Infancy Visit #4

- 1 Month Growth and Development
- PIPE: Trust Cycle
- Baby's Brain Development
- PIPE: Playing Stimulates the Senses

Topics for Next Visit

- Vaccines
- Medication Administration
- Second-hand Smoke
- Talking to My Baby's Doctor
- Support/Childcare

Month 1: What's Next?

At one month I might:

- Move my head side to side while lying on my back
- Keep my hands in tight fists
- Focus 8-12 inches away
- Turn toward sounds and voices I know
- Like feeling things that are soft

You can help me learn!

- Put me on my back in a safe place. Hold something about 12 inches in front of me. Move the object from side to side. Let me follow it with my eyes. (Stop when I show signs of needing a break.)

- Hold me with your face about 12 inches from mine. Look into my eyes. Talk or sing gently.

- Stroke my skin gently with your fingertips. Try this with other soft objects. I might like cotton balls or a silky scarf. Watch to see how I react.

SAFETY CHECK

Don't shake me!
Shaking a baby is very dangerous. It can cause brain damage &death.

Don't pull me up by my arms. It could displace my elbows or my shoulders.

Month 1: What's New?

So big!

Look how much I've grown...

My weight: _____

My length: _____

My clothing size: _____

Things I did this month:

Learning about me...

The longest I've slept is: _____

The longest I've spent awake is: _____

I learn to trust you when: _____

When I'm hungry, I: _____

When I need a diaper change, I: _____

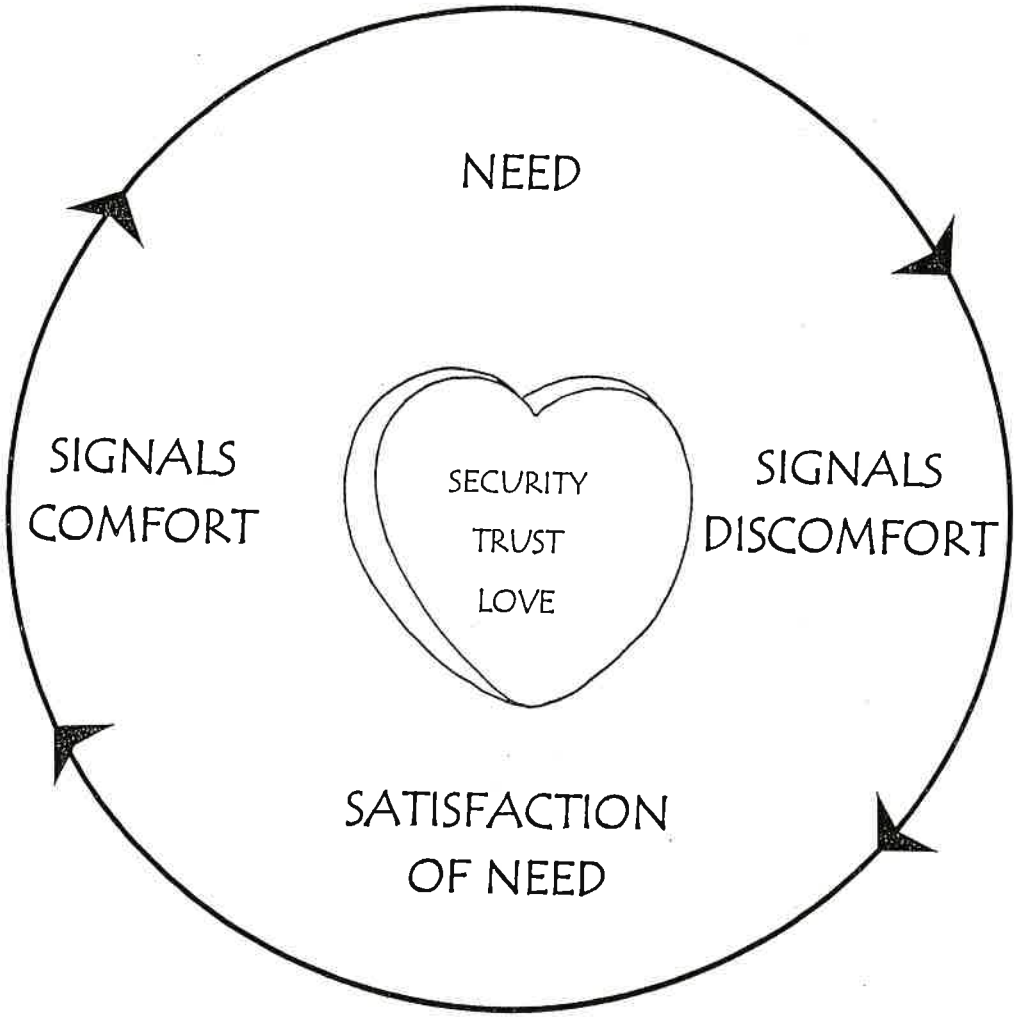
When I'm happy, I: _____

REMEMBER!
Take care of yourself so you can take care of me!

Learning about you...

Taking care of me takes lots of energy!	**Find ways to recharge. Don't run out of energy!**
What used your energy?	How can you recharge?
•	•
•	•
•	•
•	•

The Trust Cycle



The Trust Cycle

The trust cycle is a pattern that helps develop trust. This pattern may occur in any relationship. Individuals who have not learned to trust have difficulty developing and sustaining a love relationship. If it is hard for a person to share trust, understanding this cycle can be a way to start a new trusting relationship. Even if we have not felt trust in the past, we can start to develop trust by asking for help from our friends or family members with just one of our needs. Then we can build on that experience.

A parent's relationship with his or her newborn also starts with giving trust. It takes only a few months for the baby to start showing that he does trust, e.g., calming to parent's voice or waiting to be fed.

When a baby experiences a need such as hunger, there is a feeling of discomfort and displeasure. The baby expresses discomfort with agitation, squirming, or even fussing. When a parent answers this signal by feeding the baby, it satisfies the baby's need. This gives comfort and fulfillment to the baby. A recurrent pattern where one person understands and fills or meets another's needs leads to trust. Meeting a baby's need is contingent on the baby first expressing a need.

In other words, wait for a baby to signal a need:

- Don't awaken a baby.
- Don't feed a baby *before* he signals hunger.
- Don't change a diaper without first checking to see if a baby is wet or soiled.
- Don't solve a "play problem" until the baby asks for help.
- Don't clap or praise before the baby shows inner pride in her accomplishment.

Answer a baby's needs quickly. Don't make a baby become hysterical or give up. Let babies know you are "there for them." It does not "spoil" babies to answer their needs. Small babies do not become "spoiled." Giving in to a baby's fuss when he does not have a need is spoiling.

