Care for Babies was funded under the Adult Literacy National Project administered by the Australian Government Department of Education, Science and Training.

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This unit was written and delivered by Susan Bird of TAFE NSW Western Institute. The student group was recruited through Bush Babies Playgroup and supported by Orange Aboriginal Women's Gathering and the Aboriginal Child Youth and Family Strategy Family Worker, in a project jointly sponsored by Greater Western Area Health Service, Communities Division of NSW Department of Community Services and NSW Department of Education and Training.

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CHCCN5C Care for babies
- 2 -
Unit Overview

Element 1 – Respond to babies/infants cues and needs

Element 2 – Develop and maintain a nurturing relationship with babies/infants

Element 3 – Settle new arrivals

Element 4 – Provide an environment that promotes security for babies
Overview of Unit delivery

The Unit CHCCN5C – Care for Babies will be delivered over 5 classroom sessions (3hrs duration) and 3 on-the-job sessions (2hrs duration) at Bush Babies. The following plan overviews element and content delivery and on-the-job requirements.

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<thead>
<tr>
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<th>On-the-job (Bush Babies)</th>
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</thead>
<tbody>
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<td><strong>Day 1</strong></td>
<td><strong>On the Job:</strong></td>
</tr>
<tr>
<td><strong>Element 1:</strong></td>
<td>Interactions with babies and toddlers</td>
</tr>
<tr>
<td>Respond to babies/infants cues and needs</td>
<td>Looking for baby cues and responding</td>
</tr>
<tr>
<td><strong>Performance Criteria:</strong></td>
<td>Wrapping babies</td>
</tr>
<tr>
<td>1.1 Babies/infants are responded to in an unhurried, gentle and sensitive way to promote a relationship of trust</td>
<td>Settling babies</td>
</tr>
<tr>
<td>1.2 Babies/infants are closely monitored for signs of hunger, distress, pain and tiredness</td>
<td>Singing finger rhymes and little songs</td>
</tr>
<tr>
<td>1.3 Babies/infants are provided with physical comfort as appropriate</td>
<td>Looking for physical care and how we respond, nappy change, rest, food</td>
</tr>
<tr>
<td>1.4 Babies/infants needs for consistent and secure care are met in a timely manner</td>
<td>Spontaneous interactions</td>
</tr>
<tr>
<td>1.5 Babies/infants rituals are respected and fulfilled</td>
<td>Food and drink provision</td>
</tr>
<tr>
<td></td>
<td>Calm reassuring manner with babies</td>
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<tr>
<td></td>
<td>Consistency</td>
</tr>
<tr>
<td></td>
<td>Nurturing behaviours</td>
</tr>
</tbody>
</table>
### Day 2

**Element 2:**
Develop and maintain a nurturing relationship with babies/infants

**Performance Criteria:**

2.1 Interactions with babies/infants are both planned and spontaneous

2.2 Routines of physical care are used as opportunities to positively interact with babies/infants

2.3 Time is taken to get to know the baby/infant, their individual routines, rhythms, preferences and cues

2.4 Babies/infants individual routines of daily care, rest and play are accommodated whenever possible

### Day 3

**Element 3:**
Settle new arrivals

**Performance Criteria:**

3.1 Parents and babies/infants are observed for signs of stress/distress on arrival

3.2 Interaction with the babies/infants begins while parents are still present to minimise abruptness of separation

3.3 Parents are encouraged to take as much time as needed to have a relaxed, unhurried separation from their child

3.4 Routines are established to minimise distress at separation of parent and baby/infant

3.5 Babies/infants distress at separation from parent is responded to in a calm reassuring manner

### On the Job:
Consistency of care and routines
Hygiene, nappy change, hand wash, food prep
Comfort and cuddles
Time management
Administration of First aid and/or incident report
Looking for physical care and how we respond, nappy change, rest, food.
Listening to babies
Talking to babies quietly
Appropriate responses for separation anxiety and attachment
### Day 4

**Element 4:**
Provide an environment that promotes security for babies

**Performance Criteria:**

| 4.1 | Expectations are communicated clearly to babies/infants and consistently applied |
| 4.2 | The physical environment is set up to provide a relaxed and flexible atmosphere |
| 4.3 | The physical environment is set up to accommodate individuality of the baby/infant |
| 4.4 | A safe and secure environment is created both in and out of doors with equipment of a suitable scale for babies/infants |

