

# Babies Are Beginnings



Babies are the beginnings of a new life—and a new life for their parents, relatives, and friends. Every baby follows the same sequence of development. Yet each baby is a new and unique person, “someone special.”

In this unit, you will make weekly visits to a baby and his or her parent or major caregiver. You will use this series of activity cards on your own or with small groups of students to consider:

- \*what most infants need and do, and how these needs and abilities develop
- \*one particular infant’s way of being and developing
- \*how parents and other caregivers react to an infant’s behavior and changes
- \*how infants react to their caregivers
- \*what caregivers wonder or worry about.



## Working with Your Baby and Parent-Partner

Do you know someone with a baby? Find out whether he or she would be interested in sharing ideas and baby care with a helper who is learning about babies. You could arrange to visit them for at least two hours a week every week for six to eight weeks. If you don’t, you can work with others in your group to look for interested parents or day care centers in your community.



## What You Will Be Doing

These activity cards provide some information about babies as well as lots of suggestions for observations and activities—things to watch for in your baby, games to play, toys and food to make, and questions to ask parents. Along with these observations and activities, you will be helping the baby’s caregiver play with and care for the baby, and you and the caregiver will talk over ideas together.

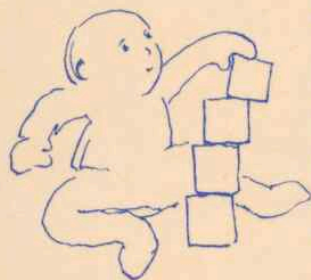
Remember these two important things:

- (1) Whatever you do with the baby should be done *only* with the parents’ permission.
- (2) When you’re doing assignments and talking with parents, use your judgment about what they feel willing to talk about.

These cards will serve as your guide, but your common sense can help to adapt them to fit your particular baby care situation.



## What You Will Be Learning



You can learn about being a parent from watching your parent-partner in action. From the course itself and from sharing with others in the group, you will be learning about babies in general, and about how babies differ from each other. As you become a careful observer of "your" particular baby, you will become more skilled at helping your parent-partner care for the baby and support his or her growth. You and your parent-partner will be teammates, helping one another care for and learn about babies.

The more we learn about babies, the more we realize how little we know! This unit does not contain "the answers." It gives you some of the information that has been gathered by people who study babies. But most of all, these cards invite you to become a "Baby Studier" yourself—to find new questions about babies, and to gather information to answer those questions for yourself.

### A Word About Words

Those who use this unit will be visiting babies in many different situations, as the language used on the cards indicates. For example, since your babies will be both girls and boys, sometimes the cards use "she" and sometimes "he" when referring to a baby. We call the baby that you will be visiting and caring for during the unit "your baby." If you are already a parent, you may in fact be working with your own baby, or you might team up with an older parent and work with both of your babies.

Some of you will visit babies at home; others will see babies at child care centers or a daytime sitter's house. Since your babies may live with one parent or two parents, or with grandparents, or with foster parents, we use a variety of words to refer to the partner you will work with—words such as "parent-partner," "mother," "father," and "caregiver."



#### Credits

##### Developers

Emma Wood Rous  
Edward Tronick

##### Editors

Anne Cleaves  
Nancy Witting

##### Designer

Judy Ziegler

##### Illustrator

Amy Daskal

##### Production

Patricia A. Jones

##### Exploring Childhood Program

Director: Marilyn Clayton Felt  
Module Head: Susan Christie Thomas





# When Do Babies Know You?



Before they are eight months old, infants rarely cry or get upset when their mothers leave them or a stranger comes up to them. This has convinced many people that infants do not recognize anyone until they are eight months old. However, recent research casts doubt on this viewpoint.

**1.** To see if young babies react to an unusual response from their mothers, psychologists Ed Tronick, Lauren Adamson, and Heidi Als, and pediatrician T. B. Brazelton had mothers sit directly in front of their awake and alert three-week-old babies. The infants looked at their mothers and their faces brightened (three-week-old babies don't really *smile* yet). But each mother had been asked to stare back stony-faced, in order to test their infant's reaction.

When the mother did not respond, her baby sobered and turned away. Then the babies looked back at their mothers with a bright face, but when the mother still did not respond they looked away again. They began to look wary and frightened, and they stopped looking at her except out of the corner of their eyes.

Incidentally, the infants' sidelong glances made them look so cute that many of the mothers just had to laugh and begin to play with them, which shows how good infants can be at getting the attention they need from adults.

**2.** To find out if very young babies recognize their mothers, Lou Sanders, a pediatrician, and two psychologists, Pat Chapell and Tom Casell, tried having mothers wear a mask during a feeding with their week-old infants. The infants reacted to the mask with their very first look! They stopped feeding, stared at their mother's face and wrinkled up their own faces. They then looked surprised. But the reaction seemed very brief and the infants went on feeding as if nothing had happened.

The researchers continued to observe the infants for another full day after the masked feeding, and found that the infants did not sleep as regularly as usual and that the feeding session 24 hours later was upset. The babies were fussy and took less food than usual.

**3.** To see if young babies can tell the difference between parents and strangers, two other pediatricians, Suzanne Dixon and Mike Yogman, carefully observed mothers, fathers, and strangers play with two-month-old infants. They found the infants smiled about as much to mother and father but a lot less to the strangers. The infants "talked" more to their mothers than to their fathers, and least to the strangers.



### Thinking About the Studies

- 1 In the first study, what do the babies' reactions to their mothers' stony stares say about how well they know their mothers' behavior?
- 2 What do you think the second study shows about the ability of week-old infants to recognize their mothers?
- 3 What conclusions do you draw from the third study about the ability of infants to recognize different adults?

### Talk About It with Your Parent-Partner

- 4 Does your baby react differently to you? His mother? His father? Strangers?
- 5 When did the mother begin to feel that her baby recognized her? When did the father or other family members?
- 6 What do they remember noticing that made them feel that the baby recognized them?

### Your Own Study

With your parent-partner or others in your group, plan a way to study your baby's ability to recognize people. Do your study several times with the baby as she grows older. You'll find her reaction changing dramatically over the first year of life. These changes will help you see when the baby starts recognizing particular people, and how many ways she has developed for communicating.

#### One Study

Here is an example your parent-partner might try with you. Do a ten-minute observation while the mother plays with the baby seated in front of her. Count how many times the baby smiles and makes noises. Then have the mother move out of the baby's sight while you play with the baby, and count the smiles and times he "talks" with you. To test the baby's reaction to strangers you might bring a friend to do the experiment also.

- 7 What differences were there in the baby's reaction to the parents? To you? To the stranger?
- 8 What changes do you see in the baby's behavior as he grows older?

### While You're at It

You might also observe how "silly" we act with babies. Talk with your parent-partner about what you have seen that is special about how the two of you used your face, your voice, and words.

- 9 What are your ideas about why we act these ways? Consider also how the babies influence our responses! (Remember how the mothers in the first study responded to their infants' sidelong glances.)
- 10 What does your baby do that makes you or his parents respond to him?







# Reaching: It's Not Only The Hand That Counts



As best we know, all infants develop the ability to reach and hold things in much the same way. After an initial period of intense looking and random movements of the arms and legs, the infant gradually develops a precise, single-handed, preshaped grasp of an object that may have been only glimpsed for a fraction of a second. Everyone—including watchmakers, classical guitarists, and major league shortstops—started out in life waving and flailing his or her arms in undirected energy.

Newborns have a reflex for closing their fists. They are actually strong enough to support their own weight when holding tightly onto something like a finger.

## Learning How to Get Hold of Something

Grasping begins with the eyes. When held somewhat upright, very young infants will stare at an object that's dangled in front of them. Then, in a sudden burst of energy, their arms and legs will fly into action—flailing around in an attempt to get the object.

During their first three or four months, infants begin to gain control over their movements. They start taking swings at the object. The hand that isn't jabbing is held close to the body in a fist, but it keeps opening and closing.

Often a parent watching this movement wonders if the baby will grow up to be a "righty" or a "lefty." Some observers say that young infants reach just as often with both hands, so you can't determine a dominance. No one yet has really looked at *lots of reaches* by *lots of babies*, though. You and your group could.

### To Conduct a "Righty or Lefty" Observation

If your baby swipes at objects, dangle an object in front of her and see which hand she swipes with most often. Just be sure that she is seated facing straight ahead and that the object is dangled right at her midline. If the object is off to one side, she will generally reach with the hand closest to it.

Do the experiment several times, over several visits, and keep a tally. (You can use a "Righty-Lefty Observation" form for tallying.) When several members of the group have collected many observations, compare your tallies.

- 1 How many babies used their left hand most? Right hand? Both hands equally?
- 2 What new questions does your study bring to mind?







## More Development to Watch For

Progression from swiping to open-handed reaching goes quickly. Using one hand at a time, the infant soon begins to open his hands *before* he gets to the object and then to close his hand around it. When the baby can coordinate two arms together, *both* hands reach for the object.

The next development to watch for is when he uses his two hands differently. One hand may hold the object while the other hand explores it by poking, feeling, and pulling at it. The fingers of each hand can move independently, now, picking up new pieces of information about the object.

- 3 Once again you can observe which hand does the holding and which explores. Does your baby use both hands equally?

You can observe this sequence of development in your baby's reaching in much greater detail—and see even more steps—by conducting the experiment during each visit. Describe the infant's reaching progress in your journal. At the end of your visits report to the class:

- 4 How did the baby's ability to reach and grasp change?



## Reaching and Individuality

How infants go about doing something differs tremendously, even when their abilities are pretty much the same. As infants learn to reach and grasp, they try to get things they want. Two pediatricians, Barry Zuckerman and Winnie Parker, found after studying many babies that the way babies handle the frustration of not being able to get something says something about what they are like.

They found that by holding an object just out of an infant's reach, you can see how intensely she wants the object and how persistent she is in trying to get it. They watched to see whether infants began to look toward their mothers for help, or whether they kept after the object on their own. You'll be able to see if your baby gets increasingly active, or if she grows quiet and looks the situation over before trying again, or if she cries or makes other noises. By studying an infant over a long period, you can see which of her characteristics seem to be part of her temperament and which seem to change with development.

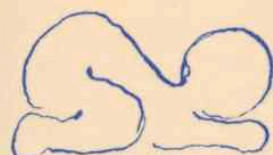
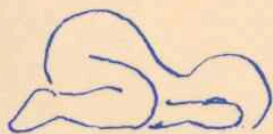
### An Observation

To learn more about your baby's personality, try holding an object (a toy, a bottle, a cracker) just out of reach, while the mother sits where the baby can see her. Describe the baby's reactions to this situation in your journal (perhaps alongside your record of the baby's developing skill in reaching and grasping). Try this on several visits.

When you report on your infant's development of the reaching ability, describe also the ways he or she deals with trying to get something that's out of reach. This reaction is a beginning of the baby's personality.



# Look, I'm Walking



Newborn infants have a reflex to “walk” when held upright. But we all know it will take around a year before the infant is able to walk on his own. During their first year, babies slowly gain control over their bodies; that is, they learn to make specific movements without a lot of random movement. Certain basic facts about development seem to explain the complicated series of accomplishments that lead to being able to walk.

## All Motor Development Is...

**In sequence:** Every new ability is based on abilities that come before it. Every baby has the same small steps to master before going on to the next step.

**From the top:** Development seems to grow from top to bottom, from head to foot. Babies are able to control the upper part of their bodies before the lower part. For example, babies can control their heads before they can control their shoulders and arms; and they achieve control of the upper torso before they achieve control of their hips and legs.

**From the middle:** Development also grows outward from the body midline. Babies gain control of parts of the body that are close to the body midline before they gain control of parts that are farther away—shoulders before arms, arms before fingers; legs before feet, feet before toes.