The trust cycle sometimes is blocked. Consistent lack of response to a baby's needs will teach him not to reach out to others. He will not learn to trust or to be interactive. A baby left to cry too long without a response feels hopeless. This can foster anger and withdrawal.

Overanxious parents who respond *before* the child has felt a need will deprive the child of a feeling of fulfillment and trust. Parents who wake a baby to feed *before* the baby is hungry are depriving the baby of the opportunity to develop trust. They may be creating a demanding and indulged baby.

Baby's Brain

Baby's brain is growing fast! At 12 months, the brain will be much bigger than when baby was a newborn.

How much bigger do you think it will be at age 1?

How big will baby's brain be at age 6?

Your baby's brain is making links. The links connect the parts of baby's brain. The links help baby think. They help baby grow and develop.

Brain growth during the first year helps baby learn to figure things out.

Some parents hope their child gets good grades. Some parents hope their child is good at sports. Some parents hope their child will have lots of friends.

My hopes for my baby:

Baby's Brain

Doing fun things builds baby's brain. New things help the brain build more links.

Singing, talking, walking, dancing, laughing and playing help baby learn. Baby learns to problem solve by exploring the world.

Ways I can help build my baby's brain:

Promoting and Protecting Baby's Brain Development

Does the human brain weigh about the same as an average orange or cabbage?

True or False: By age 4, the child's brain is almost the size of the adult brain?

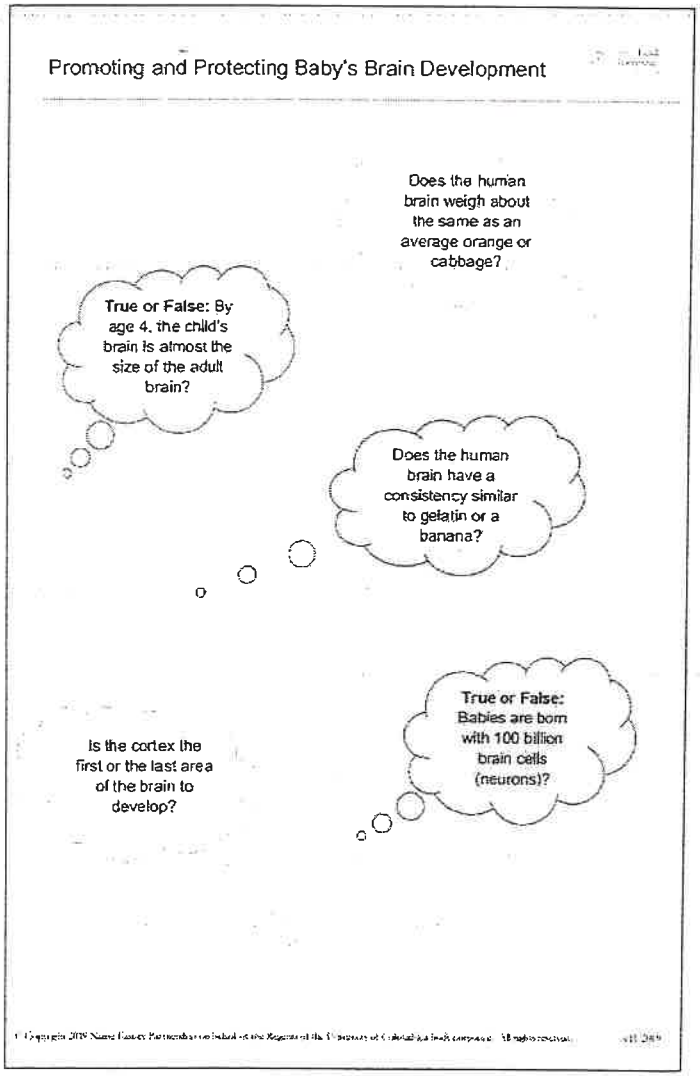
Does the human brain have a consistency similar to gelatin or a banana?

Is the cortex the first or the last area of the brain to develop?

True or False: Babies are born with 100 billion brain cells (neurons)?

Nurse Instructions: Promoting and Protecting Baby's Brain Development

Use this facilitator to help parents understand basics of brain development and how to promote and protect brain development. An alternate facilitator, "Supporting Your Baby's Developing Brain" has similar content and may be more appealing to some clients.



Materials for Optional Brain Teaching Box:

(adapted from Orange County NFP Brain Teaching Box, 2011)

- Five building blocks
- Play-Doh®
- Sponge
- A plastic orange, cabbage and banana
- Cup of pre-made Jello® and a larger empty container with lid

Does the human brain weigh about the same size as an average cabbage or an orange? (Cabbage) The human *adult* brain weighs about 3 pounds and is the size of a head of cabbage. A newborn's brain weighs about ¾ pound at birth and 1½ pounds at 3 months! The cranium is big enough for their brains to grow and that is why it can "rattle around" in the cranium. Cranial sutures also support brain growth.

True or False: By age 4, the child's brain is almost the size of the adult brain. (True). By the time a child is 4 years old, his/her brain is about 90% of an adult brain. The child's brain experiences much more rapid growth in comparison to the body.

Does the human brain have the consistency similar to jelly or a banana? (Jello®) The human brain is very delicate and is the consistency of Jello®. This makes the brain very vulnerable to injury.

Nurse Instructions: Promoting and Protecting Baby's Brain Development

Explain that shaken baby syndrome can occur when a caregiver shakes a baby. It can cause permanent brain damage, vision loss, paralysis and death and is considered child abuse. It is important that everyone that cares for her baby understands this and has strategies for managing their emotions when they are frustrated with baby's cries or needs. Show the client the sponge. You might ask her to pour it into the empty container for baby's cranium and see how much it will hold. Is it possible that it will break?

Is the cortex (upper brain) the first or last area of the brain to develop?
(Last) The development of the brain is organized from bottom to top. The brain stem (lower brain) controls heart rate, body temperature and survival related functions. The Limbic area (middle brain) regulates emotion, behavior and memories. The cortex (upper brain) controls abstract thought, reasoning and other more complex functions. The complex neural systems in the brain which determine who we become, are shaped early. When children grow up in a safe and nurturing environment, more of their time is spent utilizing the upper, more complex brain functions such as learning, language, problem solving, and getting along with others. Stack the building blocks to illustrate how the lower brain - 3 blocks - must be strong to support the middle brain - 2 blocks - and the upper brain - 1 block.