### Day 5

**Review 4 elements**

**Overview first 12 months development**

Demonstrate wrapping, settling, bathing, massage and nappy change

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<thead>
<tr>
<th>Interactions with babies and toddlers</th>
<th>Looking for baby cues and responding</th>
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</thead>
<tbody>
<tr>
<td>Wrapping babies</td>
<td>Settling babies</td>
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<tr>
<td>Singing finger rhymes and little songs</td>
<td>Looking for physical care and how we respond, nappy change, rest, food.</td>
</tr>
<tr>
<td>Spontaneous interactions</td>
<td>Food and drink provision</td>
</tr>
<tr>
<td>Food and drink provision</td>
<td>Attachment objects</td>
</tr>
<tr>
<td>Time management</td>
<td></td>
</tr>
</tbody>
</table>
Assessment at a glance

Assessment tasks
Element 1 – Respond to babies/infants cues and needs

Information will be provided on Day 1

Folder Entries:

1. Basic needs of infants
2. Unit overview
3. Worksheet - Babies cues
4. Handout - Breast feeding
5. Handout - Tooth decay
6. Handout - Small group worksheet
7. Worksheet – Comparing formula
8. Worksheet – Comparing/analysing commercial baby food
9. Worksheet – Starting babies on solids

Practical Demonstration (Bush Babies)

- Interactions with babies and toddlers
- Looking for baby cues and responding
- Wrapping babies
- Settling babies
- Singing finger rhymes and little songs
- Looking for physical care and how we respond, nappy change, rest, food.
- Spontaneous interactions
- Food and drink provision
- Calm reassuring manner with babies
- Consistency
- Nurturing behaviours
Assessment tasks
Element 2 - Develop and maintain a nurturing relationship with babies/infants

Information will be provided on **Day 2**

**Practical Demonstration (Bush Babies)**

- Consistency of care and routines
- Hygiene, nappy change, hand wash, food prep
- Comfort and cuddles
- Time management
- Administration of First aid and/or incident report
- Looking for physical care and how we respond, nappy change, rest, food.
- Listening to babies
- Talking to babies quietly
- Appropriate responses for separation anxiety and attachment
Assessment tasks
Element 3 – Settle new arrivals

Information will be provided on **Day 3**

Practical Demonstration (Bush Babies)

- Comfort and cuddles
- Respond to babies’ verbal and non verbal cues
- Appropriate responses for separation anxiety and attachment
- Settle upset infants
- Follow routines for arrival and departures
- Demonstrate awareness of rituals and routines
- Respond appropriately to attachment and separation anxiety
- Observe infants for signs of distress and responds appropriately
Assessment tasks
Element 4 - Provide an environment that promotes security for babies

Information will be provided on Day 4

Practical Demonstration (Bush Babies)

- Administration of First aid and/or incident report (if applicable)
- Listening to babies
- Wrapping babies
- Settling babies
- Singing finger rhymes and little songs
- Talking to babies quietly
- Provides a secure and safe environment for infants
- Sets up and adapts environment for individual infants
- Provides developmentally appropriate equipment and resources
**Assessment tasks for Element 1**  
**Respond to babies/infants cues and needs**

Information will be provided on **Day 1**

**Name:** ________________________________

<table>
<thead>
<tr>
<th>Content &amp; Activity Assessment</th>
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</tr>
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</tbody>
</table>
Assessment tasks for Element 2
Develop and maintain a nurturing relationship with babies/infants

Information will be provided on Day 2

Name: __________________________________________

<table>
<thead>
<tr>
<th>Content &amp; Activity Assessment</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using physical comfort and other comforters when needed</td>
<td></td>
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<tr>
<td>Initiate positive interaction with infants</td>
<td></td>
</tr>
<tr>
<td>Interaction with babies, both planned and spontaneous</td>
<td></td>
</tr>
<tr>
<td>Use physical care routines to interact positively with babies</td>
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</tr>
</tbody>
</table>
### Assessment tasks for Element 3
### Settle new arrivals

Information will be provided on **Day 3**

Name:__________________________________________

<table>
<thead>
<tr>
<th>Content &amp; Activity Assessment</th>
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<tbody>
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<tr>
<td>Comfort and cuddles</td>
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<tr>
<td>Time management</td>
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</tr>
<tr>
<td>Administration of First aid and/or incident report</td>
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<td>Looking for physical care and how we respond, nappy change, rest, food.</td>
<td></td>
</tr>
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<td>Listening to babies</td>
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<tr>
<td>Talking to babies quietly</td>
<td></td>
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<tr>
<td>Appropriate responses for separation anxiety and attachment</td>
<td></td>
</tr>
</tbody>
</table>
Assessment tasks for Element 4  
Settle new arrivals

