

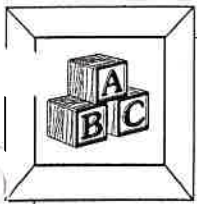
Infancy Visit #18

- PIPE: Baby's First Teacher



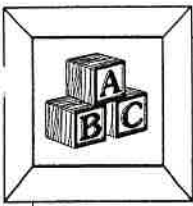
Topics for Next Visit:

- 8 Month Growth & Development
- Advancing Diet: Finger Foods/Table Foods



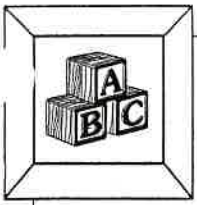
Baby's First Teacher





The Teaching Loop





Teachable Moments

Children are watching, listening, touching something with most every waking moment. This is one way they are learning about their world. They learn the most when they are sharing emotions with their parents. Dressing, eating, exercising, quiet times, and good night times are all times for emotional sharing. Every time you interact with your child, she is learning something from your face, voice, and touch. Every moment with your child is a teachable moment.

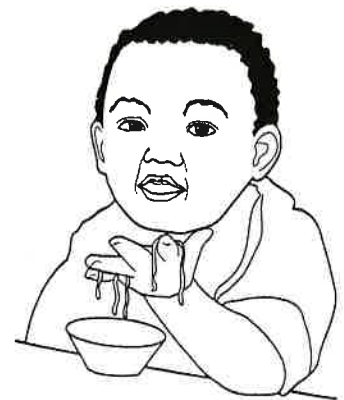
YOU ARE MAKING A TEACHABLE MOMENT ...

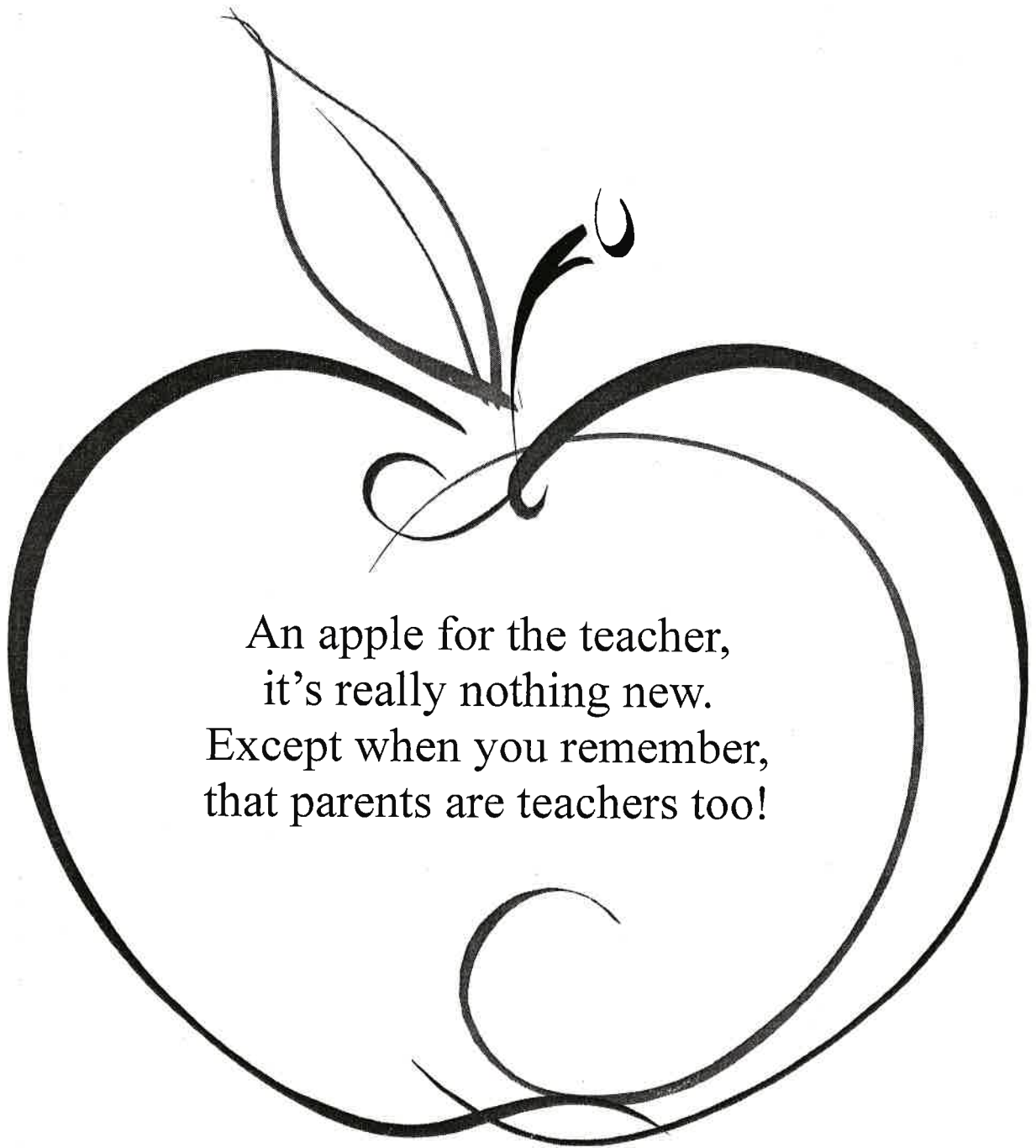
- When you talk.
- When you share in your child's interest.
- When you offer something new to explore.
- When you find something exciting or surprising.