True or false: Babies are born with 100 billion brain cells (neurons). (True) At birth, the brain is in a remarkably unfinished state. While babies have lots of neurons, most are not yet connected and require early experiences to "wire" them together. The synapses that are reinforced are strengthened and those that are not reinforced are "pruned". How brain cells are organized and how strong their connections become is determined by early, repeated sensory experiences - visual, taste, sound and touch. For example, as a caregiver caresses her baby (touch), makes eye contact (visual), and talks to her baby, (sound), brain cells are being connected and organized for the infant. An infant's first experiences become the building blocks for the rest of his/her life. Stimulating early experiences are essential for optimized brain development and laying the foundation for later learning. Using the blocks, ask the client to describe ways she could promote baby's brain development through nurturing and responsive sensory stimulation (e.g. loving touch, reading, singing, warm and caring response to child's distress, playing with baby, eye contact, talking with baby, giving praise, etc.).

The sponge represents the brain's heightened ability to absorb information in the first few years. The brain absorbs and stores all new experiences. These are the reasons why by age 3, a child acquires language, learns to walk, etc. The younger the brain, the more sponge-like which not only creates optimal conditions for early learning but is also what makes it vulnerable to trauma.

When children grow up in an unsafe or threatening environment, more time is spent in the lower and middle areas of the brain

Nurse Instructions: Promoting and Protecting Baby's Brain Development

which focuses on survival. This can lead to less development of upper brain functions, more problems with regulation (eating, sleeping, crying, etc.), and more fearful, reactive or hyper-vigilant. Use the Play Doh® to illustrate how negative experiences can change the brain. Ask the client to make depressions in the Play Doh® as she thinks about examples that could make a baby feel unsafe (e.g., parental violence, bullying, fighting, severe discipline, exposure to substance use, violence between caregivers, abuse, neglect, etc.).

We all experience some difficult emotions at times and have times when we can't think or act or have trouble sleeping, etc. in response to upsets. However, children are more vulnerable, especially if they deal with trauma or violence regularly or if their "safe people" are not able to protect them or help them feel safe. Ask the client for examples of how she and her family can protect her baby from threatening experiences.

Open-ended questions you could use with this facilitator:

- How will support your baby's brain development?
- How will you protect your baby's brain?
- What will you share with other caregivers?

THE 14 TALKING TIPS

Use these tips to increase words & turns when talking, reading, or singing with a child.

1. **Talk about** what you're doing and thinking.
2. **Comment on** what they're doing or looking at.
3. **Name things** that they're interested in.
4. **Get down to their level:** face to face.
5. **Touch, hug, hold.**
6. **Tune in and respond** to what they look at, do, and say.
7. **Wait for their response.**
8. **Imitate them,** and add words.
9. **Make faces, use gestures.**
10. **Take turns** – don't do all the talking.
11. **Repeat and add** to what they say and do.
12. **Follow their lead,** do what interests them.
13. **Encourage them,** be positive.
14. **Be silly!** Relax and have fun!

LENA®

Early talk shapes a child's life. LENA shapes early talk.

Visit LENA.org to learn how our programs put powerful data in the hands of families and teachers to improve outcomes for children.

Did you know? In the first few years of life...

- Early language exposure, in particular interactive talk, is one of the strongest predictors of brain development.
- One million new neural connections form in a child's brain every second, according to the Center on the Developing Child at Harvard University.
- The amount of conversational turns children experience correlates with their brain activity and brain structure, and has been shown by new research to be predictive of IQ and language skills in adolescence.

Early language programs powered by "talk pedometer" technology.

LENA's wearable technology provides feedback on talk to parents, caregivers, and teachers, to help prevent learning and opportunity gaps. Through our work with thousands of children and families, we've developed research-based programs to meet your initiative's needs:

LENA GROW™

Transform interactions in child care through job-embedded professional development.

LENA START®

Build school readiness and strengthen families with parent-group classes.

LENA HOME™

Add an early-language focus to any home-visiting program.

To learn more, visit us at

www.LENA.org

or email us at **info@lena.org.**

Your child's brain needs talk!

The research is clear, and it's reassuring: Talk builds babies' brains, but it's not something you have to do nonstop.

Make time for talk

Try to find 25-minute blocks during the day when you can focus on talking with your child.

Talk about what you're doing and thinking. Turn daily routines and activities into opportunities for talk.

Avoid too much screen time when your child isn't interacting with anyone, or use TV time as an opportunity to talk about what's happening in the story they're watching.

Build more back-and-forth

Double down: each time you get one back-and-forth exchange with your child, try to make it two!

Tune in and respond to what they look at, do, and say. Notice what your child is interested in and engage with them on that topic.

Avoid interrupting or appearing disinterested when your child tries to talk back to you or to get your attention.

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I Do You Do

Did You Know…

Your baby likes to copy you. Babies like it when you copy them.

Instructions:

1. Wait until your baby is alert and bright-eyed. Ask baby to play a game with you.

2. Put your face 8-12 inches from baby's face. This is about arm's length.

3. Wait until baby is watching you. Slowly stick your tongue out. Wait 20 or 30 seconds. Do it again. Keep doing it. What did baby do?

   _____

   _____

   _____

4. Make sure baby is watching you. What other faces will baby copy?

   _____

   _____

5. Who else would like to play "I Do You Do" with baby?

   _____

   _____

Remember:

Sometimes babies like to play this game. Sometimes they do not. It is just for fun. It is not a test of the baby's skill or brain-power. Baby might turn away, yawn, hiccup, or cry. These are signs that baby needs a break.

I See You!

Did You Know…

Your baby sees best at about 8-12 inches. Your baby really likes to look at faces. Your baby also likes to look at strong color contrasts. Try a red and black pattern.

Instructions:

1. Wait until your baby is quiet and alert.

2. Hold your baby in your lap. Put baby's feet on your tummy or chest. Put baby's head on your knees.

3. Make eye contact with baby. Move your head slowly to one side, then the other. What did baby do?

   _____

   _____

   _____

4. Now get something with bright colors. For example, a red rattle. Put the rattle where baby can see it.

5. Slowly move the rattle to one side, then the other. What did baby do?

   _____

   _____

   _____

Remember:

Sometimes baby is ready to play. Sometimes baby does not want to play. Give baby time to play and time to rest. Some signs that baby needs a break: turning head away, yawning, hiccups, or crying.

Make Me Happy & Bright!

There are lots of things you can do with baby. Fun times make baby happy. Fun times also help build baby's brain. Play with baby. Let baby hear, see, smell, and touch new things.