Information will be provided on **Day 4**

**Name:**

<table>
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<tr>
<th>Content &amp; Activity Assessment</th>
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</tr>
</thead>
<tbody>
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<td>Spontaneous interactions</td>
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<tr>
<td>Attachment objects</td>
<td></td>
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<td>Time management</td>
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<tr>
<td>Element</td>
<td>Performance Criteria</td>
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<td>1. Respond to babies/infants cues and needs</td>
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<td>1.2 Babies/infants are closely monitored for signs of hunger, distress, pain and tiredness</td>
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<td>---------</td>
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</tr>
<tr>
<td>1.5</td>
<td>Babies/infants rituals are respected and fulfilled</td>
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<tr>
<td>2.1</td>
<td>Interactions with babies/infants are both planned and spontaneous</td>
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<tr>
<td>2.2</td>
<td>Routines of physical care are used as opportunities to positively interact with babies/infants</td>
</tr>
<tr>
<td></td>
<td>Time is taken to get to know the baby/infant, their individual routines, rhythms, preferences and cues</td>
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<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2. Develop and maintain a nurturing relationship with babies/infants   | 2.4 Babies/infants individual routines of daily care, rest and play are accommodated whenever possible | What a typical day is for different aged babies, newborn, 9 month, 18 month     | • Individual differences of children in need for rest and sleep/rest patterns  
  • Common childhood illnesses - recognition, management strategies           | Workbook entry on individual babies routine                                      | Questioning |
| (continued)                                                             |                                                                                        |                                                                                |                                                                            |                                                                                   |            |
| 3. Settle new arrivals                                                  | 3.1 Parents and babies/infants are observed for signs of stress/distress on arrival    | Is the baby or parent upset?                                                   | • A calm, reassuring manner with babies/infants                            | Respond to different scenarios                                                   | Playgroup Scenarios |
|                                                                        | Interaction with the babies/infants begins while parents are still present to minimise abruptness of separation | Start to make contact with the baby while the carer is still there              | • Attachment and separation anxiety and appropriate responses               | Respond to different scenarios                                                   | Playgroup Scenarios |

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CHCCN5C – Care for Babies

DAY 3

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<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
<th>Interpretation</th>
<th>Knowledge</th>
<th>Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Settle new arrivals (continued)</td>
<td>3.2 Parents are encouraged to take as much time as needed to have a relaxed, unhurried separation from their child</td>
<td>Respond to situations with empathy and professionalism</td>
<td>• Attachment and separation anxiety and appropriate responses</td>
<td>Respond to different scenarios</td>
<td>Playgroup Scenarios</td>
</tr>
<tr>
<td>3.4 Routines are established to minimise distress at separation of parent and baby/infant</td>
<td>What can we do as a child arrives?</td>
<td>• The dependent nature of babies/infants</td>
<td>Respond to different scenarios</td>
<td>Playgroup Scenarios</td>
<td></td>
</tr>
<tr>
<td>3.5 Babies/infants distress at separation from parent is responded to in a calm reassuring manner</td>
<td>Stay calm and try to provide unhurried, gentle interactions here</td>
<td>• Different practices and routines used by different families and their underlying cultural or personal rationale</td>
<td>Respond to different scenarios</td>
<td>Playgroup Scenarios</td>
<td></td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
<td>Interpretation</td>
<td>Knowledge</td>
<td>Learning Activities</td>
<td>Assessment</td>
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</tr>
<tr>
<td>4. Provide an environment that promotes security for babies</td>
<td>4.1 Expectations are communicated clearly to babies/infants and consistently applied</td>
<td>Communicate with babies in the same way</td>
<td>• Writing incident records</td>
<td>Role play with dolls</td>
<td>Playgroup Discussion Verbal report</td>
</tr>
<tr>
<td>4.2 The physical environment is set up to provide a relaxed and flexible atmosphere</td>
<td>Is furniture arranged in a way that suits the children?</td>
<td>• Time management • Making decisions under pressure</td>
<td>Set up environment in TAFE play session area &amp; playgroup</td>
<td>Simulated environment Playgroup</td>
<td></td>
</tr>
<tr>
<td>4.3 The physical environment is set up to accommodate individuality of the baby/infant</td>
<td>Can things be easily moved around?</td>
<td>• Individual children’s needs and wants</td>
<td>Set up environment in TAFE play session area &amp; playgroup</td>
<td>Simulated environment Playgroup</td>
<td></td>
</tr>
<tr>
<td>4.4 A safe and secure environment is created both in and out of doors with equipment of a suitable scale for babies/infants</td>
<td>What is there for babies to play with?</td>
<td>• Individual children’s needs and wants</td>
<td>Set up environment in TAFE play session area &amp; playgroup</td>
<td>Simulated environment Playgroup</td>
<td></td>
</tr>
</tbody>
</table>
Day 1

