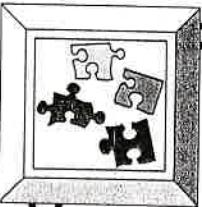


Infancy Visit #8

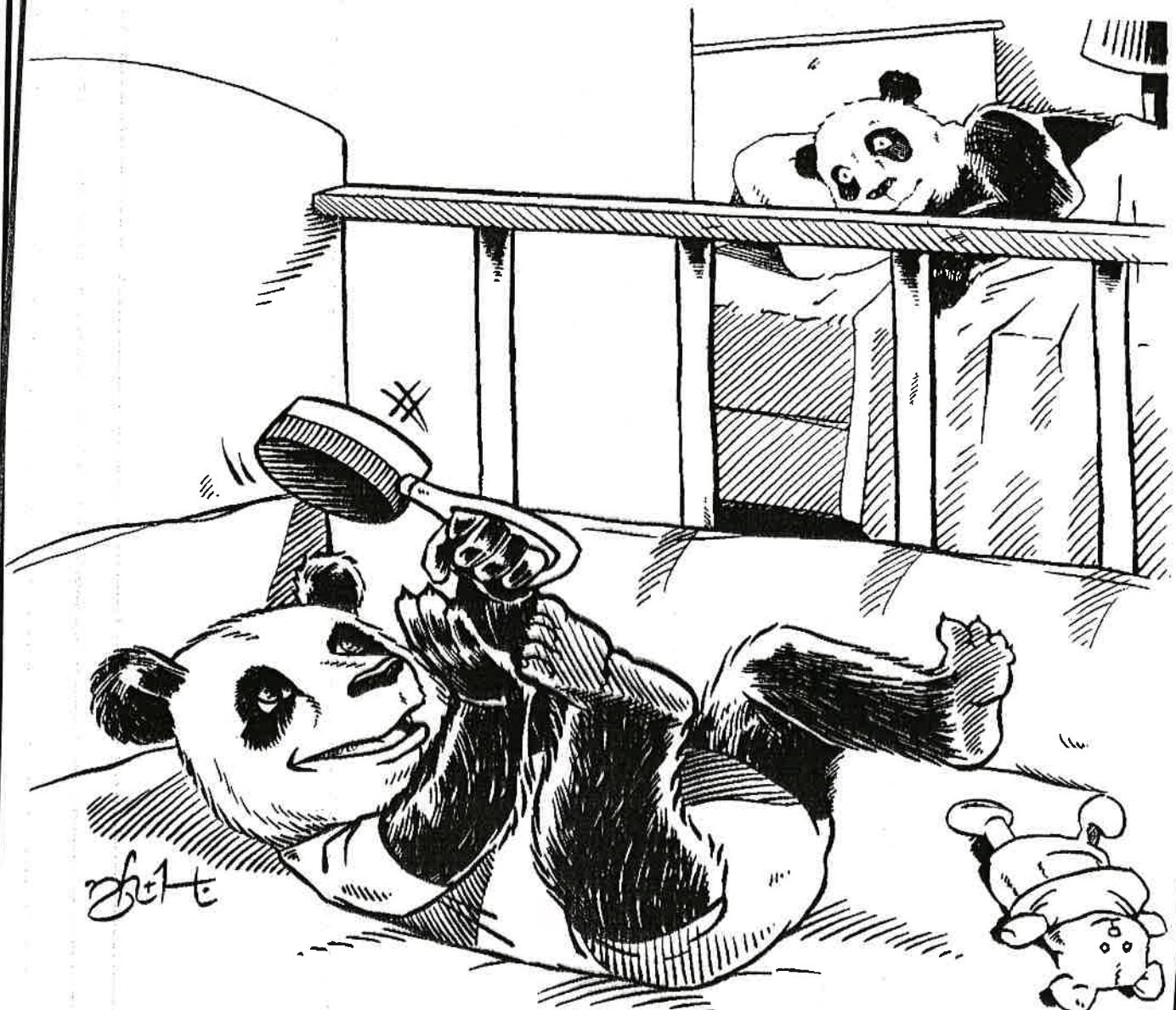
- PIPE: Patterns and Expectations
- PIPE: Love and Limits: 0-6 m
 - ASQ Activities: 2-4 m