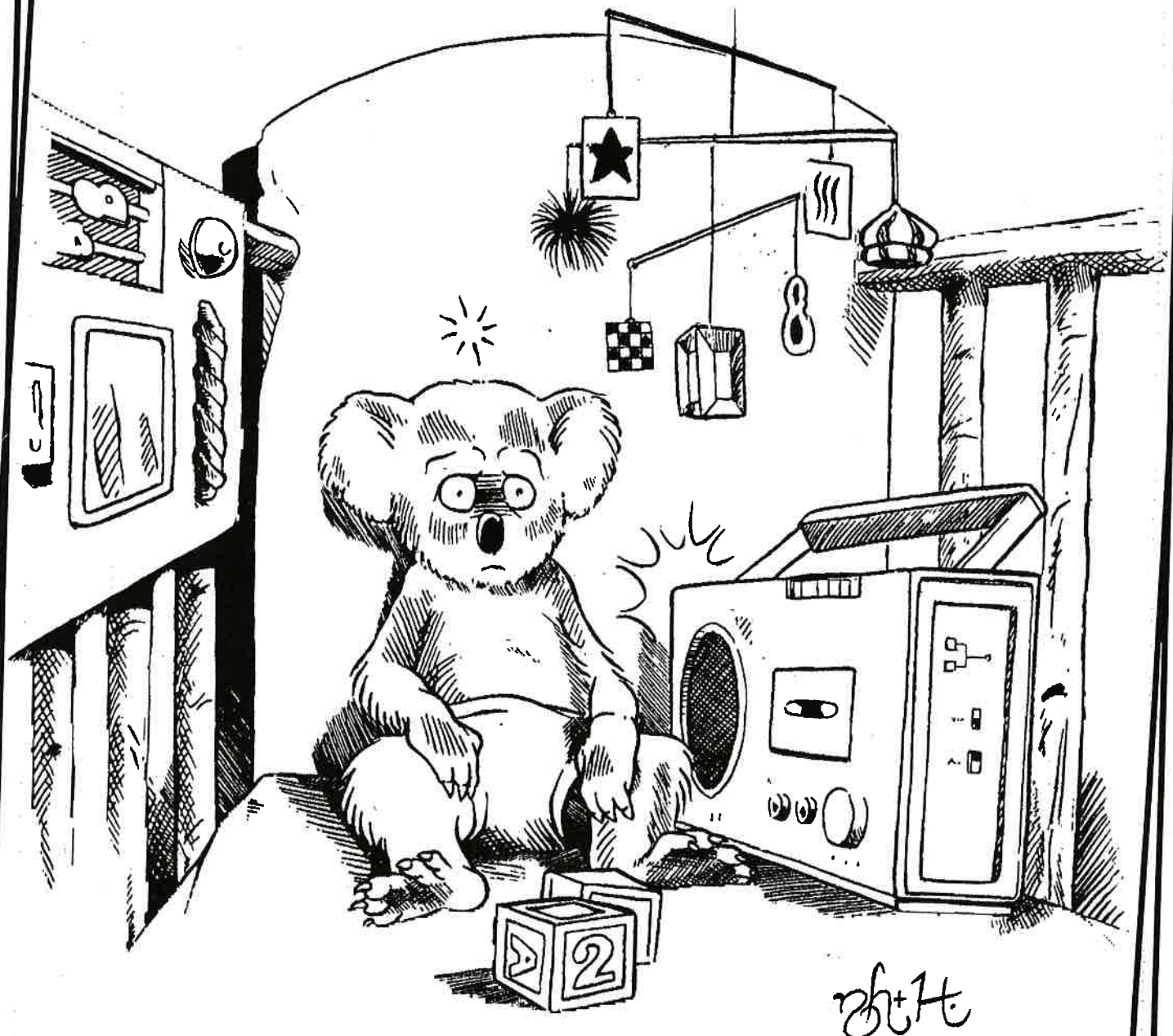
Talk to me!	Show me!
I like to hear your voice. Here are ways I can learn from you: • Sing to me • Ask me questions • Make animal sounds • Read to me • Call me by my name	I like to see new things. Here are ways I can learn from you: • Make funny faces at me • Copy the faces I make • Show me pictures in books • Play peek-a-boo with me • Take me outside – show me clouds and grass
What are your ideas? 	What are your ideas? 

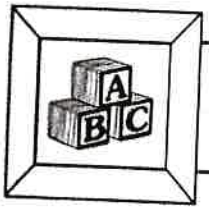
Make Me Happy & Bright!

Nurse-Family Partnership
Helping First-Time Parents Succeed

Move me!	Hug me!
I like motion. Here are ways I can learn from you: • Rock me • Gently bounce me on your lap (play horsey) • Take me for a walk or ride • Move my arms and legs • Swing me at the park • Let me play on the floor	I like to be touched. I like to touch you. Here are ways I can learn from you: • Hold me • Let me splash in the tub • Rub lotion on me • Let me feel the breeze • Let me touch your face
What are your ideas? 	What are your ideas? 

Playing Stimulates the Senses





Conceptual Overview

1. Babies first learn through their senses. Touch, smell, sound, taste, and sight are what we call the senses. Sensory nerve receptors in the body and the brain are the first pathways to develop. Sensory experiences begin in the womb, where babies feel motion and temperature and respond to sounds from outside the womb. At birth, all of the senses are active.

   The senses become quickly refined after birth. By one month of age, a baby recognizes the smell of his mother's breast milk or his father's body. Babies recognize — through touch — the way familiar people pick them up, hold them, and put them down. They recognize voice ... turning and calming more often to their parents' voices. Infants will react quickly to temperature change, quiet when swaddled securely as they were in the womb, and calm to a rocking motion.

2. Sensory learning is powerful. Because all of our experience is sensory experience, the sensory pathways in the brain are very strong. Imagine a rope, connecting nerves to the brain: each sensory experience a baby receives adds a strand to the rope of recognition and learning. The "rope" becomes very strong, until the neuropattern of a skill does not require conscious thought. When we see a person, we don't stop to think about the effort our eyes go through to bring into focus and recognize the image. Walking, biking, and typing are sensory skills that become unconscious. Because the neuropathways are so strong, we don't forget them when we haven't used them. This is also true of familiar noises and odors.

3. Play provides the opportunity to use many senses. Playing different kinds of sensory games adds variety and balance to a child's learning experience. It also may refine many fine and gross motor abilities or recognition of faces, sounds, and odors. Some sensory games, such as learning a song together, can make parent and child feel close and enhance mutual understanding.

4. Responses to sensory experience change with age. A newborn may be very sensitive to light, but as a toddler this same child is not bothered by lights. As babies grow, nerve endings will become insulated or myelinated; then they are not as sensitive to stimulation. However, temperament will influence sensory responses. For example, many children who are very sensitive to noise as small babies do retain the sensitivity throughout their toddler years. These children have extra keen hearing receptors.

