now and will lift his arms to come to you. He may begin to fret when strangers approach. He likes to play with his image in the mirror and is really quite sociable as long as he feels safe and secure.



A Cup for Baby

Allow your baby to hold a plastic cup. Put a little water in it and see what baby will do. She will probably enjoy trying to drink out of a cup. Let her experiment. A bib is a good idea. (You might also want to have a small towel handy!)

Body Awareness

Your baby is discovering different body parts and probably has become very interested in his feet and hands. Encourage him by playing games with fingers and toes, such as "This Little Piggy." Talk about his body parts. When he touches his feet, say, "You found your feet!"

Self-Feeding

Encourage your baby to pick up and eat safe foods, such as crackers or cereal bits. You may also give baby her own spoon to hold while you feed her with another spoon. Try taking turns—you pretend to eat a little and then offer a bite to your baby. Baby will understand that feeding herself is the way to go.

Whisper Power

Rock, walk, or dance and whisper sweet words in your baby's ear. Whispering to your baby helps him to calm down and provides another way to talk in a quiet and loving voice.

A Social Hour

Invite another parent and baby over to play with your baby. As the babies look at, reach for, and explore each other, they will make important discoveries about real people. Stay close by to keep each baby safe as they do their exploring.

Wave Bye-Bye

Wave bye-bye when you leave the room for a moment or two. As you wave, tell your baby where you are going: "I am going into your bedroom to get your blanket. I'll be right back. Bye-bye."

Faces in the Mirror

While looking in the mirror with your baby, talk about body parts, such as the eyes, nose, and ears. Touch your nose and say, "Daddy's nose!" Touch baby's nose and say, "Baby's nose." Then say, "Daddy's eyes, baby's eyes." Play this game as long as baby seems interested.

Notes:



Don't Forget! Activities should be supervised at all times by an adult. Any material, food, or toy given to a young child should be reviewed for safety. Always watch baby while she is eating.

Problem Solving

Activities to Help Your Baby Grow and Learn



Your busy learner is interested in making things work! She will find a toy that's partly hidden and will reach with all her might for something that's just out of reach. She knows when a voice is friendly or angry and much prefers friendly sounds. She also loves playing hiding games, such as Peekaboo!

Where Did It Go?

Move your face or a favorite toy behind a cover while your baby is watching. Ask, "Where is Mommy?" Drop the cover and say, "Here I am!" Cover baby's doll or bear. Ask, "Where is the bear?" Move the cloth and say, "There he is!"

Bath Time Boats

Put several plastic containers in your baby's bath. She will delight in learning about sinking, floating, dumping, and pouring.

Reactions

Provide baby with toys that react such as squeak toys, pull toys, and pop-up toys. Let baby discover ways to make things happen! Share baby's surprise: "Look what happened!"

Hide a Squeak Toy

Hide a toy or some item that makes noise, such as a bell or set of measuring spoons, under a blanket while your baby watches. Reach under the blanket and make the sound. Let him try to find it. Now hide the toy to the side, then behind your baby. Let him look around, then "help" him find it!

Music Maker

Give baby a spoon or a block for each hand. Show her how to bang them on a tabletop or highchair tray while you sing a song. Sing and tap loudly, then sing and tap very softly. Hooray for the band!

Hide the Baby

This is a fun version of Peekaboo. While folding laundry or doing the dishes, cover baby with a sheet, towel, or dishcloth. Say, "'Where's the baby?" Wait a second and pull down the cloth. "Surprise! There's the baby!"

Safe Sandbox

In a small container or tray, let baby touch some flour. As you do this, talk about how it feels and show him how to sift it through his fingers: "Ooh, that's so soft."

Notes:



Don't Forget! Activities should be supervised at all times by an adult. Any material, food, or toy given to a young child should be reviewed for safety. Always watch baby when she is in water.