## Watching Your Infant

Sometimes it's hard to see the evidence of these three facts about development because very young babies seem to be moving almost randomly, with no control at all. Only after people like Myrtle McGraw closely watched infants during their first year of life did the little steps that made up these sequences become clear. Another reason why it is hard to see the series of small accomplishments that lead to any one major accomplishment is because the infant works on several things at the same time. Development of the eyes, the brain, the neck, and the spine are equally important “small” accomplishments that add up to the great accomplishment of learning to sit up.

For several weeks, watch your infant learning to sit, crawl, or walk, (or whatever movement she is up to). During three or four visits, note on a “Learning a New Movement” form what the baby does. Add to your notes things your parent-partner tells you about the baby's developing motor abilities.

Choose one or more of your baby's accomplishments:

- 1 What accomplishments led up to the accomplishment(s) you have chosen?
- 2 At what age did your baby first do each step?



"My Bobby never crawled, he just stood up one day and walked."

## Differences in Motor Development

Although every infant achieves each ability in the same order as other infants, one of the ways infants differ is in how old they are when they achieve each ability, and how soon they move on to the next stage.

- 3 Why might a parent say this?
- 4 What might this baby have done that the parent didn't notice?

## Why Are There Differences?

We know less about the reasons for differences in timing of accomplishments among babies than about the sequences of development that are the same in all babies. One theory is that we are all born with *inner timetables* for developing abilities. Some people's timetables for some abilities are just faster or slower than others'.

Another theory is that some *surroundings* encourage motor development more than others. Some infants may have more chances to practice certain movements, such as pulling up, walking, or even simply supporting their own heads.

A third theory is that some people encourage motor development more than other people do.

Another possibility is that it is easier for lightweight infants to control their bodies than for heavier infants, so that the former achieve mobility more quickly.

Although an encouraging, supportive surrounding benefits a baby's growth, parents shouldn't worry about pushing children's development.

### Talk It Over

Discuss ideas of what might support growing abilities with your parent-partner. For example, when did your baby learn to sit up? Did she make lots of effort on her own? Was she always propped up or in a seat where she could watch what was going on? Did the parents play with her when she was sitting? What else?

Ask your own parents about their memories of your accomplishment of sitting, crawling, etc.

### Recording Motor Development

Get a "Motor Development" form and ask your parent-partner to help you fill in the baby's age at each motor achievement, as well as ideas about whether the baby did these on her own or with the parents' encouragement, and how the physical surroundings may have helped.





# Getting Into Everything



Most parents are very excited by each new thing their babies learn to do. The first time babies turn over—or sit up by themselves, crawl, stand, or walk—is a time to celebrate. As parents observe the growing abilities of their baby, they have a sense that they are doing all right in raising him. But they soon realize that learning to crawl means that now the infant can move himself out of their line of vision and into trouble. Now the parents have to figure out ways to restrict the infant.

"She's our first, so she caught us by surprise. I mean, when your kid can open drawers or climb stairs, your life can change overnight. Now she's working on how to climb out of her crib."

"Alex gets bored in a playpen in ten minutes. What's the point if I have to run in with a new toy every five minutes? Sure, maybe if I let him fuss for awhile he might get used to it. But what have I done to his curiosity? I'd rather make the house safe and clean up after him and enjoy watching him discovering new drawers. I wonder how long the pull-everything-out stage will last."

"There's no way we could get along without a playpen. Somebody's always going in or out, the other kids have their stuff all over the place. Too much can happen too fast if I've got my hands full with something and she decides to climb up the lamp...."

"I think it was less than a week ago that I was encouraging him to stand up in his crib. I can't quite manage yet. Poor Sam, neither can he. He just tumbled over and is howling. Not much pain, but lots of anger. He lost face along with his balance."

"And then, just like that she was halfway down the walk, crawling toward the street. Someone has to be watching her all the time!"

"Yesterday, I found him eating the cat's food, which he couldn't get to before because we kept it up a step in the hall. Now that's no barrier, so we've got to get a baby gate this weekend."





Observe how your baby uses opportunities to move around and explore the world and his own growing abilities.

Talk with your parent-partners about ways they deal with their baby's moving around and exploring.

- 1 What changes did they make around the house when the baby became mobile?
- 2 What were their reasons for making these changes?

Parents who make the house "toddler-proof," (which means putting everything that the baby could hurt or that could hurt the baby out of reach) may be worried about the safety of the child (or of their possessions), but still want to encourage the child's new-found ability to get around. If your parent-partner feels this way, ask how they resolve this conflict.

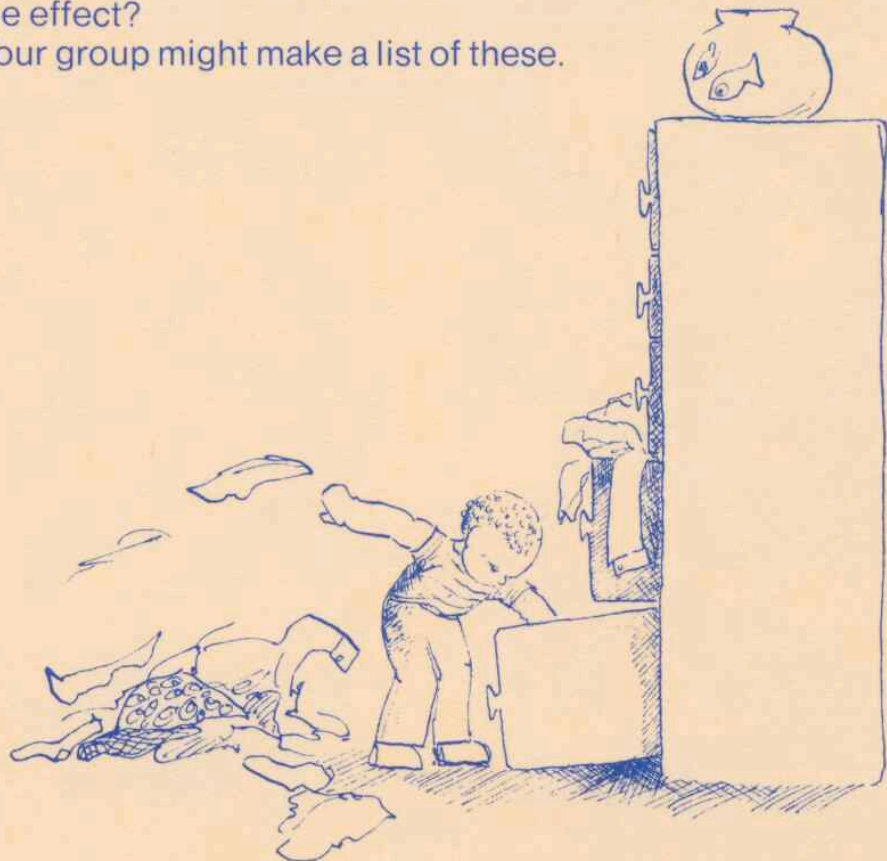
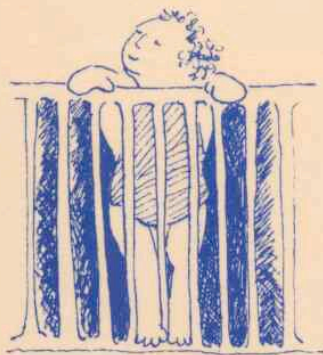
You can use a "Getting Into Everything" form to list explorations you have seen your baby make, and changes parents have made, and their reasons.

Get together with others in the group to compare your lists. Discuss the ways that parents handle their baby's growing mobility.

Different babies may react differently to the same technique. If two or more parents have used the same technique, compare how your baby reacts with the way the other babies react.

- 3 What are some of the reasons why the same technique may not have the same effect?

Your group might make a list of these.





# Learning To Talk



"*Infans*," the derivation of "infant," means "not speaking" in Latin. Learning to speak is an important part of babies' development out of infancy. Learning to understand and use words is important to a child's developing view of the world.

In *The Magic Years*, Selma Fraiberg writes that knowing words is helpful to young children, because familiar words can help children handle anxious situations, and learn self control. For example, saying "night night" can make it easier for a child to go to bed. Saying "no no" to herself might help a child hesitate in front of a light plug or a hot stove. And sometimes saying a word can substitute for having something. For example, if he can describe flowers as "pretty," a child may not have to pick them.



- 1 How else might the ability to use language help a child? Jot down some ideas of your own and ask your baby's parents and your own parents what they think.

## When Does Talking Begin?

Ask your parent-partners when they think their baby first communicated with them. Did they feel they could tell what the baby's cries meant? Or do they feel communication began when the baby made sounds? Used words? Talk with your own parents about your first communications.

- 2 Based on this information, when do you think talking begins?

## Development of Talking

Speech develops gradually. Researchers and observers have described some of the steps babies go through.

### Babbling

From birth, babies make a range of noises. They fuss, grunt, string a few noises together, and make clicking sounds. By around six weeks of age, they are making lots of sounds. Most American babies make sounds



starting with d, b, p, or m and ending with oo or aah. They repeat the same sounds together, like ba-ba or da-da. But research has shown that by 10 or 11 months, babies babble in the accent, or intonation, of their language. When they're alone, all babies make sounds as if they're talking to themselves. With adults they have "conversations." For example, an adult talks in a playful sing-song voice with lots of pauses, and the baby "talks" back during the pauses.



If your baby is at the babbling stage, play around with sounds to see what the baby seems to like. Describe the baby's responses on a "Baby Babbling" form.

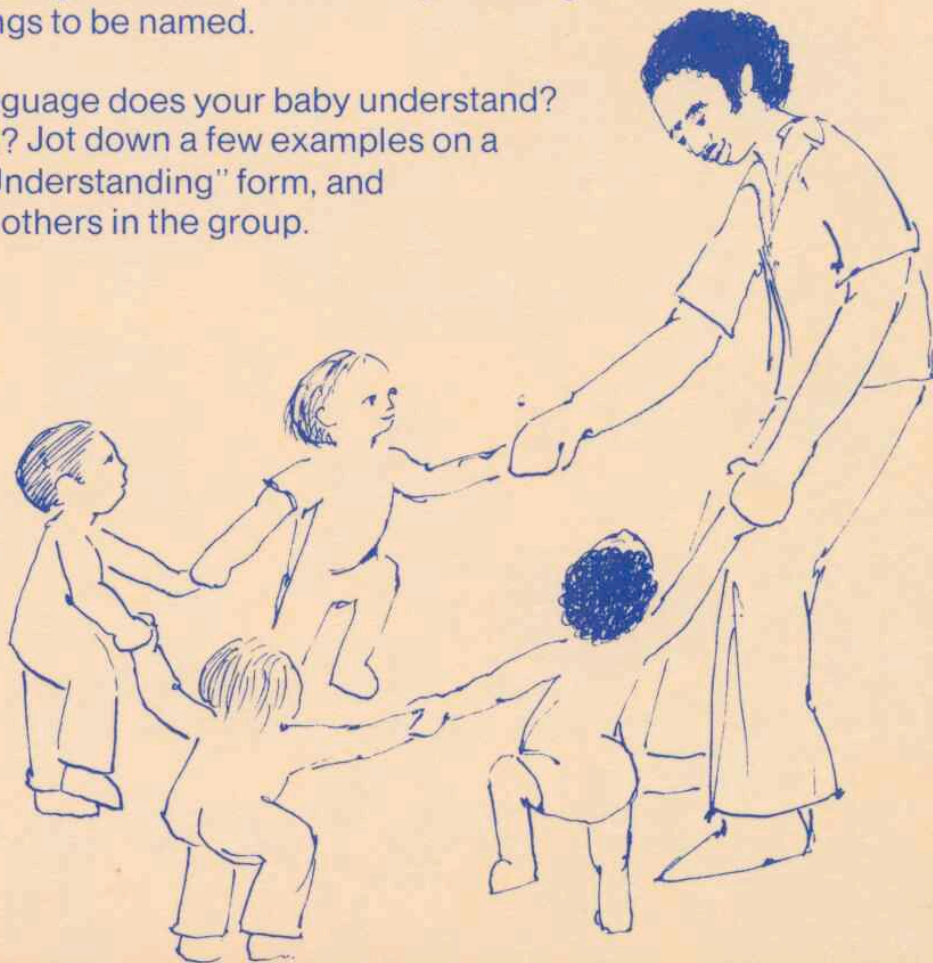
- 3** Can you imitate the baby? How does your baby react when you "talk" things over with her by recreating her sounds?