5. Sensory experiences give immediate feelings of pleasure or pain. This is why children who are cold, hot, hungry, or overstimulated react quickly and strongly. When a baby or toddler is fussy or cranky, consider the sensory factors:

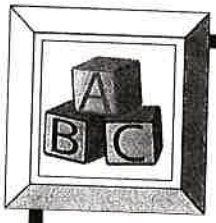
temperature, hunger, and thirst. A little food can change behavior remarkably ("How about some juice?"). So can a change of temperature. ("Let's take off this hot sweater.") You can also stabilize a fussy baby who is too cold and doesn't know how to tell you. Parents act as regulators of sensory experience.

Experiences that bring fear send the strongest signals. Babies must trust parents to protect them from sounds that threaten their hearing, smells that will sicken them, water that will burn their tender skin. Babies rely on their parents to provide sensory experiences that will protect, teach, and please.

6. Overstimulation of the senses blocks learning. When the music is too loud or too fast, when the lights are flashing, when there are too many people, too many strange faces, too much touching and cuddling, babies often begin to cry and cannot stop. Their nerves are like fireworks, with too many nerve endings firing. This is a signal for a parent to find a softly lit, quiet spot to help reorganize their baby/toddler ... hold her close, rock her gently, and coo softly.

   Understimulation also inhibits learning. Children who are left alone most of the time, who are never talked to, whose caregivers appear blank-faced, emotionless, or very sad have developmental lags. They begin to withdraw; they are not exploring, not experiencing new things. They are not learning.

7. Parents should provide sensory balance for their babies and toddlers. When sensory messages are too strong, too many, or become too disorganized, babies and toddlers need help to regain stability. They need someone to steady and calm them. Parents do this for their children. This is called mutual regulation. Like a kangaroo in its mother's pouch, when a baby or young child's nerves become disorganized, he seeks to be "at one" with his parents. Sensory sharing is mutual, intimate, and special. It is the parent who can best rebalance or regulate the child.



The Senses

TOUCH

Being touched and touching are two different sensory experiences. Babies learn to know people by the way they are picked up, held, and put down. Being touched can excite or calm. Touch can regulate behavioral extremes or stimulate muscles. Touching is a way to explore and learn about objects. Touching is a way babies learn about themselves, their bodies, and their likes and dislikes.

SIGHT

Babies can see at birth. They see best at a distance of about 8 inches. This means that a nursing baby can see his or her mother's face. This face becomes the most familiar image a baby has. Babies like to watch people, and they learn from the expressions on the faces they see. As they develop, more of a child's learning involves sight.

HEARING

At birth babies will turn to the sound of a human voice. Rhythm and tone also seem to be understood. Babies alert, divert, smile, and relax to rhythmic speech. They also imitate cooing sounds and cry if sounds are loud and harsh. When parents protect them from loud sounds, they enhance their children's ability to learn.

TASTE

A newborn can distinguish sweet, sour, and bitter tastes. By 6 months of age, many babies are beginning to eat some solid foods. Their likes and dislikes expand and will depend on parent's preferences and parent's faces and actions. Babies use the sense of taste to learn. They lick or mouth almost every new thing they touch.

SMELL

Newborns can identify their mother's breast milk by smell. They also respond to foul smells by crying. By being close to their parent's bodies, babies are comforted by their parent's unique bodily smells. Sensitivity to smell varies widely in people, but guides our behavior, choice of food, and companions.

and one more!

MOTION

Motion and rhythm calm and stabilize babies. Motion is called the vestibular sense. It is experienced in the ear as a balancing mechanism. In the womb, babies are moving gently, and their vestibular sense is stimulated. They begin to learn to gain balance or equilibrium through motion. Motion and rhythm remain a key way to get children's attention and to calm them during the first three years. Adults also respond to the sense of motion, e.g., when dancing, cycling, or riding a roller coaster.

Brain Waves

Think about how amazing your brain is!

THE SENSES

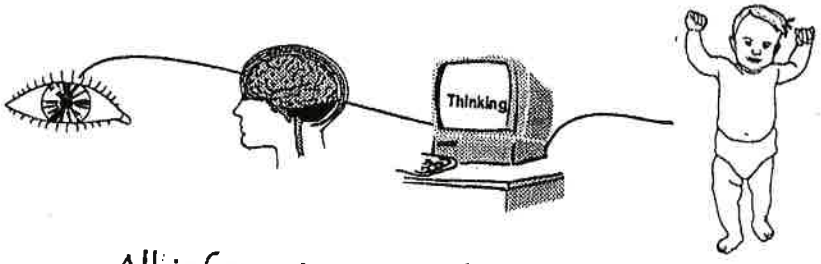
SEND A MESSAGE. (YOU SEE, TASTE, HEAR, TOUCH, SMELL, MOVE.)

YOUR BRAIN

CHECKS YOUR EMOTIONS, YOUR MOTIVATION, YOUR MEMORY. CONSIDERS OPTIONS; SETS A PLAN.

GIVES YOU ACTION

IT TELLS YOU HOW TO FEEL. IT TELLS MUSCLES WHAT TO DO. IT STORES EXPERIENCES IN MEMORY.



All information into the brain is sensory. All learning begins with sensory experience.

- The baby's brain is brand new.

  It can only process feelings and motivations. Sensory experiences create new nerve connections in the brain so memories can begin. Repeated experiences strengthen these connections. They become strong like a rope.

- For baby, most sensory messages are informing new muscles. They tell muscles how to move, stretch, and grab. As experiences are stored in memory, choices occur; i.e., when a baby's hand touches something, the baby's new memory says "You did that before; you can either reach out or pull away." This is learning.

  For baby, most learning is about movement. It is called sensorimotor learning. Each sensory message adds a strand to the nerves connected with memory. The connections become strong, and a developmental milestone occurs. With continued use, these connections become sensory pathways for motor actions. Learning is so strong that little brain processing or energy is needed.

- People connect meaning to sensory experience. This will be different for each baby because meaning comes from sensory experiences with people. Parents are the first to give meaning to a baby's experiences. When a baby touches something, one parent may say "pretty" while another says "no, no." Babies will understand experiences in a different way because of the relationships they experience.

- Sensory sharing can calm and organize the brain for learning. The brain needs equilibrium to organize and store sensory experiences. Babies become overwhelmed by too many sensory experiences. Parents can provide shared sensory experiences that calm the baby and allow learning to happen.

See Piaget, sensory motor period in *Origins of Intelligence in Children* and Tronic on Emotional Availability (see Resources List in Appendix).