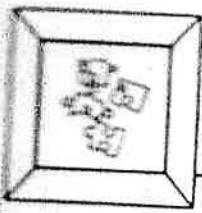
Topics for Next Visit

- 3 Month Growth & Development
 - Safe Baby Gear
 - Toys



Patterns and Expectations





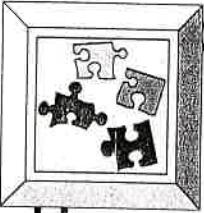
Conceptual Overview

LISTEN
TOPIC 2

1. Most babies develop a predictable pattern of eating and sleeping on their own. Usually by 3 months of age they will be sleeping one or two periods of 4 to 6 hours (hopefully at night) and eating every two and one-half to three hours. This is called a "biological rhythm." It is common for most babies to move from state to state by themselves, in an easy, gradual manner. That is, they wake up slowly, moving from a drowsy to a quiet alert state. When alert, it is fun to talk to them and to dress them. Some babies are ready to eat when they are fully awake, and some will play a while before they express hunger. There are individual differences.
2. This predictable pattern of state regulation is considered the first developmental step. A newborn will be adjusting many biological systems in the first few months. Lungs and digestive systems have just begun to work. Temperature control, unmyelinated nerve endings and brain pathways are just developing. These bodily systems function well when there is an expected pattern or structure to the day. This pattern helps a baby's body know when he will eat and when he will sleep.

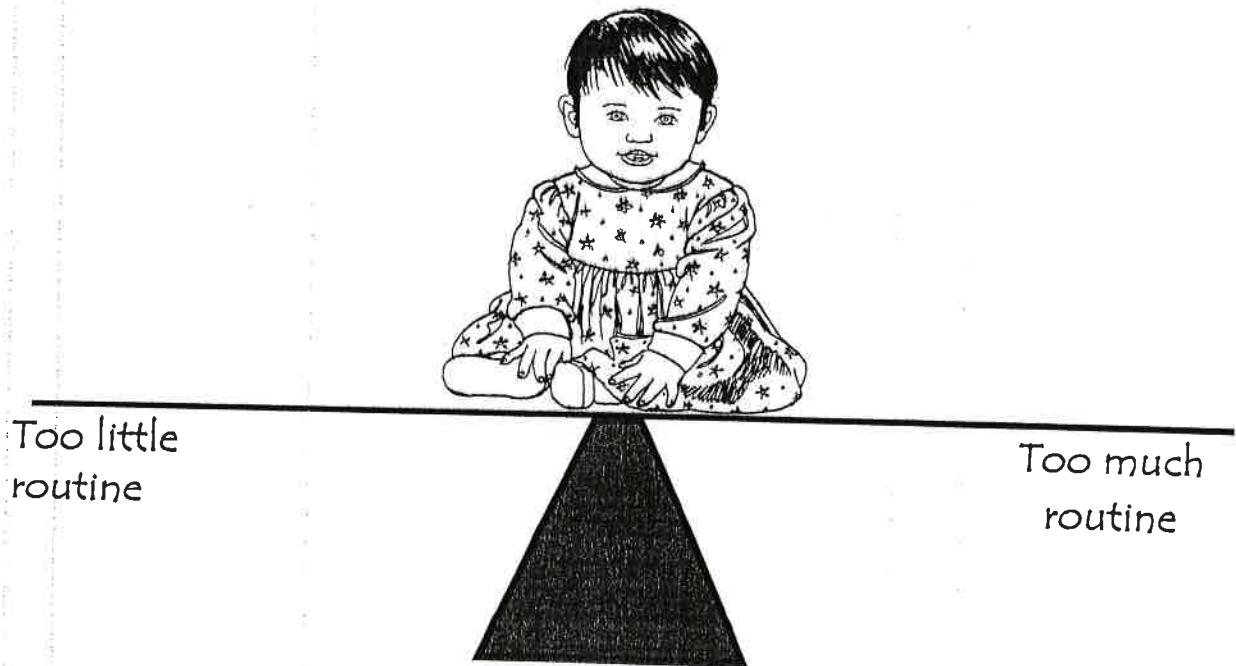
When there is some predictability in a baby's schedule, the baby stabilizes quickly (sometimes in 4 to 6 weeks) and starts other developmental steps like watching moving objects and stretching legs and feet. All human beings function better when they are living by a routine or predictable biological pattern of eating and sleeping. They are healthier and less anxious.

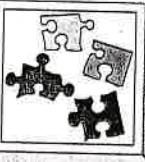
3. A baby should enjoy a complete cycle in each state of awareness: that is, a complete sleep cycle, a complete feeding cycle, an active alert play period, a quiet alert relaxed period, and a drowsy half-sleep. Very young babies usually move into the next state on their own. Parents should try to respect this ability.
4. Interrupting a particular state destabilizes the baby. It can cause a baby to become fussy and hard to manage. Babies who are constantly interrupted in their schedules will have continued trouble sleeping through the night and may become picky eaters and distractible children.
5. Parents can slowly adjust their baby's patterns. This is accomplished gently, moving the baby toward a different schedule a little each day in order to fit the family patterns.