Respond to babies/infants cues and needs

Learning Element 1

When participants have completed this element they will be able to demonstrate how to respond appropriately to a range of cues given by babies and infants. These cues include tired signs, distress hunger and pain.

This will be achieved when the participant is able to:

1.6  Respond to babies/infants in an unhurried, gentle and sensitive way to promote a relationship of trust
1.7  Closely monitor babies/infants for signs of hunger, distress, pain and tiredness
1.8  Provide babies/infants with physical comfort as appropriate
1.9  Meet babies/infants needs for consistent and secure care in a timely manner
1.5  Respect and fulfil babies/infants rituals
<table>
<thead>
<tr>
<th>Time</th>
<th>Content &amp; Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30am</td>
<td>Introduction, overview</td>
<td>Handout – Unit delivery overview</td>
</tr>
<tr>
<td></td>
<td>Review class rules</td>
<td>Whiteboard</td>
</tr>
<tr>
<td></td>
<td>Overview of unit delivery</td>
<td>Add to scrapbook</td>
</tr>
<tr>
<td>9.50am</td>
<td>Read book – Baby Einstein babies by Julie Aigner Clark</td>
<td>Handout - Babies – what we know</td>
</tr>
<tr>
<td></td>
<td>To get participants thinking about babies and their uniqueness</td>
<td></td>
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<tr>
<td></td>
<td>Brainstorm what we know about babies and how we care effectively for babies needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eg – breast feeding, dependent on adults, understand more than they can say, they bond, like routine,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>love and nurturing etc</td>
<td></td>
</tr>
<tr>
<td></td>
<td>List on whiteboard and participants copy onto worksheet and paste in scrapbook</td>
<td></td>
</tr>
<tr>
<td>10.00</td>
<td>Read and discuss – Care for Bush Babies overview</td>
<td>Handout - Overview</td>
</tr>
<tr>
<td></td>
<td>What are the basic needs of an infant?</td>
<td>Verbal</td>
</tr>
<tr>
<td></td>
<td>Food, shelter, love, security, belonging, rest, warmth, affection, hygiene, healthy food, water,</td>
<td>Whiteboard</td>
</tr>
<tr>
<td></td>
<td>sleep, protection, safety, relationships, self esteem, self help, ability to express themselves,</td>
<td>Add to scrapbook on coloured A4</td>
</tr>
<tr>
<td></td>
<td>trust.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss the dependant nature of babies</td>
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<tr>
<td></td>
<td>Cultural implications</td>
<td></td>
</tr>
</tbody>
</table>
| 10.05am | Babies cues  
Handout laminated baby cues to pairs.  
Participants discuss cues and what they might mean and how they would respond.  
List responses on board  
Fill out baby cues worksheet | Own experience  
Role play  
Worksheet |
| 10.30am | Baby toy – make a round black and white shape to create a mobile for a young baby  
Discuss baby eyesight – can’t see colour when born  
The black and white object/mobile provides stimulation and encourages brain development | Black and white geometric shape  
Paper, glue, scissors |
| 10.45am | Kangaroo Mother care  
Focus – skin to skin contact and benefits  
Discuss important points list benefits of skin to skin contact in folders  
Relate material to participants experiences | Video |
| 11.00am | MORNING TEA |
| 11.30am | Food and Nutrition discussion  
Remember babies are not mini adults they have different needs.  
breast feeding, - recall benefits read breast feeding h/O dental health,  
5 food groups, fat content and fibre content, healthy habits | Breastfeeding handout  
Dental decay  
List of good foods for babies |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 11.45am| What is the nutritional requirement for a baby  
Brainstorm babies requirements and experiences of women  
Milk for 1st 6 months – Breast is Best  
Around 6mths introduce solids – purees, Farex etc don’t add salt, sugar fats oils additives  
Remember – promoting healthy habits – dental health and 5 food groups | Add to scrapbook                          |
| 12.00pm| Small group activity  
Prepare formula, warm and test temperature, tinned food.  
Emphasise ‘Fresh is best’  
Food provisions for babies in care  
Daily meal plan for a newborn, 9 months and 18 months | Small group  
Taste formula, commercial baby food and starting family food guidelines |
| 12.30pm| Finger rhymes which do we know - Twinkle Twinkle, Baa Baa, Incy Wincey…  
Discuss why are they fun and important to use with babies and little children | Singing                                    |
| 12.45pm| General chat and summary                                                                                                                   |                                            |
| 1.00pm | Close                                                                                                                                     |                                            |
Checklist for Resources for Day 1