### Listening and Understanding

Babies keep on experimenting with sounds, and they gradually learn to listen, too. They respond to voices by growing quiet and trying to understand what they hear. This learning happens in this sort of order:

- \*Turning head when called by name.
- \*Hearing certain words and responding with certain actions. (For example, babies might respond to "Bye-bye" by waving; to "This Little Piggy" by touching their toes; to "Bath" by crawling to the tub.)
- \*Expecting things to be named.

- 4** How much language does your baby understand? How can you tell? Jot down a few examples on a "Listening and Understanding" form, and share them with others in the group.





# My Word! More Language

Slowly but surely, babies progress from their first words at around one year to their first simple sentences at around two.

## From Sounds to Words

Babbling becomes words when adults pick out baby's syllables, like da-da, and attach meaning to them. For example, if a father pays attention and shows pleasure when his baby says "da-da," the baby figures out that "da-da" means something!

Once they learn that a sound has meaning, babies often use it as their word for everything. The baby points to a ball, a cup, or a cat, saying "da," and you say "ball," "cup," or "cat." At this stage, babies don't just say a word; they usually act too, by pointing, waving, or moving toward something.

When babies first learn a word, they generally just say the beginning of it. One sound, like "ba," can mean "bottle," "bath," or "ball." If you know the baby or the situation, you can usually figure out what she is saying. Later, babies put endings on words, so they can say "cat," and learn two syllable words, like "cookie."

After a while, when babies hear or see someone they know, they say the person's name. Next they begin to ask for something they want by using words while they reach (and whine!).

Eventually they can use words to say what someone or something does (for example, a baby might say "mouth" or "eat" when another child puts a cookie in his mouth) and to tell who owns something (for example, "Dada" while pointing to daddy's shoe).

Once babies have learned a number of words, they can begin to have simple question-and-answer exchanges about objects, places, what someone is doing, and where things go and how they look!

## The Beginning of Sentences

After a child has been talking in single words for a while, she may start to say action words with nouns; for example, "Down! Juice!" to indicate that a glass of juice spilled on the floor. Each word may sound at first like a separate sentence, but this is an important step toward two-word sentences. At this point, you can have longer conversations by asking questions or repeating the infant's statement. "Yes, you poured the juice down on the floor."

Finally, two words will go together to make a sentence—"See Baby," or "Want Daddy." Suddenly, the child's speech has an adult sound to it—words come in the same order they do in adult sentences, and you can understand without having to know about the situation.



"Where does the shoe go?"

"Foot."





## Observe Your Baby

If your baby uses some words, take careful notes on just what he says. Also write down the questions, comments, or situations he may be responding to. (You can use a "Talking" form.)

- 1 What has your baby already learned about language? Check back over the sequence of language development outlined on this card.
- 2 What skills is he now practicing?

## Talking Back

Spend some time talking with your baby. For example, if your baby is beginning to point and name objects, you could interpret his "ba" with "Yes, that's a ball." Or you could add other words to the baby's ("It's a red ball." Or, "The ball is rolling.") You can also look at books together and name objects you and the baby point out.

- 3 What else have you done?  
If your baby likes using sounds along with actions, you could play "Pat-a-Cake" or "Ring Around the Rosie."
- 4 What else could you do? Describe some of your conversations and activities.

## What Makes Babies Talk?

Maybe babies learn to talk because they can get things they want by talking—a cookie, praise, an adult response. Or maybe they love the sound of their own voices. They learn partly by imitating, so maybe they are *taught* to speak. Or maybe they are *born* with an urge and a structure for speaking whether they hear language or not. Researchers have found some interesting things about language learning.

One team found that children whose parents are deaf and generally silent babble just as much as children of speaking parents.

Another researcher found that the more babies explored things physically, the more they babbled. They also babbled more if their caregivers were talkative.

Studies of bird songs show that each species of bird is born with a basic song that is sung even if the bird never hears another sound. But if the bird hears other birds of his species during a critical period of growth, he will add to his basic song the variations ("dialect") of the birds he hears.

Language probably grows out of both inborn tendencies in babies and the ways other people speak to them.

In a small group, or in your journal, describe some conversations between your baby and your parent-partner.

## Talk It Over with Your Baby's Parents

- 5 What do your baby's parents want or expect of their baby in the way of talking? How do they encourage this?
- 6 What does the baby do that affects how they talk to her?
- 7 Do they want a child that talks a lot?
- 8 If they have had other babies, are they doing the same things with this baby? Do they get the same results?

"Some kids take forever to start talking because their parents are tense and silent, or push them too hard."

"People have used high voices and 'baby talk' for years, so it must be fine."

"She'll never learn to talk if you use 'baby talk.'"



# Sleep Like A Baby

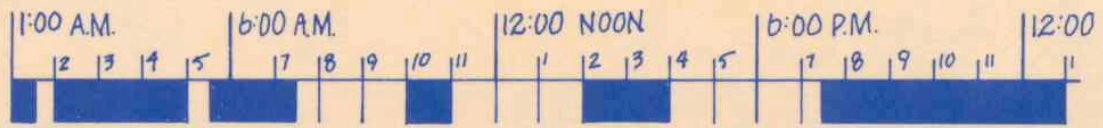


Have you wondered how much babies sleep?

## Make Sleep Graphs

To begin answering this question, plot your infant's sleeping pattern once a week for about a month. (You can use a "Sleeping Graph" form.) Use a numbered line for each hour in the day, and shade in the times when the baby was asleep. For example:

### Age 6½ months



Total sleep time: 14 HOURS

Total awake time: 10 HOURS

Number of sleep periods: 5



You'll need to ask your parent-partners to help you. Perhaps they will also be able to help graph the baby's sleeping pattern when she was newborn.

## Analyzing the Graphs

- 1 Study your baby's graph. What changes show up over time in how much, how often, and how long the baby sleeps?
- 2 Compare your graph with those that others in your group have made. What similarities and differences do you see in how much, how often, and how long the babies sleep?
- 3 Arrange all the graphs in the class from youngest infant to oldest. What changes show up from youngest to oldest in how much, how often, and how long the babies sleep?

Psychologists Freda Reblsky and Rebecca Black observed and made 24-hour tape recordings of infants up to three months of age. They learned that it isn't until the second or third month that babies begin to sleep soundly. At first they sleep and wake, sleep and wake, gurgle and wiggle. When a new baby keeps moving and waking, parents sometimes worry that something is wrong. But the baby is just being a baby!

## Differences in How Babies Sleep

Look at *how* your baby goes to sleep. Crying? Fussing? Lying quietly? Does he usually sleep only after nursing? Sucking his thumb? Being walked or rocked? Does he toss around? Wiggle? Lie pretty still? If possible, observe him at bedtime or naptime and talk about his way of sleeping with your parent-partner. Take notes in your journal.





- 4 What seems to be your baby's particular style of sleeping?
- 5 Compare notes with others in your group. What differences are there in sleeping styles?

## Influencing a Baby's Sleeping Habits

Here's something to think about: If babies *need* sleep, why do many parents say they have trouble getting their baby to sleep?

When infants are born, the sleep they need can range from 14 hours a day to 21; and on any one day, they may need as little as 10 hours of sleep or as many as 23.

- 6 Make a graph of your own sleeping pattern over several days. Imagine adjusting your sleep to an infant's. What would you have to do differently?
- 7 What needs or obligations of parents might a baby's sleep pattern interfere with?

## Explore Some of These Ideas with Your Parent-Partners

- 8 How do they feel about their baby's sleeping pattern? Would they prefer it to be different?
- 9 Have they ever tried to change it? What did they do? What did the baby do?
- 10 What were their reasons for wanting to change the baby's sleeping pattern?

## Thinking It Over

- 11 Do you think there are ways parents can meet their needs and obligations without interfering with their baby's sleep needs? In your journal, write down your own ideas and those of your parent-partners and of other people you talk with.





# A 48-Hour Survey



Parents often worry about whether their baby is eating enough. Look at the nutrition chart on the other side of this card and note the amount of food babies actually need. Looking over the chart with your parent-partners, you can talk about how much they think their baby needs at 6, 12, and 24 months of age, and how much he needs at present. How do these estimates compare to the minimums given on the chart?

## Doing the Survey

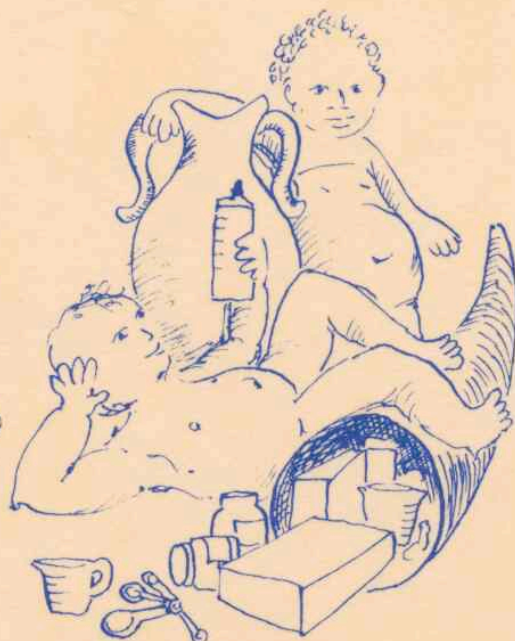
For this survey, ask the parents to try to remember *every single thing* their infant ate and drank during the last 48 hours, how much and when. (You can use a "Food Survey" form.) Tally the foods and compare it to the chart.

- 1 Why do you think parents worry about how much their baby eats? Jot your ideas in your journal and share them in group discussion. You might also ask your own parents for their ideas.

## Talking It Over

Your baby's parents may be interested in discussing the nutritional needs of infants and their own ideas about what their baby needs.

- 2 How do they feel about how much and what the baby eats?
- 3 Were they surprised when they compared the 48-hour survey to the minimum chart?
- 4 Are they presently making any changes in the baby's diet? If so, how does she take to the changes?