Patterns or Routines Give Babies Balance

- ✿ Patterns repeat the same thing over and over.
- ✿ Patterns are simply routines.
- ✿ Patterns let you know what to expect.
- ✿ Clear expectations give you security.
- ✿ Security gives you confidence.
- ✿ Confidence gives you balance.
- ✿ Balance lets you grow.



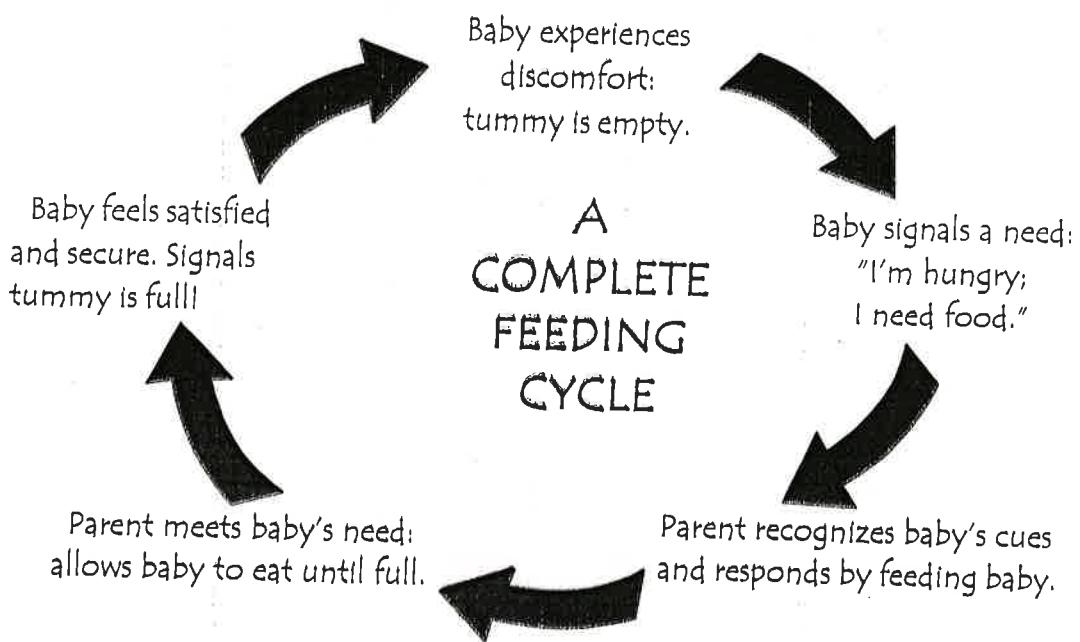


A Complete Feeding Cycle

Babies need a complete feeding cycle. Their digestive systems are just beginning to work and need to be stabilized. A complete feeding cycle allows baby to experience feelings of hunger; his tummy is empty, and he signals discomfort. When his parent reads these cues and allows him to eat until his tummy is full, he feels satisfied. A connection has been made between his digestive system and his brain. This sets up a biorhythmic pattern.

Learning to read baby's hunger cues correctly is important. Not all cues of discomfort signal hunger. Feeding a baby at any signal of discomfort does not allow the baby to have a complete feeding cycle. When a feeding cycle is not completed the baby may become confused and may not give clear hunger cues. Parents may become frustrated when trying to interpret what baby needs.

When parents satisfy a baby's need for food with a complete feeding, the baby feels comfort and security. This process helps build trust and closeness.





Developmental Patterns Chart

How Age Changes Routines for Young Babies

WHAT IS HAPPENING?

At about 0-3 months

A baby's systems are learning to function...

- Lungs: *How do I breathe this air?*
- Gut: *How do I suck, swallow?*
- Eyes: *Who's that out there?*
- Ears: *Whoa! That's too loud!*

The baby's brain starts to grow...

The baby's nerves expand and myelinate...

I'm a bundle of nerves today!

At about 3-6 months

The baby's muscles start to grow:

I can reach and stretch.

The baby knows his or her own voice:

I can screech, cough, growl, and laugh.

The baby's brain develops more:

I am controlling my voice, my body.

The baby is more demanding:

I'm awake! Are you out there?

The baby learns how to affect you:

I smile; Mom smiles.

The baby begins to turn outward:

Let's get social.

At about 6-9 months

The baby starts to sit, roll, and crawl:

Wee! Whoa!

The baby feels need for safe home base:

Where's my Mom? I need help and protection.

The baby's brain develops more:

I have special things that are mine! I like my routines; I cry for them.

SOME TIPS ON WHAT TO DO!