1. Copy class rules
2. Course expectations
3. Book – Baby Einstein (or similar)
4. Cover sheet – What we know about babies and how we care for them
5. Handout/ Overview – Care for Bush Babies
6. Video – Kangaroo Mother Care
7. Baby cue – laminated strips
8. Babies cue – worksheet
9. Craft supplies – glue, scissors, black/white cardboard/paper, laminator, string
10. Handout - Breastfeeding
11. Handout – Baby tooth decay
12. Laminated small group worksheet
   a. Handout – commercial baby food
   b. Handout – comparing formula
   c. Handout – starting family foods
13. Collection of pamphlets, books and laminated information for small group activity
Group Rules

When the group rules are negotiated, there are a few key points to try and include:

- **Punctuality** – arrive for ‘yarning time’ at 9:00am, because the course will begin at 9:30am

- **Arrive back from morning tea and lunch promptly** – this shows respect to the presenters and to the other women on the course

- **Confidentiality** – explain what this means with examples. Try to personalise the issue by asking women about a time when their confidentiality was breached – what feelings did this generate in them?

- **Respect other people’s opinions and other people’s stories**

- **Allow everyone to have their say, and encourage those who are shy**

Show understanding towards those who find information in the course upsetting
Course Expectations

In order to gain their certificate, participants must:

- attend their Work Placement – Bush Babies
- complete ALL Assessment Tasks

The course will start at 9:30am and finish at 1:00pm each week.

Participants will respect the Group Rules

What happens in the classroom stays in the classroom.
All Information which is shared during the course is CONFIDENTIAL

Participants may leave for a short time if the topic being discussed distresses them and makes them sad.
BRAINSTORM – What do we know about babies and how to care for them?

Think about your experiences with babies.

Jot down your thoughts on what we know about babies and how we care for them.
Overview - Care for Bush Babies

The content for this unit will be delivered at TAFE NSW, Orange (in the classroom) and at Bush Babies. (practical on-the-job)

This unit aims to increase awareness of the development of babies, aged 0-2 years.

Quality child care programs contribute to healthy families and healthy communities. Learners will gain skills and understanding of positively interacting with babies and why babies do the things they do.

The teacher will demonstrate lots of positive interactions and strategies to use with babies in the playgroup environment.

Learners will learn;
- finger rhymes,
- baby massage,
- how to set up toys for babies,
- how to settle upset babies
- how to understand what a baby is trying to tell us.
- the importance of keeping to routines,
- playing safely while providing exercise and stimulation
- good hygiene practices

Learning how to help babies develop in a way that takes into account, physical, social, mental (cognitive), creative and spiritual well being will be a major focus

Working with babies is an extremely rewarding career and learning these skills will assist in the positive bonding with children and help to strengthen the community.

Through participating in the practical sessions Learners will gain confidence with working with other peoples babies and understand why instinctively we care for babies in certain ways.

Babies need to be treated gently and given lots of love so they can thrive. This unit will teach how to provide appropriate care for the positive emotional development of infants

Learners doing this unit will come with lots of fantastic ideas and methods already established. The aim is to give them the ability to understand and explain to other people the reasons why we care for babies in certain ways. Assisting learners to provide excellent care for all babies is the aim of this unit.

Half of this unit is taught and assessed at the BUSH BABIES PLAYGROUP.
Cut out and laminate..........