Sensory Play Library

- Everything we learn is learned through the senses.
- Babies do not have any experience or memory to draw on. They are making the first connections between sensory messages and muscle action. They need a library of experiences in order to learn and develop.
- Babies cannot read or have a discussion; they learn by touching, listening, and watching. They are also learning by smelling, tasting, and moving around.
- Using all of the senses balances learning and development.
- Play with another person adds meaning to sensory experience.
- Babies will always choose to play with a person, especially a parent.
- Parents can plan play activities which use all of the senses.

PLAY WITH SOUND:

1. Change rhythm and tone. Songs or rhymes get babies' attention; they give babies pleasure; they form a together feeling.
2. Touch and sing games (e.g., "The Wheels on the Bus" or "Ring-Around-the-Rosie"). Babies and toddlers are usually focused and excited.
3. Music can alert and divert. It is an excellent way to change behavior or rebalance a baby's extremes of behavior. Lullabies relax babies and parents. They bring special loving patterns to mind.

PLAY WITH SIGHT:

1. Change face games (wink several times, shut one eye and then the other, purse your lips, open your mouth wide in surprise. Smile and laugh with the baby, so the baby knows it is a game.)
2. Mirror games. Parent touches the baby's nose and then the parent touches her own nose. Brush some rouge or powder on the baby's nose; then take it off. Put a hat on the baby while he is watching in a mirror.
3. "Where did it go?" games. Parent lets the baby see him hide a small toy in his hand. Then he lets the baby discover it. He then lets his baby hide it from him.
4. "W'zhat?" At one year, a baby loves to be carried around and to have parents name objects.

PLAY WITH TOUCH:

1. Cotton massage. Using different tactile stimulation (feather, finger, running fingers) trace the baby's arms, hands, tummy and legs, feet and toes.
2. Finger spreads. With hand open, let the baby grab the parent's fingers. Then open and shut them and stop. Wait for the baby to open them. Parents can surprise the baby sometimes when he is in control.
3. Blow on fingers game. When the baby reaches for their parent, they can blow on the baby's fingers or kiss the baby's hand and wait for the baby's reaction.
4. Clapping games. Toddler will copy her parent ... first hand-clap, then pat the table; then they touch their nose.

PLAY WITH TASTE:

1. Different tastes. Newborns will suck and swallow many different liquid flavors. But by 3 months of age, some babies will drink only their mother's breast milk. It is helpful to keep variety in taste. Serve water or diluted juice.
2. Solid food. As babies move to solid food, they often make a face and spit out any new flavor. Mixing the new with a beloved flavor and gradually switching the mix helps to introduce a new taste.
3. Experiment with taste. Let toddlers taste what they want (if it is safe); try the lemon, try the ice cream, taste the coffee, try the spaghetti. Parents can use fun emotional signals to express each flavor. In this way, babies learn what other people think of a flavor.
4. Safety cautions: Babies will try to eat almost anything, e.g., soap, dirt, cleaning powder. When they are teething, they put everything in their mouths. Parents must put inedible and poisonous things up high. Parents must also be vigilant so toddlers don't choke on small objects, blocks, a doll's eyes, nuts, popcorn, hot dogs, balloons, etc.

PLAY WITH SMELL:

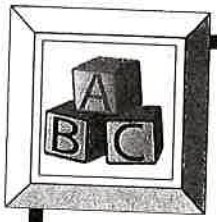
Babies have a good sense of smell very early in life. When parents are in the room, babies know this by smell.

1. Share smells. The 6-month-old enjoys smelling flowers, the dog, your food, his own food. When parents point out odors and express their feelings in a fun way, the baby will learn to identify different smells.
2. Suggest "sniffy moments" when the parent and her baby can share smell games. Try sniffing items in the bathroom, e.g., soap, bubble bath, perfume, shampoo. Try the herb section at the grocery. Stop and smell thyme, rosemary, sage, lemon dill. Caution: Watch out for powders, chilies, and sharp, foul smells. Some substances can be inhaled and choke a baby.

PLAY WITH MOTION:

Motion seems to be special for babies.

1. Rocking motions can soothe a baby.
2. Dancing: Swaying and dipping with the baby close to the parent's body gives pleasure.
3. Bouncing and bicycling games, like "Wheels on the Bus," or "Ride a Cock-Horse."
4. Rhythm games, like tapping on baby's foot or tummy.
5. Chase games for toddlers: "I'm gonna get you!" Caution: Jumping is an irresistible motion for toddlers. Watch so that they don't fall from a bed or a chair.



Sensory Experiences for Babies

Skills/Objectives	Activities That Enhance Development
AT ABOUT	
1 - 3 months	
The baby uses eye muscles to focus on objects. *The baby is learning to recognize people and objects.*	Take an enlarged photo or interesting design and position it so the baby can see it. Move the photo to another location in the crib after a few days. Enlarged pictures of caregivers or family members may be used.
3 - 6 months	
The baby develops reaching and grasping skills. *The baby is learning to discriminate objects by their sounds, looks, and feel.*	Suspend a variety of objects from a sturdy twine tied between the top rails of the baby's crib. Objects such as a baby rattle, a metal spoon, a stuffed toy, a glove, or a bell are good choices. (Do not leave your infant unattended, and remove the twine and objects when play time is over.)
6 - 8 months	
The baby has tactile sensory experiences. *The baby is learning differences in objects through touch, taste, and visual experience.*	Select a variety of objects with different textures for baby to explore (stuffed toys, soft plastic toys with different surfaces), or objects with varied textures (for example, rough terry cloth or velvet).
9 - 12 months	
The baby practices using auditory and visual cues. *The baby is learning to locate objects he or she cannot see.*	The parent hides behind a door or chair and says something like "Sally, where is Mommy?" Popping in and out of the hiding place can also assist the baby. Baby finds her parent and gets a hug as a reward. When parents are gentle, friendly, and warm, most babies will enjoy this activity.
12 - 15 months	
The baby practices eye-hand coordination. *The baby is learning about the results of his actions on the things he is playing with.*	Using water or materials that are not dangerous to eat, such as dry Cream of Wheat® or cornmeal, allow babies to dump, fill, and pour. Collect a variety of utensils and containers for the baby to explore, such as plastic scoops, squeeze bottles, and sand toys for playing in the bath, in the sand pile, or on the floor.

Too Much, Not Enough, Just Right

Too Much

Sensory experiences give immediate feelings of pleasure or pain. This is why babies who are over stimu-**lated**, too cold, too hot, or too hungry react quickly and strongly. Early signs of overstimulation are when **babies** look away or close their eyes. Other signs are hiccups, spit-ups, or sudden bowel movements.

When music is too loud, when lights are flashing or glaring, when there are too many people, too many strange faces, or even too much cuddling, babies often begin to cry and cannot stop. Their nerves are like fireworks, all firing at once.

Extreme tastes and extreme smells are too much for babies' sensitive pathways. Do not tease babies with these extremes.