LISTEN TO THE BABY:

- Most babies will self-schedule in about 2-3 months.
- Be patient. Be child-directed.
- Respond to the baby's call.
- Promote complete cycles.
- Try to limit your activities.
- Sleep when the baby sleeps. (2 months isn't long.)

RESPOND WITH FUN:

- Imitate any of your baby's sounds that you like.
- Play games of touch and rhyme.
- Talk and sing to the baby.
- Take the baby visiting.
- Watch for overstimulation.

BEGIN REGULATION:

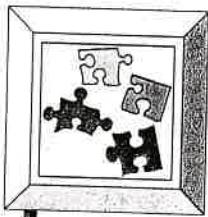
- Parents can gently adapt their baby's routine to fit family patterns.
- Start bedtime routines: for example, music box or back rub.
- Put the baby down when he or she is tired.
- As your baby grows she may feed less often and quickly.
- Give the baby some toys for quiet time play.
- Ignore behaviors you don't like.
- Provide opportunities for baby to self soothe.

BE THERE:

- Respond with fun. Fun is a regulator.
- Let the baby know you are *there*.
- Give the baby special toys or blanket when alone.
- Let the baby play alone for longer periods of time.
- Let the baby try solid foods; play while eating/diapering.
- Provide baby "floor freedom" to practice moving.
- Involve baby in imitation and rhythm games.

REGULATION:

- Patterns and routines become very important.
- The baby identifies special people who are constant.
- The baby sleeps for long stretches & eats 3-4 meals a day.
- Keep bedtime constant; night time feeding without playing



Developmental Patterns Chart

How Age Changes Routines for Older Babies and Toddlers

WHAT IS HAPPENING?

At about 9-12 months

The baby starts to walk:

Freedom is mine!

The baby babbles and makes special sounds for things:

I want to talk too!

The baby makes choices and demands things:

Do tantrums work?

The baby wants and needs special people:
Please be there; I need a model.

SOME TIPS ON WHAT TO DO!

RESPOND WITH FUN:

- Make time for just the two of you to play every day.
- Be child-directed.
- Use more positive emotions than negative.
- Divert with fun and interest.
- Let the child share in your tasks.

REGULATION:

- Set clear, quiet limits.
- Divert or remove the child from the situation; redirect.
- Ignore behavior you don't like. It will go away.
- Use "NO" only for very important things (danger or harm).

At about 12-18 months

A period of disequilibrium and being off balance:

I do it myself! and Hold me; help me.

The toddler has intense, uncontrolled emotions - laughs until exhausted, is sad with suffering, anger, & tantrums:
I can run away, shake my head no, kick, screech, and long for someone to hold me tight.

Toddlers try hard to please and understand:
Hey, slow down, I want to learn!

WHEN "NO" IS USED:

- Don't say "NO" unless you can follow through.
- Give the child another chance to hear and understand. (Older babies and toddlers can concentrate so hard on a goal and not hear cautions.)
- Remove the child from the situation and redirect with surprise, interest, or song.
- Don't argue with a baby — the baby will win!
- Don't show extreme anger. Be clear and firm. (A parent's tantrums are models and sometimes fun for baby to watch.)

RESPOND WITH FUN:

- Be patient. These are tough times.
- Let the child help and give the child simple tasks.
- Take the child to interesting places.
- Read books.
- Teach through toys.
- Use every teachable moment.

REGULATION:

- The toddler will challenge your routines - be quietly firm.
- Try not to be too controlling.
- Let the child direct you whenever possible.
- Give the toddler choices whenever possible.
- Emphasize "Do's" instead of "Don'ts"
- Be clear and consistent.



Ready, Set, Go!

A Routine for the Interactive Session

■ GET READY: Preparation

Choose three activities you think your child will enjoy. If you have chosen to use any activity cards, familiarize yourself with them so you can do them without looking at the cards. Gather equipment if needed. Choose a quiet, private area for the activity. Put down a blanket or mat. Relax a few minutes; get yourself mentally prepared for the activity.

■ GET SET: Prepare your child for the activity

Make sure your child has completed his or her cycle for sleep or eating. If your child is fussy, drowsy, or crying, try moving him or her to a quiet alert state. If your child is playing, help bring that activity to a close. Tell him or her what is going to happen. Use excitement and fun in your voice. Take the child to the area you have prepared for the activity. Position your child so you can see each other; move close. Get his or her attention. Establish eye contact.

■ GO: Begin the activity

Introduce the toy or activity. Let your child explore the toy. Model play or demonstrate the activity. Show the child what you want to happen. Take turns; imitate the child. Change play slightly or demonstrate something new if the child becomes disinterested. Help when frustrated or stuck. Follow the "General Directions and Hints for Doing Activities With Your Child."