Rubbing eyes

Yawn

Shake head

High pitched scream holding ear

Pushes bottle away

Rest head on carers shoulder
Red face, grunting

Crying, hugs carer

Clap hands, smiles

Sweaty, red face

Whingey, climbing into high chair
<table>
<thead>
<tr>
<th><strong>Cue given</strong></th>
<th><strong>What does it mean?</strong></th>
<th><strong>What would you do?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubbing eyes</td>
<td></td>
<td></td>
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<tr>
<td>Yawn</td>
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<tr>
<td>Shake head</td>
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<tr>
<td>High pitched scream, holding ear</td>
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<tr>
<td>Pushes bottle away</td>
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<tr>
<td>Rest head on carers shoulder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red face, grunting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whingey, climbing into high chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crying, hugs carer</td>
<td></td>
<td></td>
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<tr>
<td>Clap hands, smile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweaty, red face</td>
<td></td>
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</tbody>
</table>
Breastfeeding

Some good reasons why breastfeeding is best

- It’s free
- Breast milk contains antibodies that protect babies. Breastfed babies are less likely to become ill with gastro, respiratory and ear infections, pneumonia and meningitis
- Breast milk has all the nutrients a baby needs at the right rate
- Breast milk helps the baby’s brain and nervous system to develop
- Breast milk is more easily digested
- Allergy to breast milk is rare
- Food allergies are less common and less severe in breastfed infants
- Nursing is a source of comfort and security
- No preparation is necessary
- Hormones released during breastfeeding helps the uterus to return to normal more quickly
- Mothers are less likely to develop breast and ovarian cancer
- Breastfeeding also uses the fat that was stored during pregnancy
- Breastfeeding is better for the environment as there is no manufacturing necessary and no sterilising is needed
Breastfeeding

Women have been breastfeeding their babies forever...to help more women breastfeed better and longer we need to know a bit more about it.

Why is breastfeeding so good?

For Baby...

- It is the best food for the baby at all stages
- It contains everything needed for the first 6 months
- Breast milk is easily absorbed
- The composition of milk changes to suit baby
- Research suggests it can help protect against infection and the early development of allergies

For Mum...

- It helps with getting back into shape!!
- Hormones released during feeding will help contract the uterus
- Breast milk is ready to serve, no mixing, sterilising, warming or waiting
- It’s cheap
- It’s a time to enjoy your baby

In a childcare environment we need to support the choice that the Mum makes and make sure that you do not judge her or make her feel anxious whether she is breastfeeding or not. If you can provide a quiet and comfortable spot for mums to breastfeed it will provide a centre that is embracing for all families.
Recommendations on feeding infants

1. Breast milk is the best form of nutrients for infants
2. Exclusive breastfeeding is recommended for the first 6 months
3. Introduce solids, slowly and carefully at 6 months
4. Breastfeeding should continue along with a healthy diet until 12 months and beyond

REMEMBER!!!

Use bottles for:

Milk Formula

Water

Diluted juice (babies over 12 months)
Worksheet – for Small Groups

Each group will need to work through a number of tasks that relate to feeding infants and toddlers.

Task One: Formula

- Prepare formula for an infant in your care according to the instructions on the tin. You will need to do regular and soy.
- Taste these, discuss the textures and smells and record the results in your workbook.
- Discuss how you would manage bottle feeding a baby in your care.

Task Two: Commercial Baby Food

- Collect a range of baby foods, sweet and savoury and record the information on the label on your worksheet relating to sugar, salt and protein content.
- Heat according to the instructions, taste these, discuss the textures and smells and record the results in your workbook.
- Discuss how you would manage feeding lots of babies in your care.

Task Three: Starting Family Foods

- Read through the pamphlets and record any interesting results in your workbook.
- Discuss your existing knowledge of starting babies on solids.
## Task 1: Comparing Formula

<table>
<thead>
<tr>
<th></th>
<th>Formula 1</th>
<th>Formula 2</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
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<td>Name</td>
</tr>
<tr>
<td>Texture</td>
<td></td>
<td>Texture</td>
</tr>
<tr>
<td>Smell</td>
<td></td>
<td>Smell</td>
</tr>
<tr>
<td>Taste</td>
<td></td>
<td>Taste</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td>Comments</td>
</tr>
<tr>
<td>Food</td>
<td>Salt/100g</td>
<td>Sugar/100g</td>
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</tbody>
</table>
Task 3: Starting Family Foods

Collect a range of pamphlets. Place on a table for students to browse through and record interesting facts/ information.