# Basic Nutritional Needs

| Food Groups and Nutrients  | Newborns <sup>1</sup>  |            | Toddlers <sup>2</sup>   | Adolescents <sup>3</sup>   | Pregnant and Nursing Women <sup>4</sup>  |
|--|--|------------|---|--|--|
|  | Breast Fed   | Bottle Fed |   |  |  |
| <b>Dairy</b> for calcium, protein, vitamins A & D:<br>Milk (vit. D fortified), Cheese, Yogurt, Ice Cream, Butter.  | Breast Milk  | Formula    | 1 pint milk (16 oz., or 2 baby bottles), or equivalent                      | 32 oz. (4 cups) milk, or equivalent if allergic to milk                                  | 32 oz. milk, or equivalent   |
| <b>Meat/Bean/Nut</b> for protein, iron, vitamins: Fish, Poultry, Eggs, Peas, Peanut Butter. [½ cup cooked peas or beans, or 2 T peanut butter = 1 oz. meat.] | 8-10 mg. iron supplement   |            | 2 oz. protein containing iron, such as meat, egg.                           | 1 egg plus 4 oz. meat, or 2 cups beans, or 8 T peanut butter                             | 1 egg plus 6 oz. meat, or 2 cups beans<br><br>(Liver, and iron supplement when pregnant) |
| <b>Fruit /Vegetable</b> for vitamins A, B, C, and Iron:<br>Deep yellow and leafy green vegetables.   |  |            | 1-2 oz. green and yellow vegetable (or a multi-vitamin)                     | 4 oz. (½ cup)  | 8 oz. (1 cup) vegetable, plus folic acid supplement when pregnant                        |
| For vitamin C: raw citrus fruit, melon, strawberries, cabbage, tomatoes, turnip, green pepper.   | 20-25 mg. vit. C or 1.5 oz. orange juice                               |            | 1 oz. orange juice or fruit   | 4 oz. (½ cup), plus 1 piece citrus   | 8 oz. (1 cup) orange juice, plus additional when nursing                                 |
| <b>Whole Grain Bread and Cereal</b> for Protein, Iron, Vitamin B, E, and roughage: Wheat, rye, oatmeal, cornmeal, barley.                                    |  |            |   | 4 slices whole wheat bread or 1 cup cereal   | 4 slices or 2 cups cereal  |
|  | <sup>1</sup> Adapted from Benjamin Spock, <i>Baby and Child-care</i> . |            | <sup>2</sup> Adapted from T. Berry Brazelton, <i>Toddlers and Parents</i> . | <sup>3</sup> Adapted from Corinne H. Robinson, <i>Normal and Therapeutic Nutrition</i> . | <sup>4</sup> Adapted from Alan Guttmacher, <i>Pregnancy, Birth and Family Planning</i> . |



# Baby Food Data

Here's some information about baby food and feeding babies that can help you when you're feeding a baby.

## Introducing Solid Food

When babies begin eating solid food, it's a good idea to introduce foods pretty much in an order that starts with what's easiest to digest: rice, then other cereals; egg yolk; fruit; vegetables; meats and fish.

It's also a good idea to introduce foods one at a time to see what the baby likes and to see if allergies develop.

## Self-Feeding

When babies are ready to feed themselves, you can let them hold a spoon while you also feed them, or they can use their fingers to pick up small, soft pieces of food (well-cooked vegetables, ripe fruit, scrambled eggs, bread, cheese, fish) that you've cut up for them.

Babies who are feeding themselves can make a real mess of themselves, the chair, the floor, the wall, and even anyone who lends a helping hand. But their pride in accomplishment, what they learn

about texture, and the practice they get in coordination makes it worth the mess. And of course they improve as they keep at it.

## Storing Baby Food

Prepare baby foods with clean hands and use clean, freshly washed utensils (to prevent the spread of any harmful bacteria). When the food is ready, cover and refrigerate the unused portions immediately; they'll keep for up to three days. Once you start using a portion of food—homemade or commercial—don't keep it for more than one day.

## Valuable Vitamins

Vitamins are lost through exposure to air and overcooking. Avoid cooking food twice and, as a baby's digestion matures, serve raw fruits and some raw or steamed vegetables.

## Pros and Cons of Commercial and Homemade Baby Food

Get together with some classmates and brainstorm ideas about the pros and cons for buying baby food vs. preparing it at home. Check your ideas out against the following information.





**About Commercial Baby Foods:** If you use ready-made baby foods, read the labels. Ingredients are listed according to quantity, from the largest ingredient to the smallest. Avoid foods that list water first (you can add your own for free!). Mix all-meat jars with vegetable jars yourself. (Precombined meat-vegetable dinners are less nutritious—which means they end up costing more.) Go as lightly as you can on salt, starch, and sugar. Don't feed the baby straight from the jar if you want to save and use what is left in the jar. (Saliva produces bacteria.)

**About Homemade Baby Foods\*:** Preparing baby foods at home is not too complicated and can cost less than commercially prepared food. You will need something like a food mill, strainer, or blender. A food mill will puree fruits and vegetables and separate out seeds and skins as it does so; it will not puree meats. A strainer can puree soft fruits and vegetables. If you use a blender or a mortar and pestle, first peel, core, and seed the food. If stringy fibers remain after blending or mashing, put the puree through a sieve.

### Some Basics for Preparing Baby's Food

**Fruits:** A baby's first fruit is usually ripe bananas, which you need only mash with a fork. All other fruits should be washed, cut into small pieces, steamed until soft, and pureed.

**Vegetables:** Cut washed vegetables into small pieces, cook, then puree. Avoid beets and spinach, since they may contain harmful nitrates. If the baby suffers from gas, go easy on broccoli, cabbage, and cauliflower, which may produce gas. Corn is difficult for some infants to digest.

**Meats, poultry, fish:** These can be baked, broiled, poached, stewed, or braised—but not fried because oil is hard to digest.

It's probably best to start with chicken, since it is easily digested. Cook it, remove the skin and any bones, then cut up and puree the meat. Fish is also very easy to digest. When you prepare *any* fish, however, go through it carefully for bones.

The simplest way to prepare cooked cut-up beef, lamb, pork, or veal is to puree it. Adding a bit of gravy, milk, or water can sometimes make the pureed meat smoother.

**Eggs:** Some physicians believe that infants shouldn't eat egg whites. Others disagree. Consult your parent-partners about what their baby's doctor says. Whether your baby eats both the white and the yolk or just the yolk, hard-boil the egg, then mash what you need with a fork to make a smooth paste.

Custard is an egg-rich food, good for a baby. To make it, follow a standard recipe, but omit sugar, nutmeg, cloves, and similar spices.

**Other foods:** Pureed cottage cheese is an easily digested food for babies. Add a little pureed fruit, if you like. Soup is another good choice. When you fix a pot of soup for the family, take out a cup for the baby before you add seasonings and spices. Puree the soup if necessary.

### Family Foods

Foods being prepared for family meals can be adapted for the baby. Remove the baby's portion before you add any seasoning or spices, and puree it. Use fresh foods. Canned foods may have salt and other additives such as MSG or nitrate; frozen foods often contain extra salt and sugar. Additives make the food tastier for grownups, but they are not good for babies.

\*These notes are adapted from *Consumer Union Guide to Buying for Babies*. (Mt. Vernon, N.Y.: Consumers Union, 1975). The Consumers Union is a non-profit group of consumers and medical consultants who test and rate the safety, economy, and usefulness of products. Ratings are based on both laboratory tests and actual use (by babies and parents, for example).



# Feeding Your Baby



## Planning with Your Parent-Partner

Ask your parent-partner if you can take part in preparing a meal for your baby and feeding him. Start by learning about the baby's eating habits from the parent.

- 1 What foods is your baby presently eating? Only milk? Or milk plus solid foods (which include mashed or strained purees)?
- 2 If the baby drinks formula, how does the parent prepare it?
- 3 If the mother is breastfeeding the baby and is interested in talking with you about it, ask her why she chose to breastfeed; what she thinks are the advantages and disadvantages of breastfeeding; and how long she thinks she'll do it.
- 4 If the baby is eating solids, when did that start? How did he first react to solids? Which foods has he tried? Are there some foods that he especially likes or dislikes?

5 Does the parent buy or prepare the baby's food? (See the *Baby Food Data* card for the pros and cons of prepared and homemade food.)

6 Which food does the parent think the baby needs, and how much? (See the *48-Hour Food Survey* card.)

7 Is the baby allergic to any food?

8 Does your baby's family follow any special rules or eating customs (such as Kosher dietary laws)?

9 Does the baby feed herself, or help to feed herself? If so, when did that start? Did she seem eager to feed herself? How does your parent-partner feel about it?

You can record the answers to these questions on a "Meal Planning" form.

## Planning in Class

You might plan a meal for your baby in a small group or with a friend. Using the *Basic Nutritional Needs* chart and what you know about your baby's eating habits, plan a menu for one meal. After reading the *Baby Food Data* card and discussing it with your parent-partner, decide whether you will buy prepared food or make the meal with fresh food.

Try eating some commercially prepared baby food or a baby meal you prepare yourself. Remember: If it tastes good to you it is probably too spicy for the baby. Research is showing





too that added sugar is not only unnecessary but can have undesirable effects.

### **Checking with the Parent**

When you have planned the menu, check it with your parent-partner. See if it fits in with what the baby will eat the rest of the day. You might be interested in discussing the nutrition chart together (if you haven't already).

### **Fixing the Meal**

There are lots of ways to fix the baby's meal. Decide with your parent-partner whether you should:

- \*use food and equipment already at the baby's house
- \*prepare the meal with your parent-partner
- \*prepare the meal ahead of time at your house, freeze it, and then reheat it for the baby.

- 10 Afterward, write in your journal about the experience. What did you learn in the process of preparing the meal? Would you do anything differently another time?

### **Giving the Baby the Meal**

Depending on how your parent-partner wants to do it, you can feed the baby yourself, watch the parent feed the baby, or watch the baby feed himself.

Write in your journal about what happened—what the baby did and your ideas why he did so, and what you did and how you felt.

For example, suppose your baby didn't want to eat. Include in your journal any ideas you and your partner can think of why he refused your food, and what you might plan to do another time. Or suppose everything goes perfectly with no hitches at all. There's still a story—describing how the baby behaved and your own actions and feelings.

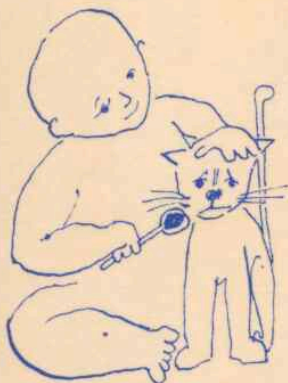
Try to prepare and give a meal several times over a period of months. Keep track of changes in what and how your baby eats.

- 11 In what ways has your baby's eating changed since you began?





# More Than Food Alone: Food & Development



## Developmental Patterns

Write your baby's age on a file card. Then write down how often and what the baby eats (use your notes from your 48-hour food survey) and how the baby is fed (from the *Feeding Your Baby* preparation activity). When several people have done these cards, compare your notes, and together organize your information in an order from youngest to oldest baby.

Discuss the changes you notice in the eating habits of all babies as they get older. Check these changes against the "Directions in Development" poster. Add any new patterns you have found to the poster.

## Individual Differences

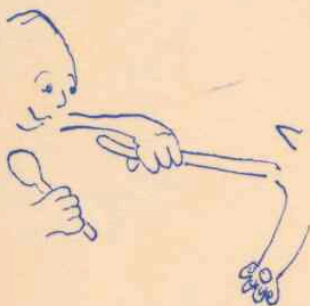
There are lots of things for a baby to be interested in at mealtime—the food on a spoon, the spoon, the feel of food, her own mouth, her hands, her parents' hand or face or voice, the food in the bowl or on the table, you, her brother, a truck outside, what happens when she turns the bowl over, or when she drops it on the floor.

Watch your baby eat several times. Take notes on the baby's expressions and what she does. For example, how does she let her parent know when she wants to eat? What she wants to eat? How she wants to be fed? How does she show when she's had enough?

- 1** From your observation of the baby eating, what can you say about her temperament? For example, is the baby predictable about when, what, and how much she eats?

Here are some ways people have described their babies:

- Quiet but definite: He just turns his head when he doesn't want food.
- Pleasant and social: She "sings" and "talks" all through the meal.
- Persistent: She keeps trying to get food on her spoon when it keeps falling off.
- Impatient: She yells and flaps her hands about when we don't feed her fast enough.
- Fussy: He cries and complains when he doesn't want a particular food.
- Active: She keeps trying to climb out of the chair.
- Distractible: He stops eating and starts feeding the dog.