Let your child set the pace (follow the child's lead)

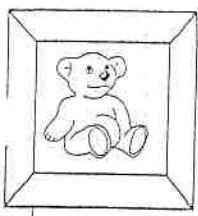
Let your child respond to the activity in his or her own way. Continue what he or she seems to enjoy. Change the activity or let your child choose a new activity if he or she becomes bored. Let your child problem solve.

Be a cheerleader (encourage your child's efforts)

Share interest, excitement and joy. Encourage your child with each step of the task: "That's it! Grab the rattle!" or "You've almost got it!" If your child masters a task, wait for him or her to show delight and pride in his or her accomplishment. When the child looks at you, then congratulate with love and joy. "You did it! Look at you. You're holding the rattle!"

■ REACHING THE FINISH LINE: (bringing the activity to a close)

Stop when your child seems tired or not interested in any of the activities. Let him or her know the activity has ended. Praise your child's efforts. "You are so smart." "You keep trying and trying." "You turned so many pages." Have the child help pick up and put items away if appropriate. Either return your child to the childcare area or to another safe place. Put all materials and/or equipment away.



Regulation

- Regulation is a gentle and loving way to change behavior.
- Regulation begins at birth.
- It should be quiet, gentle and effective.
- Regulation is about setting a pattern or structure.

PARENTING TOOLS FOR THE 0- TO 6-MONTH-OLD BABY

Small babies are not naughty. They cannot plan or remember. They only become distressed or out of control because they are overstimulated, exhausted, hungry, wet, hurt, or frightened.

Listen to the baby. "Why are you distressed? Can I read your signals? Can I calm you?"

Fill baby's needs. "If I fill your needs, you will develop trust. You will feel in balance. Your behavior will be less frustrating. With trust, you will learn to respect me also. You can begin to wait a moment or start self-quieting."

Set your own needs. "I need you to wait awhile before you eat again. Slowly we will begin to adjust your schedule to better fit with mine. Let's play some exercise games while we wait." or "I need you in bed by 9 o'clock. Let's eat a bit earlier."

Define a pattern or structure. "We need to know what to expect from one another. You have helped me to know your needs; now I will help you work toward a schedule that is good for both of us. Gently, I will say, 'It is time for you to eat. You need to be more awake to eat. Let's stretch out a bit. Let's wash your face. Now we are ready.'"

Reinforce the pattern. "I will try to always follow our rules so you can learn them. Our pattern will be clear so that your body and your mind know what to expect. You'll begin to look for this pattern."

Be clear. "You need quiet space now. You have had a busy day. You are clean, fed, warm, and loved. Now, it's bedtime. Good night! I'm close, and you're safe." Start a music box, stroke the baby's face, leave the room. Allow the baby 5 minutes to fuss.

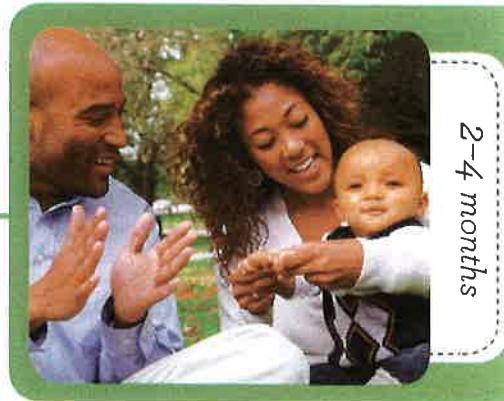
Be consistent. Follow the same pattern every night — same music box, same routine, same time, same toys, same leaving the room, same opportunity for baby to self-quiet.

When parents follow the same routine, they start their baby out right. This becomes a pattern of behavior, a habit. Most babies like to continue to follow the patterns they've learned. They grow and develop better when they have a routine or structure. They are easier for parents to care for and enjoy. When babies do not have a pattern to follow, they become fussy and disorganized in their behavior. Parents should help to regulate this disorganization and not become part of it. Babies who are disorganized are usually unhappy and confused. They are hard to care for and develop troublesome behaviors.

Communication

Activities to Help Your Baby Grow and Learn

Your wonderful new person communicates with her whole body. Her gaze tells you that you are the most important person in the world. She communicates with body movements, noises, and her own special cry when she needs something. Your baby's favorite music is your gentle voice. Even though your baby enjoys the sounds of a busy household, some quiet time is important so that she can hear family voices.



Musical Moments

Sing as you bathe, feed, exercise, or change your baby. Introduce favorite tunes and rhymes, or make up your own. Add baby's name now and then. "Twinkle, twinkle, little Andie. How I love my little Andie." Let your baby watch your face. Baby knows how important she is!