As a parent, you can expand your child's learning by sharing your feelings. Share something interesting. It is this feeling of fun that will focus your child. Sharing positive feelings will organize your child's nervous system for learning. Your child will be more cooperative and more fun.

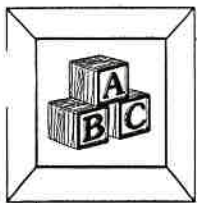
EXAMPLES:

- Get attention with excitement.
Kevin, come with me. This will be fun!
- Say what you are going to do and share the task.
We are going to fix lunch.
- Talk about what is happening. Describe your actions.
I'm going to put you up on the counter. Here we go!
- Talk about why. Make it interesting!
This way you can help me cook.
- Show what you want.
*Let's break the noodles in half. Here are some for you.
I break them like this.*
- Let the child try the task by himself or herself.
Now you do it.
- Use emotions and noises that are fun and exciting.
Yum, Yum, good for the Tum. YuMMY!





An apple for the teacher,
it's really nothing new.
Except when you remember,
that parents are teachers too!



"DOOZYS"

What Do Children Do to Un-do Parents?

Baby's First Teacher

When a child wants attention or dislikes caretaking routines, doing something interesting is a good behavior regulator. Discuss together ways to manage these and other behaviors that are bothersome.

What do children do?

4

My baby fusses about putting on socks and shoes.

5

My child bothers me when I am busy.

2

My child wants to use my things and do what I am doing.

6

My baby pulls on my leg when I'm cooking.

1

My child wobbles on the top step, reaching for me.

3

My baby wants the same cup and spoon for every meal.

What should parents do?

1. Turn your child around. Show her how to slide on her tummy one step at a time. Stay close so it feels safe to learn.
2. Have a drawer with adult things a child can play with. Show him "his drawer." Say, "No, these are Mama's. Here are yours."
3. Children like routines. They become very attached to what they know is theirs. Buy a second special cup so she can still feel ownership.
4. Sing "This Little Piggy" and play with your baby's toes. Put socks on and gently tickle his knees. Put shoes on.
5. Your baby wants your attention. Pick her up and show her what you are doing. Let her help, or give her a task that is like yours.
6. Put your child in a highchair near you while you get your work done. Give him a dish of Cheerios® and/or something to do.

When my child does _____,

I do: _____

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Active Parenting Promotes Successful Child Development

by Amber Swearingen, MOT, OTR/L

Active parenting involves the direct teaching of essential, age-appropriate skills to a child and greatly enhances the process of learning. Active parenting happens as you recognize teachable moments within your everyday activities and create meaningful experiences for your child. Teachable moments occur within your daily routines and family rituals. When parents incorporate consistency, structure, and positive feedback into these lessons, they build a motivated and confident child.