## Meals Are More Than Food

Babies go from drinking milk every two to four hours to eating a certain number of meals per day. This change is brought on partly by the baby and partly by the parents. Adjusting to mealtimes is only one of the many food-related things babies learn.

## Talking It Over with Parents

Ask your parent-partners whether they are trying to encourage (or discourage) anything in their baby's eating behavior. If so, ask them why. How do they do this? How does the baby react?

- 2 Do the parents have any rules or routines for the baby's meals? What are the parents' reasons for these?
- 3 Where does the baby eat? With or without other people? How do you think the surroundings might affect the baby's feelings about eating? How might it affect the family's feelings about the baby's eating behavior?
- 4 What do the parents think is important about mealtime for the baby besides nutrition? What are your own ideas?

## Observe Learning at Mealtime

View "Rachel at Home," or "Jeffrey" or "Seiko," or the opening of "Around the Way with Kareema" to observe

- different ways parents handle baby's mealtimes,
- what some of their values and expectations seem to be,
- what their babies might be learning.

When you observe your baby at several mealtimes, look for rules and routines and what the parents seem to be trying to encourage.

("Meal Observation" and "Parent Interview" forms are available for these activities.)







# Inside The Baby Looking Out



We can't help being curious about how babies understand the world around them—how the world looks and feels to them.

Observing infants closely has shown us that the way they see and think about the world begins at birth and changes dramatically during the first years of life. These changes are not obvious, like the change from crawling to walking, but they are just as basic—and maybe even more important in influencing other behavior that you *can* see. Changes in how a baby *understands* what is going on mean that *how* a baby does things, and *what* he *does* change, too.

The changes that come with growing up are made up of many small accomplishments. They happen in the same order for all of us.

## Remembering and Reasoning

Jean Piaget, a Swiss scientist and philosopher, tried to figure out how the minds of infants develop. Piaget played hiding games with babies because he figured he could tell what babies think about objects by the way they act when the objects are hidden.

### “Disappearing” Games

Try these four games with your baby off and on during the year, or with several babies of different ages. Older babies will catch on to more than younger ones.

With each game, observe the baby's response as carefully as you can, and jot down what happened as soon as possible afterward. *Don't forget to write in the baby's exact age every time you play the games.*

You know what's happening to the ball in the games. Does the baby? Try to see what's going on the way the baby sees it.



## Game 1

Dangle a ball (or attractive toy) on a string in front of the infant. While she is looking at it, *slowly* move it around behind her head, and bring it back around from the other side. Do this several times.

- \* Does she seem to care at all where the ball is once it's out of sight?
- \* Does she try to watch it go around behind her?
- \* On the second or third try, is she waiting for it to come out on the other side?

## Game 2

While the baby is watching the ball, hide it under a cloth.

- \* Does she even care that it's gone?
- \* Does she search for it?
- \* Does she get upset?
- \* Does she look at you as if she's asking what you did with it?
- \* Is she able to find it immediately?



## Game 3

While the baby is watching, hide the ball under a cloth. Make sure the baby's looking, then take the ball out from under that cloth and put it under another cloth.

- \* Where does the infant search?
- \* If she doesn't find it, what does she do?  
Does she get upset?
- \* Does she look to you for help?

## Game 4

Hide the ball under a cloth, while the baby is watching. Then take the cloth and the ball and hide them *both* under something else.

- \* What does the infant do?

### What Do You Think the Baby Thinks?

When you've experimented with these hiding games, work out some ideas in your journal about what your baby thinks about what she sees. Expect to note differences with age. Note what signs you have seen of a growing ability to remember and to reason.

- 1 When you play the games with your baby as she grows older, consider:
  - \* Which game(s) seemed to draw a complete blank from the baby?
  - \* Which game(s) did the baby seem interested in? Did she get confused, upset, try to get help, or drop the whole business?
  - \* In which game(s) did the baby understand what was going on enough to be confused? To try to get the ball? To succeed in getting the ball?

Get together with others who have done these games with their babies to compare notes and talk over your ideas.

- 2 What differences do you find between older and younger babies in what they do when a ball disappears?

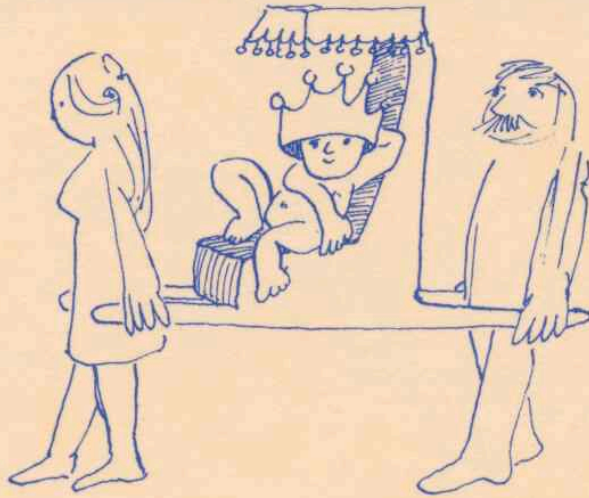
Babies learn through their senses; they can't do what Piaget called "mental operations" until their brain and nervous system are more mature and until their senses have absorbed a lot of information. Using what you have seen and discussed about the ways babies react to the hiding games at different points in their lives, try figuring out how babies see the world at different ages.

- 3 What do the youngest babies in your group seem to think about an object they can't see anymore?
- 4 As babies grow older, how do their ideas about objects and people seem to change? How do their ways of learning change?

"Sam and I have played hide and seek off and on for months. I pop out from different places - behind a chair or door - he laughs, I pop back, he falls silent and looks blank. Today we were face to face on the floor and Sam crawled toward me, laughing. I had a blanket covering me and I pulled my head under it. From what I could hear, Sam stopped dead in his tracks and fell silent. My face reappeared and, as if a switch had been thrown, his activity resumed. I did this several times with the same results, even when I kept talking to him, but the familiar voice coming from the faceless mound of blanket was still not enough to give the mound meaning."





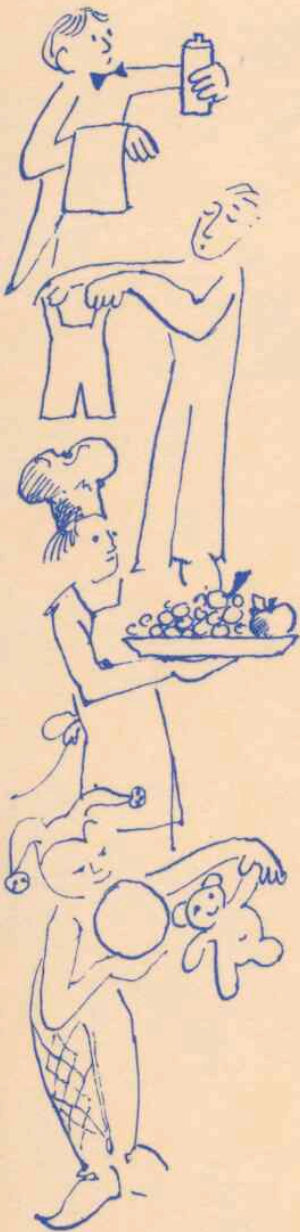


At birth, infants are very dependent little beings. They rely on the adults around them to fulfill their needs. As long as adults meet the baby's needs, a baby's life seems rather blissful. Imagine: sleeping when you want, having someone bring you your food and feed you, being held and cuddled, kept warm and comfy, being loved!

So why don't babies just relax and enjoy it? Here are babies at one year of age: Jamey is trying to feed himself with a spoon, but more food is ending up on the floor than in his mouth. He refuses to take what his mother has heaped on the spoon she is holding. Ellie is sleepy, rubbing her eyes and half-doing, but when she's put in bed, she starts screaming in protest. When Owen's father tries to take him onto his lap to cuddle him, the baby wiggles and pushes him away.

## What's Happened with Babies?

Do you wonder why a baby would change a life that looks so simple for one that seems so much more difficult? Why make do with less food than you could have? Why keep picking yourself up each time you fall over and go on trying to walk, when you used to be carried everywhere? What do babies gain from trying again and again when it doesn't work? What makes them do it?





### Looking for Answers

- 1 What ideas do your parent-partners have about why babies keep trying? You might ask your own family, too.
- 2 Look in *Making Connections* to see what views Erik Erikson and Maria Montessori have about this process.
- 3 Jot down your own ideas about these questions in your journal, and talk them over with others in the group.



### What Happens with Parents?

Of course, parents are pleased to see babies grow able to do more than they used to. But it's a mixed blessing.

- 4 Do your parent-partners sometimes long for the good old days when the baby stayed put while they took care of everything? What is the baby now insisting on that makes the parent or caregiver's life more complicated (and maybe more fun)? Describe some of these situations in your journal.

Perhaps your own parents remember this time in your infancy and will tell you about it.

### And Now?

- 5 Is this persistence a characteristic we grow out of? Or does it simply change with age? What is your opinion? Use examples from your own life or others' lives to explain your view.



# Crying

## Why Babies Cry

Babies might cry when they feel hungry, wet, sick, cold, or when they have indigestion. **Dr. Benjamin Spock** says that a common cause of crying is fatigue. Fatigue might come from being awake a long time, or from the extra stimulation of being around new people or in new places.

Dr. Spock also says that from about two weeks to three months, almost all babies get into fretful periods that can't yet be explained. Prolonged periods of crying at the same time every day might be from fatigue or the "adjustment of the baby's immature digestive and nervous system to the outside world."

**Dr. T. B. Brazelton** adds that crying may be how some babies release built-up tensions and move into a happier (or sleeper) state.

**Selma Fraiberg**, a child psychiatrist, says that even after feeding, many babies are left with still unsatisfied sucking needs, which can lead to an unbearable tension in the mouth.

Other times babies may cry because they need to be held. **Harry Harlow's** research with infant rhesus monkeys showed that physical contact was more important than food for the development of a sense of security and closeness to a mother-substitute.

Crying might be related to a need to be held upright and moved around. **Anneliese Korner**, M.D., and **Evelyn Thoman**, Ph.D., found that when crying infants are picked up to the shoulder, they not only stop crying, but they open their eyes and look around three out of four times. Simply touching or holding the babies didn't stop their crying.

## Your Baby's Crying

### When and How Much

Try keeping a record during several visits of the exact time the baby starts and stops crying. If the parents are interested, they could help you do this by keeping a more complete record for a few days.

- 1 Does the crying happen at the same time every day?
- 2 Add up your figures and see how often and how much the baby cries each day. Is it much more or less than it *feels like* to your parent-partner and/or to you?

### How?

Listen for the way your baby is crying, and in your journal jot down descriptions of the baby's style.

- 3 What's the baby's voice like? (E.g., mewling, hoarse, creaking, shrieking, high or low, whimpering, whiny, strong and lusty, wracking, rhythmical.)
- 4 Does the baby gradually build up speed and volume, or does he start right in?







- 5 Do you notice differences in the way the baby cries in different situations? At different times of the day?

### Why?

Crying is an important way for a baby to get what he needs. See if you can figure out why your baby might be crying in particular situations. When the baby starts to cry, note what went on before the crying began, as well as when it started.

- 6 List your ideas of what might have caused the crying.  
7 Talk with your parent-partner about why the baby cries, and note their ideas in your journal.

Remember, too, that something that *stops* a baby's crying may not explain what *caused* the crying.

### Similarities and Differences

Compare your record of crying with the records that others in the group have made.

- 8 How many babies cry more than yours? How many cry less? What is the average crying time?  
9 What differences show up by age in when, how much, how, and (as far as you can tell) why the babies cry?