Funny Baby

During quiet and happy times, encourage your baby to smile. Make funny (not scary) faces that he likes. When baby smiles, be sure to make that face again. Tell baby how funny he is!

Picture Books

With your baby cuddled on your lap, hold a book with simple, clear, colorful pictures so that both of you can see. You could also look at magazine pictures, newspaper food advertisements, or family photos. Talk softly about what you see as you point to the pictures. Baby will learn that reading time is very special.

Special Talking Time

When your baby is awake, cuddle her and hold her so she can see your face. Talk for a little while. Look at her face as she looks at yours. Encourage her to make different sounds, coos, and squeals. Have a conversation.

Words for Baby's Cry

As you comfort baby when he cries, talk about why he is crying. Try to figure out what is wrong, and tell him about it as you take care of his needs.

Noticing Sounds

When sounds happen around the house, help baby notice by talking about them: "I hear the phone ringing. I hear your brother calling."

Phone Time

When talking on the phone, hold your baby close and look at her. Baby will enjoy watching and listening to you. She'll think your conversation is just for her!

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 stay with baby during bath time.

Fine Motor

Activities to Help Your Baby Grow and Learn

Your baby is gaining control of her gaze and can focus on a nearby object for a few seconds. Soon she'll be able to follow you with her eyes while you move around. Her fist will grasp your finger and hold on tightly. She will show excitement by waving her arms. She is beginning to notice what's going on in the world; what a wonderful time!



Finger Kiss

When feeding baby, encourage him to touch your lips (if he doesn't do this spontaneously). Kiss his fingertips. Baby will learn the soft, wet sensation of your lips and soon will learn to aim his fingers toward your lips.

Gotcha (about 3-4 months)

While your baby is lying on a firm surface or sitting so that she faces you, offer a toy or something to grasp just beyond her reach. When she reaches for it, make sure she gets it. She'll probably taste it, too!

Finger Grip

Let your baby grab your finger and grip it tightly. Gently tug a little just to let your baby know you're there: "My, you are so strong!"

Finger and Toe Rub

Rub your baby's fingers and toes one at a time. A little oil or baby lotion makes this especially nice. Your baby will enjoy the way it feels. It will also help baby learn about his body. Talk softly as you rub him: "I love your beautiful little toes."

Ribbon Flutter

Hang a long, brightly colored ribbon or scarf loosely around your neck. When you lean over to change baby or pick her up, let her reach out and touch the ribbon. Talk about what she is doing: "You touched the pretty ribbon. I wore it just for you!"

Tuggy Tuggy Tug

Let baby grasp a dishcloth or the corner of a washcloth. Slightly tug the other end. Tell him how strong he is. Let go gently and let him win the pulling game!

Notes:

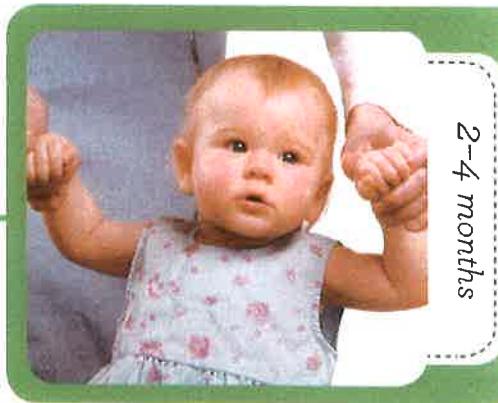


Don't Forget! Activities should be supervised at all times by an adult. Any material, food, or toy given to a young child should be reviewed for safety.

Gross Motor

Activities to Help Your Baby Grow and Learn

Baby is gaining strength right from the beginning. He practices lifting and controlling his head. He moves his arms and legs. Soon he will be able to roll from his back to his side. He likes being held so that his feet gently touch a surface. He likes to be held in a sitting position so that he can strengthen his back and tummy muscles and see what's going on.



Position Changes

When baby is awake, place baby in different positions, such as on her stomach or side. This will allow baby to move her arms and legs in different ways or directions. This also will strengthen baby's body and make her view more interesting.

Kicking Practice

Place baby on his back on a firm surface. As you talk quietly to baby, encourage him to move his legs. Hold a foot in each hand and gently move his feet back and forth.

Heads Up

Put baby on her stomach. Dangle a bright toy in front of her, or make faces and sounds to encourage your baby to lift her head. Then give her a big smile. While you walk with your baby's head by your shoulder, pass by a bright curtain or picture. Give her time to lift her head and look: "Wow, little one, look at that! Your neck is so strong!"