Parents can help an overstimulated baby regain balance. Find a darkened, quiet spot to help the baby reorganize. Her parent's body, voice and face will steady the baby. Then leave her for some quiet time alone. Often toddlers prefer to be left alone in a safe, familiar place. They sometimes even ask for a "time-out," just for this reason.

Not Enough

Understimulation of the senses is also a roadblock to learning. Babies who are left alone most of the time, babies who have very sad parents, babies who are never talked to or played with become blank-faced and withdrawn. They do not explore. They often become frightened of new people and new things. These babies lose the ability to form relationships with others.

Just Right!

When parents are sensitive to their baby's responses, they can change stimulation as the baby grows, e.g., the newborn who is sensitive to light soon learns to adapt to light and is no longer overstimulated by it. Sensitive parents are thinking about what is "just right" for their baby.

Hearing receptors in babies remain very sensitive. Loud sounds can actually damage babies' hearing. This is true for sounds outside, as well as inside.

Touch is tied to temperament. Some babies like to be cuddled a lot; other like some closeness, but then object to feeling confined. Some parents know that their babies would rather be put down when fussy than be rocked.

Taste and smell are closely related to what parents like. Babies raised in a house where the cooking odors are very spicy, where parents' perfumes are strong, or where animals live in the corral may be exposed to more variety in odors than other children.

"In the Pouch"

Regulation and Mutual Regulation of the Sensory System

When sensory messages are too strong or too many, or when the nervous system becomes disorganized, babies need help to regain balance. They need someone to steady and calm them. Parents do this for their babies. This is called regulation. "*Together* we can find balance."

Throughout nature, babies stay close to their parents. They do this to find food and protection. They do this because parents provide a model of behavior. Babies also stay close because parents steady their nervous system.

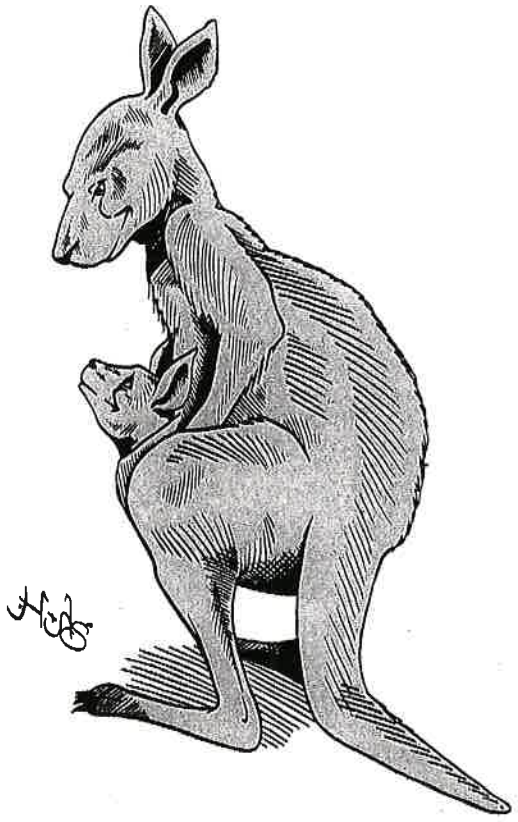
Like the kangaroo baby who can jump into its mother's pouch and feel "at one" with her, human babies also feel "at one" with their mothers and fathers when they are in their arms, holding their hand, or even just touching. Just seeing a parent across the room or hearing a parent's voice can calm and balance a baby.

It is this "shared space" — this feeling of "oneness" — that organizes sensory messages and regulates the nervous system.

Very often the parent and the baby regulate one another. The baby is calmed by the mother, and the mother is calmed by rocking and singing to her baby. This is called mutual regulation.

Babies and toddlers need to feel "at one" with their parent. Like Baby Roo, "in the pouch" is where they find balance. "In the pouch" is where they first begin to learn.

For the first three years, babies and toddlers need to be able to "jump in the pouch," to feel a parent's touch whenever they feel off-balance.



Where is your baby's "pouch"?

SoCo GROWTH CHARTS™
SOCIAL COMMUNICATION GROWTH CHARTS

Milestones that Matter Most
1-2 months

Language

Gestures & Meanings

❑ I can orient toward your voice and change what I'm doing in response to you.

- Smile at you when you come to kiss me
- Watch you as you wipe me down with a cloth
- Look at you and smile when you sing to me
- Turn toward you when you come close and call my name
- Move my arms when Grandpa calls my name and reaches for me

Sounds & Words

❑ I can make gurgling sounds when I'm happy and different cries when I'm upset.

- Make a loud cry when my needs are urgent, like when I'm hungry or in pain
- Whine and fuss when you change my diaper
- Control my cry and begin to use happy sounds when you comfort me
- Make happy gurgling sounds when you pick me up after a nap
- Make a whiny or sleepy cry when I'm tired and squeal when I'm excited

Play

Using Actions with Objects

❑ I can move my fingers and bring my hands to my mouth.

- Bring my fist to my mouth and suck on it
- Grasp your finger when you stroke my hand
- Close my fingers around the chew toy you offer to me
- Grasp at your hair when you're holding me
- Grab my toes and bring them to my mouth

Social Sharing with Objects

❑ I can easily look at faces and objects that are near me.

- See the toy my sister holds up to show me, then look back at her face
- Look at the shapes on my crib sheets and then up to you as you approach my crib
- Notice the ceiling fan but quickly turn to you when I see your face
- Look toward my new diaper you just picked up, then back up to you
- Notice the pattern on your shirt while I'm nursing, but prefer to linger on your face

Social Interaction

Social Attention

❑ I am drawn to look at your face when you are holding me or come near me.

- Look at you while your holding me
- Notice you as you change my diaper
- Notice my sister as she reaches for my toes
- Watch as you walk toward me in my crib
- Look toward Grandpa as he reaches for me

Intentional Communication

❑ I can make sounds and move my arms and legs when I'm excited.

- Coo and move my arms when I see my favorite chew toy
- Kick my legs and make gurgling sounds when I'm happy to see you
- Squeal when the dog comes up to me
- Stretch my legs and make happy noises when I wake up
- Lift my head during tummy time when I see you in front of me

Emotional Regulation

Sharing & Managing Emotions

❑ I can smile back at you when you smile at me.

- Smile at you when you come close and squeeze my toes
- Notice and smile when you hide behind your hands and then smile
- Watch my brother make funny faces and smile back at him
- Take a break while drinking my bottle and grin at you when you sing to me
- Smile back at you when lean down to change my diaper and talk to me

Regulating Challenging Moments

❑ I can calm myself briefly by putting my hands in my mouth and sucking on my fingers.