Discuss the way your babies cry to see whether you have noted any differences in temperament.

## What Can You Do When a Baby Cries?

Crying can be the hardest thing about caring for a baby. It can make parents feel helpless, anxious, tense—even like crying themselves. It can make them feel sorry for the baby. And it can make them resent the baby.

You can feed a baby, change her, try putting her to sleep, hold her, walk the floor with her, rock her, take her out for a walk or a ride in the car, give her a pacifier, put her to the breast. But sometimes nothing helps. Can you see yourself at 2 A.M. saying, "There's *nothing* I can do, so she'll just have to cry"?

### Firsthand Experience

Observe what your parent-partners do when the baby cries, and how the baby responds. If they are interested in talking about it, ask them how they feel when the baby cries and why they respond as they do.

At some point while you are caring for your baby, he will have a period of crying. Write in your journal about it.

- 10 What did you try to do for him? How did you feel? What effect did you have on the baby? How did you feel when he stopped—or didn't stop—crying?

"Our son had colic and he screamed for the first five months, once for eight hours without stopping. I began to think I really hated him."

"I used to go off to work with shredded nerves. That piercing scream I'd heard all night was still in my head."





# Dealing With Crying

What a person does when a baby cries depends not only on what might stop the crying, but also on what the person believes is good for the baby and on what the person's own needs are.

## Parents' Needs

Parents have to learn how to deal with their own needs as well as their baby's. For example, you might know that a baby will stop fussing if you take her outside for a walk, but you might have other things to do. Or, suppose you have a baby who likes to be carried around the house all day. This way may wear you out physically, and get on your nerves.

If your parent-partners feel comfortable talking about it, ask them how the baby affects their own needs and how they balance the baby's needs with their own.

## Parents' Values and Beliefs

How parents respond to crying also depends on the kinds of traits they want their child to have and on how they believe they can help a child develop such traits. Parents who want an *independent* child might believe that picking up a baby whenever he cries will make him too dependent on them. Other parents who want an *independent* child might go to their baby whenever she cries, because they believe she needs to feel sure she can depend on them before she can feel free to explore and behave independently. Still other parents may not think of independence as a valued trait.

## Society's Values

Parents learn their child-care practices and values from the society they live in. In one culture, parents might keep a baby wrapped in a blanket. In another culture the baby can kick and move freely. One goal of swaddling might be to keep the infant from getting too excited and wearing himself out; while a goal in the second case might be to let the baby exercise so he will be vigorous.

- 1 What values might be behind other practices, such as carrying a baby on a caregiver's back all day, or leaving babies in cribs most of the time; taking babies around town in strollers; feeding babies whenever they whimper, or requiring them to eat on schedule?

## What Babies Learn

No one knows for sure how children's personalities are affected by what their parents did about their crying, but people have many theories and lots of advice.

- 2 What does each of the following writers seem to think infants learn from the ways caregivers respond to their crying?





**#1 Erik Erikson** says that babies learn a "basic sense of trust" from knowing that their needs for food, holding, warmth, and movement are met. But babies whose needs are constantly frustrated or met very inconsistently tend to be insecure and have a harder time trusting people as they grow older.

**#2** Sometimes parents are afraid their baby cries because she is "spoiled," because she "only wants attention." Child psychologist **Selma Fraiberg** argues against this view, saying that since infants under three months old don't know that anything exists outside themselves, they don't know they can get someone to come to them. Older babies, however, can cry with the intention of getting someone to come.

**#3 Dr. Benjamin Spock**, on the other hand, warns parents of babies around three months old, "If a mother is too ready to pick a baby up and carry him around whenever he fusses, she may find after a couple of months that he is fretting and holding out his arms to be carried around almost all the time he is awake."

**#4 Mary Ainsworth and Sylvia Bell** think that once infants know they can trust their mothers, they develop confidence in themselves. In other words, a baby who is able to get what he wants from his mother is more likely to *expect* to get what he wants in other situations. Ainsworth and Bell looked at how quickly and how often mothers responded to their babies' crying and related that

response to the babies' development. They found that one-year-olds whose mothers usually went quickly to them when they cried:

- \* cried less and had more ways of letting someone know what they wanted,
- \* developed faster in solving problems, like finding hidden objects,
- \* clung to their mothers less and explored more on their own,
- \* were less easily frustrated,
- \* were more regular and predictable than one-year-olds whose mothers usually responded slowly to their crying.

### What's Your Opinion?

Discuss these ideas in a small group and ask your own parents and your parent-partners for their reactions to the four opinions.

- 3** Would you go to a baby whenever she cries, or would you let her cry if she's just eaten and has been diapered? Why? Would the baby's age make any difference?

### A Parent's View

What kinds of traits do your parent-partners want their baby to develop? Talk over together how they feel parents can foster such characteristics.

### Your Own Ideas

- 4** List ten traits you would like your own baby to grow up with (for example, confidence, humor, bravery, obedience, cooperativeness).
- 5** Choose one trait from your list and list some ways you could encourage this trait during infancy.

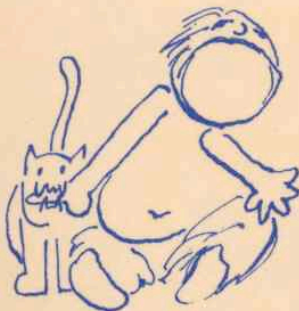
### Who's Teaching Whom?

Babies influence the values and behavior of their parents. For example, parents might *believe* that it is better for a baby to "cry it out herself" than to be picked up, but they might find that in fact they pick her up because they can't endure long crying spells. Or a mother who believes in comforting her baby as soon as he cries might start letting him cry when it turned out that she couldn't comfort him.

### Check It Out

Try to observe how your baby's crying affects the reactions and behaviors of the parents you are working with.

- 6** Can the parents think of any examples of ways crying affects them? Describe one or two examples in your journal.





# Stress & Support For Parents

Lots of people find that caring for their babies is the most intense thing they've done. But most people also discover that along with the special chores and problems that come up, their babies are much more exciting to live with than they ever expected.



"Being married, getting along at work, they're nothing compared with this. It's the most difficult thing I've ever done. It seems I can hardly get away physically and never emotionally."

"The first night we were home I listened to every breath he took. I was afraid, at every little falter, that he might somehow just stop."



## Talking with Parents

- 1 Talk to your own parents. How did having babies change their lives? What did they find hard? What was special about living with a baby? What helped them?
- 2 If your baby's parents are willing, ask them the same questions.
- 3 Single parents who are caring for infants by themselves often undergo more stresses. If you or your baby have a single parent, he or she might be willing to talk about the problems (and rewards) of raising a baby alone.

## Sources of Support

Together with others in your group, list all the kinds of help your parents and parent-partners could use, and the ways they can get support. Remember that the enjoyment of raising their babies and the strengths they find within themselves support them, along with whatever help they get from other people or from community resources.

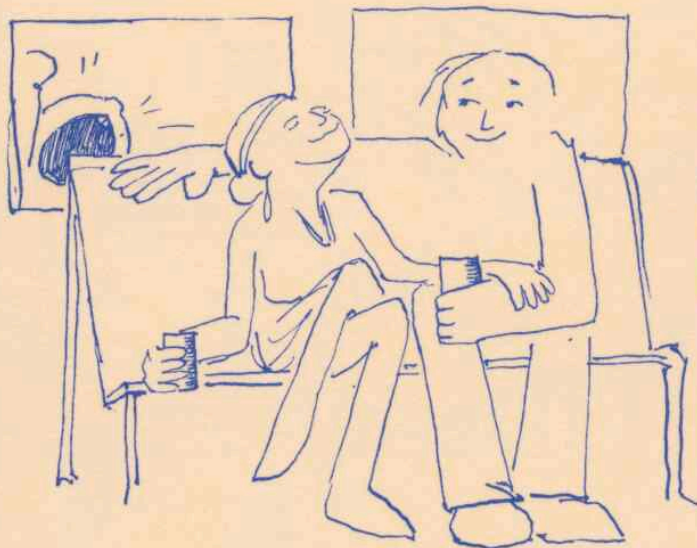
(The booklet *Under Stress* presents ideas on causes of stress and sources of support in caring for children.)



## Community Resources

Using the list you have made, explore your community's sources of support. *The Inquirer* has helpful suggestions for planning and carrying out interviews and other methods of learning about community services.

- 4 What resources are available locally to help parents of infants? Visit one local agency to find out what they offer and report on what you find. In your report consider these questions:
- 5 What does the agency provide for parents and babies?
- 6 Do the parents have any obligations in return?
- 7 If you were a parent, would you go to this agency? Why or why not?



"Bill would come home from work and we'd go out on the back porch to share a beer and look at the garbage cans while she had her daily howl. Sometimes she'd go all the way through supper. I guess it went on for three or four weeks now that I look back."

"The baby screamed so much. I tried rocking him; I even screamed back. Then I felt really guilty. I used to take long showers so I couldn't hear it. One day I told my neighbor I couldn't take it. She came in and said, 'It was the same for us when our kids were tiny. But you know, now I can take it. I guess it's because it's not my own baby. Let me sit here for a little bit. You can take a walk or just take a book down to my place.' Just knowing that I could 'escape' made the need vanish. I calmed down and the baby calmed down and he fell asleep."





# How Come Parents Ask So Many Questions?

In working with babies, people have noticed that no matter what parents are observing (from smiling to sleeping), almost all parents come full of questions: "Is he doing what he's supposed to?" "How does she compare to other babies you have seen?" Parents of babies never seem to run out of questions. You may wonder not only why they ask these questions but also how you can respond to them if your parent-partner asks you.

## What Parents Want to Know

All parents want to know that their baby is normal, and they want to be reassured that they are doing a good job as a parent. Suppose your parent-partner asked you, "Is Annie eating the right things?" or "Should she be talking yet?"

- 1 What could you say? In your journal, jot down possible answers you could give to each question.

Although you can't offer your parent-partners the kind of information that their doctor can, you can share what you learn in this course with them, including these ideas: that no one has any answers about what is the perfect way to care for babies, and that the person who cares for a baby and learns to observe her carefully knows her better than any professional.

## And What Do They Do with All the Answers?

One reason why caring for babies can be hard for parents is that they often get so much advice. In societies where everyone has the same ideas about what children should be like and how to raise them, questions are more easily answered than in societies with many different practices and beliefs. Parents you know are exposed to many different values and beliefs. Sometimes these points of view contradict each other.

The ideas and experiences of other people certainly can help. When you have a problem, getting fresh points of view and information *is* important. But a flood of conflicting beliefs can add to the uncertainties parents feel and make them worry more that they may not be taking care of their baby the right way.

### How Would You Decide?

How would you go about deciding what to do with a lot of different advice?

**See what you think:** Think of some issue you know your baby's parents are wondering about now, like the baby's health, or how to handle crying, or weaning, or toilet training, or setting limits and saying "no."





(Or ask your parent-partner to suggest an issue.)

- 2 Write in your journal *your own* ideas about how to handle this issue. Remember to keep your baby's personality and present abilities in mind.

**See what others think:** Collect as much advice as you can find on the issue. For example, get clippings from newspapers and magazines, quotes from TV, and information from books; conduct interviews with friends and relatives; request advice from professionals like doctors, nurses, child-care center staff. (*The Inquirer* provides helpful suggestions for choosing questions; for collecting data through interviews, questionnaires, or polls; and for organizing and analyzing the information you gather and putting it to use.) An "Advice Collecting" form is available to help plan this activity.

- 3 Make a presentation of your collection. It could be an oral report or could take the form of a scrapbook or display. Or it could be a combination of these.

- 4 Using advice you collect, you can set up a role play.

First, write on a file card some questions about the issue you researched.