BathTime for Two

One special way to bathe baby is with you. Enjoy gently massaging his legs, arms, tummy, and back. Allow baby to kick and splash as you hold him safely and talk and sing a little bath time song.

Balancing Act (about 3-4 months)

Stand baby on your knees. With your hands around her little body, gently hold her in a standing position. Let her support as much of her own weight as she can to help her strengthen her legs and gain balance. Hold her so she looks at you, and then smile. Next time hold her so she's looking out. There's so much to see!

Roll Over

Encourage baby to roll from his stomach to his back by holding a bright toy in front of him and slowly moving it over to the side. You may need to help him roll over with your hand until he can do it himself.

Pretty Pull-Ups (about 3-4 months)

Place baby on your lap facing you. Pull her up slowly by her arms. Then, gently lower her in an up-and-down game. Talk to her as she moves up and down. This will help to strengthen stomach muscles and let baby see the world and your smiling face from a different point of view.

Notes:

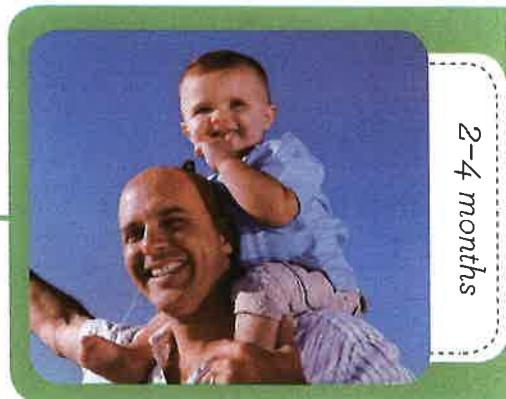


Don't Forget! Activities should be supervised at all times by an adult. Any material, food, or toy given to a young child should be reviewed for safety. Always watch baby when she is on her stomach or in water.

Personal-Social

Activities to Help Your Baby Grow and Learn

Baby will look into your eyes to tell you, "I'm yours." She loves and needs a lot of holding and physical contact. When she needs you, she will fuss or cry. Your response and gentle voice will comfort her. When she is taking in information, she will be calmer. This is often after eating, resting, or having a diaper changed. She is now able to smile at happy faces that please her, mostly yours!



2-4 months

Love and Trust Building

Respond right away when baby cries. It's her way of telling you something important. Carry, hug, smile, sing, and talk to baby often. It's your way of saying, "I love you, and I'll take care of you."

Communicating Through Touch

After his bath, baby may be ready for a massage. Use baby oil and gently massage his arms, hands, legs, feet, back, tummy, and bottom. Continue only as long as your baby is quiet and content. Talk or sing a little song. You can make it up—baby won't mind.

Funny Face Play

Make an *oh* face; slowly stick out your tongue or pucker your lips when baby seems to be studying your face. Hold that expression and see if your baby will imitate it. Smile if baby copies you!

Looking in the Mirror

Hold your baby up in front of a mirror. She may enjoy smiling and making noises at herself. As baby looks in the mirror, she is learning about your gentle touch and about the "other baby" she sees.

Peekaboo

Play Peekaboo with your baby. Place your hands over your eyes. Release your hands and say, "Boo." Place a blanket over your head then drop the blanket and say, "Boo!" Your baby will enjoy many variations of this game for a long time to come.

Firm Grip

As baby's fist begins to relax, place a small toy in his hand. He won't be very good at letting go just yet. Let him grasp your finger while he nurses. Smile and tell him how strong he is!

Notes:

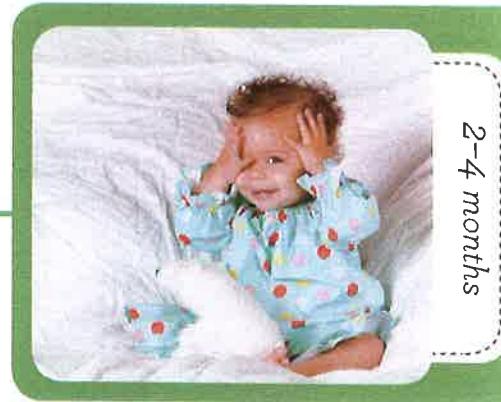


Don't Forget! Activities should be supervised at all times by an adult. Any material, food, or toy given to a young child should be reviewed for safety.

Problem Solving

Activities to Help Your Baby Grow and Learn

Your baby already responds to sounds and voices. He's beginning to look for the source of the noise. He also looks at his surroundings and will show an active interest in a person or toy. He likes to study things, such as his own hands and his favorite face—yours!