- Settle myself during a diaper change by sucking on my fist
- Suck on my fingers while you're putting my socks on
- Calm down when you help me find my toes
- Settle my fussing when I start nursing
- Mouth my fist to keep myself busy

Self-Directed Learning

Understanding Messages

❑ I notice you and turn my head toward you when I hear your voice.

- Become quiet when I hear your voice
- Grin when I hear Grandma sing to me
- Notice you talking to me when you come to pick me up
- Look toward my brother when he laughs near me
- Turn toward you when you're close to me and linger on your eyes and face

Creating New Ideas

❑ I explore my body by touching and mouthing.

- Kick my feet in my crib
- Stretch my arms out in front of me
- Mouth my fist to explore it and find my fingers
- Grab my toes and suck on them
- Accidentally bat at my musical toy and notice the sound it makes

How You Can Bridge the Word Gap

Talking with your children is important! Trends in amount of talk, vocabulary growth, and style of interaction are established at a young age. Try these fun activities from the ASQ-3 Learning Activities™ with the children in your program or share them with parents. Visit www.agesandstages.com for more free tips and handouts.

0-2 months: Simple Stories

At quiet times and before sleep, talk to your baby in a soft, gentle voice. Tell her simple stories or talk about the day.

2-4 months: Picture Books

With your baby cuddled on your lap, hold a book with simple, clear colorful pictures so that both of you can see. Talk softly about what you see as you point to the pictures.

4-8 months: 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?*" What good exercise for both of you!

8-12 months: Reading Fun

Read to your baby every day. Cuddle up, get close, and make this a special time together. Point to pictures in books and ask her to find something. "*Where's the kitty? Where are baby's socks?*"

12-16 months: Big Talk

While you do housework or get a meal together, talk to your baby about what you're doing. Encourage your little one to use two words together to make baby sentences, such as "*help me.*"

16-20 months: Chatter Stretchers

Your toddler may use single words for requests, such as "juice" when he wants a drink. Help him stretch his sentence by saying it for him: "*Would you like some juice? Say, 'I want juice, please.*"

20-24 months: Sing Together

Your child will love learning songs such as "Twinkle, Twinkle, Little Star." Teach your child simple songs you remember from childhood. Later, ask your child to sing for someone else in the family.

24-30 months: When You Were Little

Tell your children stories about when he was little: "*When you were first born..*" or "*When you were a little baby..*" Your child will love to hear these stories again and again.

30-36 months: What's Going On?

Ask your child to tell you what is happening in a picture in a book or magazine. "*What is the baby doing? What is the dog doing?*" Then, listen carefully to your child's interesting story.

36-42 months: Who's the Person?

Pretend you suddenly forgot who your child is. Say, "What's your name, little girl? Is it Samantha? Is it Rosita? Do you have another name?" When she tells you her name, you can be very happily surprised!

42-48 months: My Own Stories

Encourage your child to begin to make up stories of her own. Write them on a piece of paper as she tells them to you. She might like to draw or paint a picture to go along with the story.

#TalkReadSing

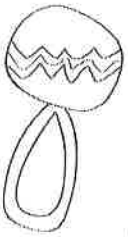
ASQ-3™

Stick with ASQ-3!

Share these quick and easy tips with parents today!

www.agesandstages.com
800-638-3775

Hold your baby in your lap and softly shake a rattle on one side of his head, then the other side. Shake slowly at first, then faster. Your baby will search for the noise with his eyes.



1–4 months ASQ-3

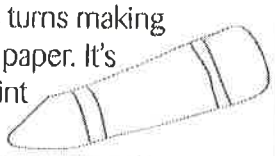
Gently rub your baby with a soft cloth, a paper towel, or nylon. Talk about how things feel (soft, rough, slippery). Lotion feels good, too.

4–8 months ASQ-3

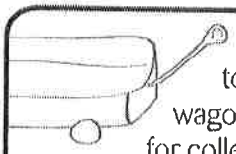
Say "hi" and wave when entering a room with your baby. Encourage your baby to imitate. Help your baby wave to greet others. Waving "hi" and "bye" are early gestures.

8–12 months ASQ-3

Tape a large piece of drawing paper to a table. Show your baby how to scribble with large nontoxic crayons. Take turns making marks on the paper. It's also fun to paint with water.



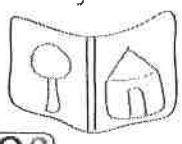
12–16 months ASQ-3



A favorite pull toy often is a small wagon or an old purse for collecting things. Your toddler can practice putting objects in and out of it. It can also be used to store favorite items.

16–20 months ASQ-3

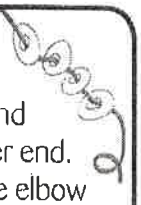
Play the "show me" game when looking at books. Ask your toddler to find an object in a picture. Take turns. Let your toddler ask you to find an object in a picture. Let him turn the pages.



20–24 months ASQ-3

Make your toddler an outdoor "paint" set by using a large wide paint brush and a bowl or bucket of water. Your toddler will have fun "painting" the side of the house, a fence, or the front porch.

20–24 months ASQ-3



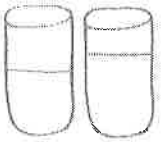
Wrap tape around one end of a piece of yarn to make it stiff like a needle and put a large knot at the other end. Have your child string large elbow macaroni, buttons, or beads. Make an edible necklace out of Cheerios.

24–30 months ASQ-3

Encourage your child to try the "elephant walk," bending forward at the waist and letting your arms (hands clasped together) swing freely while taking slow and heavy steps. This is great to do with music.

30–36 months ASQ-3

While cooking or eating dinner, play the "more or less" game with your child. Ask who has more potatoes and who has less. Try this using same-size glasses or cups, filled with juice or milk.



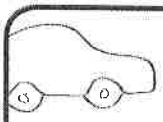
36–48 months ASQ-3

Make a book "about me" for your child. Save pictures, leaves, magazine images of a favorite food, and drawings your child makes. Put them in a photo album, or glue onto sheets of paper and staple together.

36–48 months ASQ-3

Play "bucket hoops." Have your child stand about 6 feet away and throw a medium-size ball at a large bucket or trash can. For fun outdoors on a summer day, fill the bucket with water.

48–60 months ASQ-3



Encourage your child to learn her full name, address, and telephone number. Make it into a singing or rhyming game. Ask your child to repeat it back to you when you are riding in the car or on the bus.

48–60 months ASQ-3

After washing hands, practice writing letters and numbers in pudding or thinned mashed potatoes spread on a cookie sheet or cutting board. Licking fingers is allowed!

60–66 months ASQ-3