Then choose four or five of the opinions you collected on how to handle the issue, and write each down on a separate file card. Give the card of questions to the person role playing the parent who seeks advice. Ask five other people to role play being "advice givers." Give one of your advice cards to each person. The "advice givers" can argue "their" opinions among themselves, as well as answer the questions of the "parent."

- 5 At the end of this role play, ask the "advice givers": What did you think of the advice you had to give?
- 6 Ask the parents: How did it feel to hear so many opinions? What did you think of each piece of advice? What would you do if you really faced this issue?

**Choose a course of action:** Remember, no advice makes sense if it doesn't take the baby and his parents into account—their temperament, style, values, and traditions.

- 7 How does the research change or confirm your own ideas on the best way to handle the issue with your particular baby?

Share your collection of advice with your parent-partner, and with your own parents. Add their ideas to your journal entry.

- 8 What do they think of the advice? And how did they or will they handle the issue?

"Don't you ever give her water? The human body needs water."

"Maybe you don't have enough milk."



"Up again? That baby needs more sleep. They grow when they sleep!"



# Being A Father/ Being A Mother

"When Tina was first born, Joe and I shared caring for her and I felt that Joe understood her as well as I did, even better. He'd hold her when she cried or take her into bed when I just wanted to get away from her for a while. The shame now is that, just because I spend so much more time with her, I think I know her better than he does. And even though I realize a new approach might be better than what I do, I can't stand to let Joe experiment - I keep coaching him on how to do it."

## 1 How would you feel if you were Tina's father?

Jot down in your journal your ideas about the relationships between the following fathers and their babies.

Daniel (11 months) loved playing with his father, and kept after him constantly at the end of a day, wanting to be bounced on the foot of his crossed leg, to be thrown up in the air. The more violent the play, the more excited Daniel became. His father was extremely exhausted after a period of this, but not Daniel. When Mr. Hay stopped, or tried to leave the room, Daniel protested violently and followed him. (Brazelton, *Infants and Mothers* .)

By the time Mr. Thompson was expected home, Susan was building up with one provocative demand after another. As the usual time for his arrival came, she began to watch for him. She went to the window, looking out for "dada," and was waiting at the door when he arrived. As he came in, she began a frenzied attempt to show off for him... he gathered her up in his arms to cuddle and talk to her. She subsided, looked beatifically up at him, crowing with pleasure and using all of her new words. ...

Susan could not be separated from her father. She dragged him to the table to feed her. She ate dutifully for him at first. When she began to tease him with food, he reprimanded her sharply, and she smiled up at him almost gratefully, resuming her careful, obliging eating. (Brazelton .)

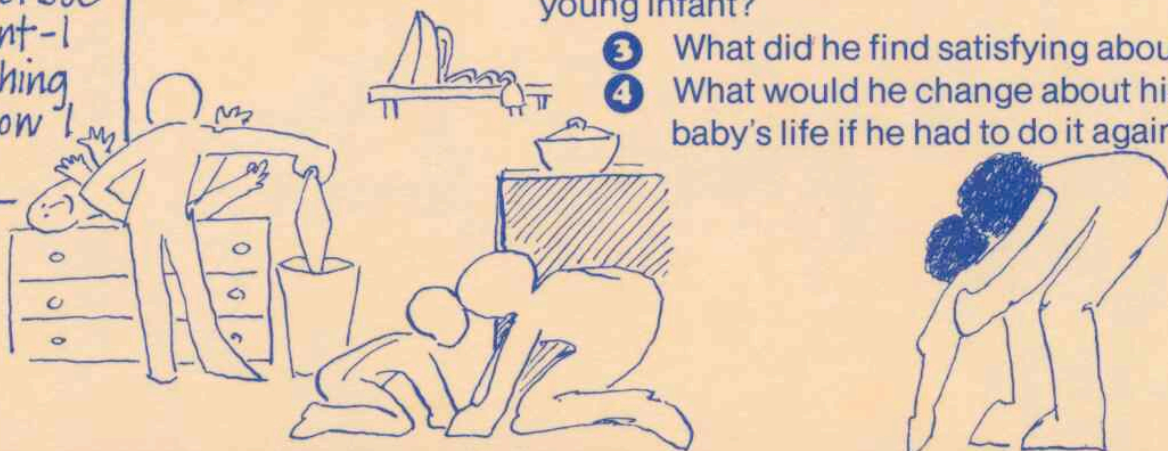
## Fathers Then

Interview your own father or the father of a friend and a grandfather if you can.

## 2 What does each man remember of the part he played in bringing up his young infant?

### 3 What did he find satisfying about his role?

### 4 What would he change about his part in his baby's life if he had to do it again?



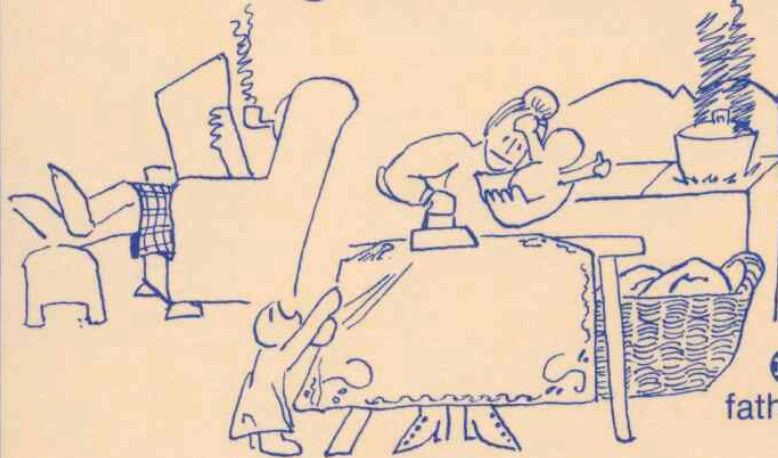




### Fathers Now

After you have interviewed older fathers, take their answers and ask some new fathers if their experience is similar. Talk with a father about his role in his infant's life.

- 5 How much time does he spend with his baby on a typical day?
- 6 What does he do to take care of the baby? (How many times does he change diapers? Feed the baby? Clean up after the baby? etc.)
- 7 What else does he do with the baby?
- 8 What does he find satisfying about being a parent?
- 9 Is what he does different from or the same as what the mother does? As what the older fathers did?



### Mothers Then

You might ask your mother or a friend's mother about their view of the part a father plays in baby care.

### Mothers Now

Discuss the older women's views of the role of a father with your baby's mother.

- 10 In what ways does she think her role and the father's role are different or the same?

### Your Ideas Now

Jot in your journal and discuss in a group responses to these questions:

- 11 What things might determine how much and what a father does? (His job? His ideas about what he should and shouldn't do? How much the baby's mother wants or allows him to do? The way his own parents did things?)
- 12 Do you think mothers and fathers should have duties that are different? If so, what should be the duties of each and why? If not, why should their duties be the same?

### One Parent Alone

Sometimes a baby doesn't live with both a mother and a father. More than 11 million children in this country are living with one parent. Thirteen percent of American families are headed by single women and two percent by single men. Even in two-parent families both are usually kept busy doing things necessary to care for the family and home.

- 13 Discuss in your group the kinds of arrangements a single parent might make in order to manage caring for a family and home.





# Make A Toy



A good toy is one that's fun. It is fun if it fits with the new things an infant is noticing and learning to do—his level of development—and if it agrees with the infant's temperament—what he likes to do and his way of doing it. For example, an infant who is not yet grasping can't really enjoy playing with small objects—a better toy might be a mobile hung with bright objects that he can bat around. As he learns to grasp, the mobile can be hung within reach so he can practice grabbing. If the baby especially likes sounds, the mobile might be hung with bells instead of colored shapes.

A baby's age has a lot to do with what toys make sense for her. If your baby enjoys paper because it rips and crackles, it's not time yet for a homemade picture book.

Make two lists of ideas you get from these pictures:

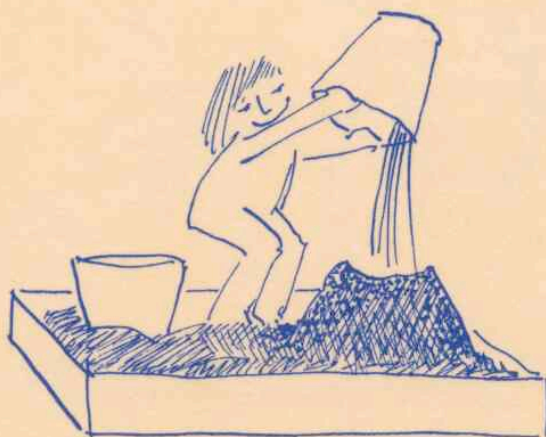
- 1 What the babies might be curious about
- 2 What abilities they might practice with the objects.

## Planning Your Toy

You can see what you know about babies, and especially about your baby, to design and make a toy that just fits. You might get together with your parent-partner on planning the toy, and even on making it. ("Toy Planning and Observing" forms are available for this activity.)

- 3 List your infant's abilities—the ones she already has and the ones she's busy getting the knack of, like walking or putting one thing on top of another thing.
- 4 List the kinds of things your baby seems to like doing and the toys he likes playing with now. Try to figure out what it is about those toys that keeps the baby interested, that keeps bringing him back to them again and again. Your parent-partner may have a lot of information to offer.

Now you're ready to make a toy to fit with what your baby *can* do and *likes* to do.





"A friend made her a rattle by stringing tops from baby food jars. At first the baby liked to chew on it. Then she got into making noise. She loved that! She'd whap it against the radiator, the crib. I'd have to leave the room."

### Making It

The most important consideration in making a toy is that it be safe. Anything babies can get to their mouths will go into their mouths. And they don't know the meaning of "dangerous," "sharp," "poison," or "careful." So make sure your toy has:

- no lead paint
- no toxic dyes or glue
- no parts small enough to be swallowed (and no loose buttons, beads, nails, staples)
- no sharp points or edges
- no glass
- no thin or brittle plastic that can be shattered
- no plastic bags or plastic wrapping
- no substance that comes apart when bitten or picked at, (like cork, styrofoam, foam rubber) unless it is well covered with sturdy materials.

Be sure to attach parts securely so that built structures don't collapse and smaller parts don't come apart when they're chewed, banged, or pulled. Sew seams securely so that the stuffing cannot come out.

Use materials that are easy to get together in class or at home.

(Look twice before you throw anything away!) For example:

|                              |               |             |
|------------------------------|---------------|-------------|
| boxes, plastic bottles, and  | wheels        | spools      |
| cups of different sizes with | cloth         | tubes       |
| different openings           | old stockings | sand        |
| cardboard                    | large buttons | yarn        |
| wood                         | felt          | string      |
|                              |               | large beads |
|                              |               | magazines   |

"Patty created her own jungle gym when she pulled over the big aluminum porch chair. She discovered she could crawl through it, pull herself over it, and dangle her plump body over the up-turned cross-bar."

### Using It

Give your toy to the baby and watch what happens.

- 5 What does the baby do?
- 6 What does the baby do that you didn't expect? Why do you think that happened?

Find out from your classmates what toys they made and what became of them. Discuss differences that show up along the lines of age and of personality.

"Even before he was born I was collecting colorful pictures to go on the wall by the crib. To please the eye, right? One day - he was still very tiny - he stayed quiet for a very long sleep in the afternoon. When I finally went in to wake him, he was wide awake, surrounded by dozens of tiny wads of paper. His mouth and cheeks and the sheet were all smeared grey with ink. The picture on the wall was in shreds. I'd never seen him put anything in his mouth, and it was still weeks before I actually saw him do it. He'd had a very satisfying time, I could tell. But not the way I'd expected."