2-4 months

Tracking Fun

Let baby follow a rattle, a shiny spoon, or your face with his eyes. Hold your face or an object 10–12 inches from baby's face and slowly move from left to right. Talk softly as you play. Baby will enjoy being part of the action.

Light Touch

Stroke your baby gently with a feather, a cotton ball, or the edge of a cloth. Your baby will enjoy the sensation as she learns to find and feel different body parts. Talk to baby softly. Describe what she is feeling.

Cotton Ball Sniff

To help your baby develop his sense of smell, put a bit of toothpaste on your finger, or hold a sweet smelling bar of soap. If you have them in your kitchen, you might put a drop of mint or vanilla on a tissue or cotton ball. Gently wave these smells near baby so he can experience the scent: "Mmm, it smells so good."

Making Faces

With baby on her back, lean over her and make surprised or happy faces. Encourage her to reach for your nose or lips or mouth. Have a little laugh together.

Colorful Socks

Put brightly colored socks on your baby's feet. This will encourage him to look at his feet and start to reach for them! This game will help baby discover parts of his own body: "Wow, look at those pretty feet!"

Spoon Sounds

Lay your baby on her back and dangle a couple of shiny spoons above her so she can reach and bat them: "Listen. Did you hear them tinkling?" Shiny spoons also make a nice hanging crib toy to entertain baby as long as they are safely out of reach.

Reaching Practice (about 3–4 months)

Place baby in your lap or the lap of another special person. Hold up a safe and interesting toy for baby to reach for. Let baby be successful by slowly moving the toy to his fingers: "You got 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.

Gestures & Meanings

- I can turn toward you and bat at a toy you offer.
- Reach both hands toward my bottle when hold it close to me
- Hold my hands out to touch a mirror we are sitting in front of
- Bat at the stuffed animals on my play yard
- Reach to grab your hair and face when you lean down to kiss me
- Bat at the dog's tail when it wags near me

Language



Play



Social Interaction



Social Attention

- I can look at you and smile when I'm happy.
- Look toward you and smile when you sing my favorite song
- Notice Grandma on the phone and smile when she talks to me
- Watch Daddy and smile when he gets my toes
- Look at you and coo when we hear the dog bark
- Watch you and smile when you sing to me during a diaper change

Sounds & Words

- I can make cooing sounds when I see you or see something interesting.
- Gurgle and kick my feet when Grandpa comes up to me
- Make an "ah" sound when the cat comes near
- Make cooing sounds when you look at me and bring your face close
- Make gurgling noises when my sister sings to me
- Make and "ooh" sound when you bring a favorite toy near me

Social Sharing with Objects

- I can watch and follow a toy move from side to side.
- Look at and follow my bottle as you bring it to me
- I turn and follow a squeaky squirt toy you show me in my bath
- Watch my brother run around and be silly
- Kick excitedly when I notice the dog is walking in the room
- Turn my head and smile when you move my favorite stuffed toy from side to side

Intentional Communication

- I can look at you to keep the interaction going and look away when it's too much.
- Turn away and fuss to let you know I'm ready to be done with diaper change
- Look to you while I'm nursing and enjoy hearing you hum
- Look away after hearing you sing and clap to let you know I need a break
- Watch my sisters nearby to show that I'm interested in what they're doing
- Look at you and smile to let you know I want you to keep making that funny noise

Emotional Regulation



Sharing & Managing Emotions

- I can smile and laugh with you when you make a silly sound or a toy makes a fun noise.
- Watch and chuckle when you make funny sounds in the bathroom mirror
- Look for you and giggle when you cover up your face with a blanket
- Notice you squeezing my squeaky toy and smile at you
- Look at my sister and smile when she dances and sings in front of me
- Turn and notice when you walk in the room and call my name in a sing-song voice

Regulating Challenging Moments

- I can calm down when you rock me, touch me, or make gentle sounds.
- Settle onto your shoulder when it's time for nap and you sing softly
- Sigh and calm down when you pat my back
- Quiet my crying when you hold me and sway back and forth
- Calm down when I look and see you coming to pick me up
- Stop fussing when you get my clean diaper on

Self-Directed Learning



Understanding Messages

- I can notice things that make sounds or move around me.
- Look toward my musical toy that you just turned on
- Notice you when you lean in to my crib to pick up my blanket
- Watch as my sister comes near my seat and talks to me
- Notice Grampa walk in the room and call my name while I'm mouthing my teether
- Watch you reach for my new diaper

Creating New Ideas

- I explore things by touching, batting, and mouthing.
- Touch your arm while nursing
- Flail my arms toward my brother when comes to tickle me
- Hit at a soft toy that is making a noise
- Mouth my fingers and toes
- Touch your face when you lean down to kiss me