Suggestions for Active Parenting



- **Limit TV time.** Engage your child in activities that incorporate movement, communication, problem-solving, and hands-on experiences. Pediatric research finds that young children are at risk for having difficulty with concentration, impulsivity and restlessness. These difficulties become more likely as exposure to television increases. Time spent watching TV replaces time for concentration building activities, such as reading to or with your child.



- **Read with your child.** Help develop reading comprehension skills by taking time each day to read with your child. Discuss the pictures, characters, settings, plots, and main ideas within the story. Help your child make connections from his/her own life to the characters and events in the story and teach basic social concepts as they appear. Discuss the characters' feelings and why they feel the way they do. This is a great opportunity for children to observe and learn about social situations and appropriate behaviors when relating to others.



- **Encourage dramatic play.** Use events in the story for role playing. Acting out situations, reactions, and emotions of the characters is fun for a child and increases the child's comprehension of the story.

Model Appropriate Social Skills



- **Model appropriate social behaviors.** Children emulate the way their parents and caregivers interact with others. For children to demonstrate good behavior, manners, and other social skills, parents/caregivers should model these behaviors consistently.



- **Monitor your tone of voice.** Children "shut down" when they sense frustration from an adult. When engaging or directing your child, always use clear, direct statements and a positive tone.

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(cont.)

Incorporate Fun Into Functional Play

There are various opportunities throughout the day to expand simple routines into effective teaching opportunities. Use some of the following activities that include many teachable moments that you and your child can enjoy together. consistency, structure, and positive feedback into these lessons, they build a motivated and confident child.

• Diaper-Changing or Bath-Time

—These routines provide one-on-one time that is great for bonding and connecting with your child. Narrate the routine as you go, or sing songs during the task. Count toys or diapers and reinforce important vocabulary and concepts (e.g., "water on, under the table").



• Working in the Kitchen

— The tasks of counting, sorting, and carrying dinnerware to the table develops balance, coordination, and thinking skills.



• Visiting the Park

— Talk about the sounds you hear, name the colors and shapes you see, and identify smells in the air. Increase strength and stability by showing your child how to skip, jump rope, or play follow-the-leader.



• Coloring or Molding Clay

— Demonstrate a correct writing grasp using appropriately-sized crayons/pencils and encourage your child to color "up and down" or "side to side." Draw circles and smiley faces. Expand your child's imagination and creativity with clay/Playdough® as you both push, roll, and pull the clay. This develops hand and finger strength and coordination.



• Helping Around the House

— Children can help with laundry by sorting clothes, placing clothes into the washer/dryer, and matching and folding them. These tasks improve motor skills while strengthening muscles for upper body development. Helping around the house promotes responsibility and working as a family.



Remember to have fun and involve your child during your daily routines whenever possible. Find new topics to talk about and activities to do together by looking at your environment through the eyes of your child. Demonstrate active parenting by sharing your knowledge, skills, and abilities and engaging your child in memorable and positive experiences.



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Songs and Nursery Rhymes Help Children Develop Early Sounds

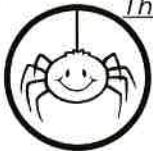
by Keri Brown, M.C.D., CCC-SLP

Reading books to children daily helps to develop important early speech sounds, pre-reading skills, vocabulary and basic concepts. Did you know that reciting nursery rhymes and singing children's songs also helps to improve these important developmental areas? It's true! The cadence, rhyme, and repetition of words in nursery rhymes and children's songs help develop an awareness of speech sounds. By singing songs loaded with early developing sounds such as p, b, t, d, k, g, and m, you give them a "head start" to great listening and speaking skills.

The following ten common nursery rhymes and/or children's songs are ideal for targeting early developing speech sounds. The number of times a sound occurs in each song/nursery rhyme is listed below.