# Daily Tasks

Having a baby around means more work as well as more pleasure. Besides managing the new tasks that come with a baby, such as more laundry or preparing formula, a caregiver also has to figure out how to fit in the regular business of housekeeping, such as doing dishes and buying groceries.

- 1 Make a list in your journal of the tasks you and your parent-partners do for your baby on a typical day.

Compare your list with those of others who work with babies close in age to yours, and add any items you may have forgotten. Now compare your list with those of people working with babies of different ages.

- 2 What baby-connected tasks do all caregivers do, no matter what the baby's age?
- 3 What tasks depend on the baby's age?
- 4 Are some ages easier (or harder) for the parents to manage? Why?

Look over the list you made in your group and answer these questions in your journal:

- 5 Which of these tasks have you done or helped your parent-partner to do for the baby?
- 6 What procedures and special tricks have you learned from the parent-partner, or anyone else to make chores easier or more pleasant for themselves? For the baby?
- 7 What equipment helped with the tasks? How did it help?

## Watch It; Then Do It

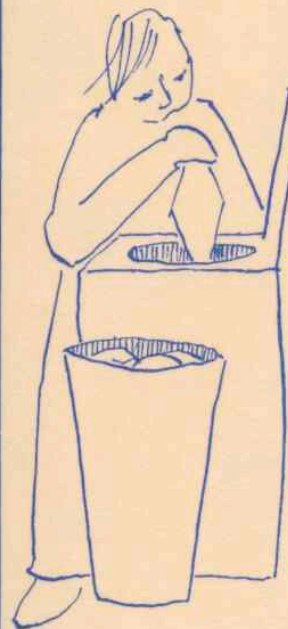
Make a special observation of one of these tasks that involves the baby directly, and make notes in your journal while your parent-partner and the baby get the job done.

- 8 What does the parent do?
- 9 How does the baby respond to the activity (e.g., cooperative, pleasant, active)?

Talk to one or two people in the class who helped with or observed the same chores you have, and compare notes on ways parents went about things and how infants responded.

Choose a task you have not yet helped with, or one that you have shared but now could take complete responsibility for. Watch as the parent-partner does the task and explains the procedure to you, then do it yourself.

("Daily Baby Tasks" forms are available for this activity.)







"We just couldn't get a diaper on him because he wiggled so much. It would take ten minutes of wrestling and they'd still fall off. We got the bright idea of having him stand up holding onto a chair. He had to hold on for dear life so he wouldn't fall, and that meant he kept still while we stood on our heads to do the diapering."

## Time for Learning—Time for Fun

Babies are learning all the time. Your observations of their responses to daily caregiving tasks can give you ideas on how to use these times to talk, play, and add opportunities for them to learn. In your journal jot down what you can do with your baby that *fits his growing abilities* during each of these tasks:

- changing diapers or toilet training
- dressing or undressing
- feeding
- bathing





# Baby Things

If you were to list every type of baby product, the list would go on and on: receiving blankets, sleepers, diapers, booties, baby foods, dishes and utensils, laundry soaps, bath soaps, creams and powders, toys, high chairs, playpens, walkers, backpacks, changing tables. . . .

## Product Survey

Make a collection representing the largest variety of baby products you can get together. Include products that relate to all aspects of a baby's life: eating, sleeping, moving, playing, bathing, staying healthy, wearing clothes. For your collection you could:

- \* cut out ads from catalogs and magazines
- \* collect labels
- \* write one-sentence descriptions or make simple sketches
- \* list food flavors or items of clothing
- \* look around the baby department of a store and add items you hadn't thought of.

When several members of the group have begun their collections, compare ideas. You will probably find a whole new area of products you hadn't thought of before: Vitamins? Orthopedic shoes?

Present your collection to the group. There are any number of ways to do this: on a big poster or bulletin board, as a collage, in a big shadow box, or in a scrapbook or homemade "catalog." You might have a better idea for your particular collection.

## Product Report

Choose one or two items to look at more closely and report on to the group. For each product, ask yourself the following questions:

- 1 What is the purpose of the product?
- 2 How does it benefit the baby or the parents?
- 3 How is it annoying to the baby or the parents?
- 4 How safe is it?
- 5 How necessary is it?
- 6 What does it cost?
- 7 Is there an adult equivalent to this baby product? Which product costs more?
- 8 Could you make your own substitute for this product?
- 9 Where can someone in your community get it?
- 10 Do your parent-partners use the product? What do they think of it?

What else can you ask?





Try checking some books by a pediatrician (like Dr. Spock) or other child care specialist (like Ira Gordon) or by a consumer's group (such as the *Consumers Union Buying Guide for Babies*) for their opinions about these products. If possible, examine the product in a store, compare items by different manufacturers, and draw your own conclusions. "Product Analysis" forms are available for this activity.

### **Something New**

Your baby care experience may have suggested to you an idea for some product that has not yet been created. Perhaps you and others in your group can describe and even develop a new useful baby product. Try it.





# Careers With Infants



If you like babies, you might want to know more about what kinds of jobs involve infants. Here are some:

**Advertising agents** write TV and magazine ads to appeal to parents and children; use children in ads.

**Childcare workers** care for groups of very young children.

**Designers of baby products** plan toys, infants' clothing, baby furniture, etc., for manufacturers.

**Educators** plan and teach programs that support the health and development of young children.



**Home care babysitters** care for someone else's baby in their own home or the baby's home.

**Home visitor nurses** visit homes and often help new mothers and their babies.

**Pediatric nurses** work in maternity wards, with sick children, and in well-baby clinics.

**Pediatricians** are doctors who specialize in the care of children.

**Photographers** take pictures of children; some specialize.

**Physician's assistants** work with doctors who care for children.

**Product safety engineers** test the safety of baby products for manufacturers, the government, or consumer groups.

**Psychologists and family therapists** help children and their parents with emotional or behavioral problems.

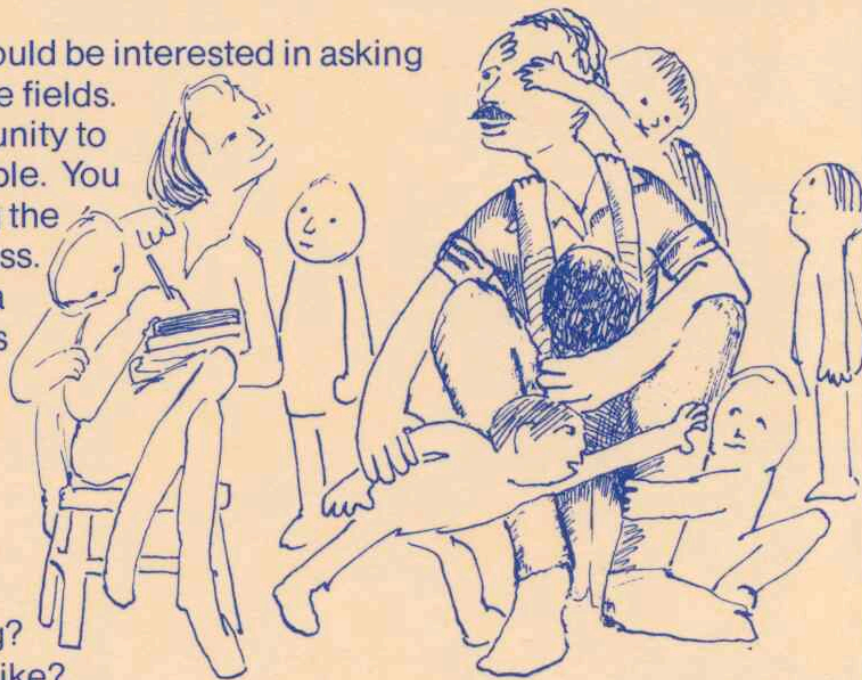
**Researchers** study how children develop, using observation and experimentation.

Add to the list any other careers you can think of that involve babies.



## Career Interview

Write up a list of questions you would be interested in asking people who work in one or more of these fields. Then choose two people in your community to interview—a man and a woman, if possible. You might conduct the interviews by visiting the people at work or by inviting them to class. You might also try to arrange spending a day on the job with someone who works with babies. (*The Inquirer* has helpful suggestions for planning and carrying out interviews.)



Here are some examples of questions you can ask:

- Why did you choose this job?
- How did you qualify for training?
- What was the training process like?
- What difficulties were involved in getting trained?
- How did you get the job?
- (If the person is a woman.) As a woman, did you have any difficult problems to overcome in having your career?
- (If the person is a man.) Do you run into people who seem to feel that you're doing "women's work"? How does this make you feel?
- What specific tasks do you do, day by day, in your work?
- Do you work with babies of different ages? How does a child's age affect what you do for him or her?
- What do you like about your work?
- What do you dislike?
- Do you have any special hopes or goals for the future in your work?

- 1** Report to the group what you found out. If you spend a day on the job, also describe the experience.

### Getting More Ideas about Working with Babies

Look through newspapers and magazines and cut out articles about careers that touch the lives of babies. Make a bulletin board display of your collection of articles.

You might make a collage of pictures and phrases that represent baby-related jobs. Pin your collage up in class.

Compare interview notes with those of others in the group to find out about other professions.

### Thinking It Over

- 2** Have you found that people look on work with babies as woman's work? How do you feel about what you found?
- 3** Which of these jobs can you imagine yourself doing? Why? What would you have to do to be trained for such a job?



# Someone Special



Think back over what your baby was like when you began visiting. You've probably seen a lot of changes since then. You're sure to have seen him gain more control over his movements and his language, for example. He probably sleeps less during the day and seems more observant and able to think about things. But even as changes happen and the baby keeps growing up, there are some things about him that seem to stay the same.

## Individuality

Each baby is unique, right from the start. You have observed many different behaviors that tell you something about your baby's individual temperament: how she approaches sleep, how she eats, how she reacts when she can't reach something, how responsive she is to other people, how much and when she cries, how she learns to walk and to talk, how she approaches a new toy or new food. When you think about all of these behaviors together, they may suggest some qualities that show up in almost everything she does.

Together with your parent-partner, talk about whether these qualities show in other areas, such as taking a bath, being changed, getting along with brothers and sisters, being with other babies, getting (or not getting!) adult attention or something else he wants, expressing feelings, solving problems (such as how to get a clothespin in or out of a bottle, or how to keep applesauce on a spoon), playing games (such as peek-a-boo, or chase), or being bounced on a knee.

- 1 Write down some of your baby's qualities, with stories about your baby that show what you mean. Share these with others in the group. Discuss how your babies are different from each other.
- 2 Ask your own parents what has stayed the same about you since you were a baby. Ask them to tell you stories about your infancy that show some qualities you still have, and write one of these stories in your journal.





## Getting Labeled

Being aware of a baby's personality can help adults understand what the baby needs and how to help her along. But it can be unwise to tag babies—or anyone—with names for the qualities parents or others see in them.

Think about these questions, and jot notes in your journal.

- How much flexibility of temperament do you believe people can have?
- How much can people change in their behavior?
- What helps them change or keeps them from changing?
- How do other people, including parents, affect those changes?
- What kinds of results can come from labeling a child's temperament?

Now write a brief response to this question to share with others in the group:

- 3 Is there any good in labeling a child's temperament?

Pair up with someone who disagrees with you and discuss the pros and cons of being aware of a baby's temperament.

"He's a sissy." "She's always been so quiet."

"She's a crybaby." "What a whiny kid."

"She's always had to be first."

"He's just overactive." "He's a very loving child."

"Nothing ever really upsets her."

"She shares everything." "Such a serious little man."

"She's going to be the athlete of the family."

"He always listens." "She's sulky."

"She's lazy. She was even lazy about being born!"

"He breaks everything." "She's a slowpoke."

"He's our tough guy."