The Itsy Bitsy Spider



p - 8 k - 4
b - 2 g - 1
t - 9 m - 4
d - 10

Pat-A-Cake



p - 5 k - 11
b - 5 g - 0
t - 9 m - 4
d - 3

Jack Be Nimble



p - 1 k - 5
b - 4 g - 0
t - 1 m - 2
d - 1

Peter, Peter Pumpkin Eater



p - 7 k - 5
b - 0 g - 0
t - 9 m - 4
d - 10

One, Two, Buckle My Shoe



p - 2 k - 6
b - 2 g - 1
t - 8 m - 2
d - 1

Twinkle, Twinkle Little Star



p - 2 k - 6
b - 2 g - 1
t - 8 m - 2
d - 1

Little Bo Peep



p - 3 k - 2
b - 2 g - 2
t - 6 m - 5
d - 3

Little Miss Muffet



p - 1 k - 2
b - 2 g - 2
t - 9 m - 5
d - 7



Once you get used to stressing the early developing sounds, you'll begin to notice them in many other songs and nursery rhymes. Be aware of these sounds and stress them when speaking to your child, often allowing him/her to look at your face while listening. Be a good speech model, and you will help your child have excellent speech and language skills!

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First Words

by Becky Spivey, M.Ed.

There isn't a more exciting time in a parent's life than when his/her baby starts doing things for the first time... his first smile, first time pushing up from lying on his tummy, first time rolling over, first time sitting up without support, first time crawling, his first words (especially when those first words include "mama" or "dada")... So when does a baby begin to talk?

Before a baby even begins making sounds, he/she is watching and listening to the people surrounding him/her. The baby is observing gestures, sounds, facial expressions, actions, and movements. At the age of 3-6 months, babies begin gurgling, cooing, and babbling (i.e., playing with different sounds). They start understanding some words at 6-9 months of age and imitating sounds at 5-10 months. Then finally, as children transition from being "babies" to being "toddlers" at 12-15 months of age, they begin using their first meaningful words. (Common first words include "mama," "dada," "hi," "bye," "juice," "milk," "doggy," etc.)

Why Do Toddlers Begin To Communicate?

Toddlers begin using words for many reasons. Their first words are often nouns such as words used to label objects, people, or pets (e.g., "ball," "mama," "dada," and "doggy") or words used to satisfy their wants and needs (e.g., "juice," "milk," and "cookie"). They can also use their first words for greetings such as "hi" and "bye."

As toddlers experience success at communicating with words, their vocabulary will grow. It grows slowly at first but around the age of 19-20 months, new words develop rapidly. Toddlers will start adding verbs (e.g., "go," "play," and "eat"), adjectives (e.g., "big," "loud," and "hot"), and prepositions (e.g., "up," "out," and "off") into their vocabulary. They also start putting words together and asking simple questions (like "What's that?").



What Can I Do To Make My Baby/Toddler Talk?

Some toddlers take a little longer to start talking. While you can't make a baby/toddler talk, there are some things you can do to lay the foundation for him/her to begin using words:



- **Pay attention when your child makes sounds or uses gestures.** Your child may be attempting to communicate with you. When you respond to your child's attempts at communication, it shows your child that communication is important and helps to obtain his/her wants and needs.



- **Imitate your child's vocalizations, facial expressions, and gestures, then wait for a response.** This shows your child that what he/she is communicating is important and means something to you. It also teaches him/her the back-and-forth pattern of communication.

(continued...)

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(cont.)



- **Play and interact with your child.** When you play with your child, model language for him/her. The more you interact with your child and model language for him/her, the more he/she will learn about words, their meaning, communication, and language.



- **Give your child the opportunity to communicate.** While it may be easier to anticipate your child's needs and give them what you think they will want, encourage your child to make attempts to request what he/she wants. Reward any attempt your child makes to show him/her the effectiveness of communication.



- **Talk to your child often and label everything.** Daily routines present parents with great opportunities to label objects and activities that are familiar to their child. This helps the child learn that words have meaning, and it helps him/her to associate the words with their meanings.

While there are some approximate milestones for typical language development, there are no set-in-stone deadlines. Some children may achieve milestones early while others may take a little bit longer to develop these skills. If you have concerns about your child's development, consult your pediatrician. For more information about earlier speech and language development (from Birth to 12 months), see Handy Handout #15: Early Language Development.



Resources:

"Baby Talk: A Month-By-Month Timeline," accessed July 26, 2017, <http://www.parents.com/baby/development/talking/baby-talk-a-month-by-month-timeline1/>
"Your Baby's First Words," accessed July 21, 2017, <http://www.webmd.com/parenting/baby-talk-your-babys-first-words#1>

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