Pamphlets could be sourced from NSW Health, Early Childhood Health Centres, Community Health, Internet sources (eg Healthy Kids website, www.healthykids.nsw.gov.au; Napcan, www.napcan.org.au; Australian Broadcasting Association [ABA], www.breastfeeding.asn.au) and also articles from childcare magazines.

Interesting facts might include things such as:

- Putting baby to bed with a bottle is bad for teeth
- Babies have different nutritional needs to adults – “they are not mini-adults”
- Babies over 6 months of age need to chew
- Lots of different textures to begin development needed for speech. Muscle tone in and around the mouth begins now
- Constipation refers to the hardness of the poo rather than the frequency
Day 2

Develop and maintain a nurturing relationship with babies/infants

Learning Element 2

When participants have completed this element they will have an understanding of skills needed to nurture a relationship with a baby. Awareness will be increased of bonding, attachment and the emotional needs of an infant.

This will be achieved when the participant is able to:

2.5 Conduct both planned and spontaneous interactions with babies/infants

2.6 Positively interact with babies/infants using routines of physical care as opportunities

2.7 Take time to get to know the baby/infant, their individual routines, rhythms, preferences and cues

2.8 Accommodate babies/infants individual routines of daily care, rest and play whenever possible

Practical Demonstration at Bush Babies:

✓ Consistency of care and routines
✓ Hygiene, nappy change, hand wash, food prep
✓ Comfort and cuddles
✓ Time management
✓ Administration of First aid and/or incident report
✓ Looking for physical care and how we respond, nappy change, rest, food.
✓ Listening to babies
✓ Talking to babies quietly
✓ Appropriate responses for separation anxiety and attachment
<table>
<thead>
<tr>
<th>Time</th>
<th>Content &amp; Activity</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 9.30am   | Introduction, overview  
Review last week content                                                                                                                                                                                                                                                                                                         |           |
| 9.40am   | Finger rhymes, review last week and introduce a new one  
Brainstorm known rhymes  
Discuss benefits –underpinning literacy skills, provision of language opportunities, positive interactions, rhythm repetition pattern etc  
Appropriate resources include:  
John Huckle and Helen Moran – Wombat Wobble  
Uncle Stan grant – Dhaga Wumbuwuny  
Aunty Wendy’s Mob – Red, Black and yellow                                                                                                                                                                                                                       | Singing   |
| 9.50am   | Bonding and attachment. Creating attachments is a little bit like making friends,  
Discuss how we make friends and talk about your comfort zone? Some attachments take time.  
Remember in a childcare environment that not every child will love you. Primary and secondary attachments will be made.  
Discuss own experiences of children with primary and secondary attachments.  
Read through Bonding                                                                                                                                                                                                                                               | Discussion |

© Commonwealth of Australia 2007
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Handout/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00am</td>
<td>Attachment is the special relationship between child and caregiver, usually the mother but not always. How does secure attachment affect our lives as emotional adults? How do we provide secure attachments to children? Discuss 3 temperament types – brainstorm ideas on each type. Read handout and discuss strategies Discuss postnatal depression – read through handout Have a look at depression checklist from Beyond Blue Share experiences and identify ways to support women with postnatal depression</td>
<td>Discussion Handout – Attachment Handout – Temperament Types Activity – Strategies Handout – Postnatal depression</td>
</tr>
<tr>
<td>10.45am</td>
<td>Different ages need different needs met to show them that we love them, Who does a newborn need and why? How is this different to an 18 month old? Complete activity - routines for different ages Split class into pairs and give them a child’s age and allow them to brainstorm the needs of a baby. Share ideas on board and fill in activity sheet</td>
<td>Discussion Activity sheet</td>
</tr>
<tr>
<td>11.00am</td>
<td>MORNING TEA</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td></td>
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<tr>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>11.30am</td>
<td>Secure attachment video 362.712SECU in library with worksheet and specific discussion, cover routines, patterns, emotional development, balance, tuned in carers, sleeping and feeding and interactions.</td>
<td></td>
</tr>
<tr>
<td>12.10pm</td>
<td>Rest requirement matching worksheet including age, individual, cultural differences.</td>
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<tr>
<td>12.20pm</td>
<td>Attachment items, age, choose a doll, name it, dress it and estimate its age, think of a few things he/she may like and choose a toy the baby is attached to and why. What is the rest routine? Cultural differences? Discuss attachment items while doing this. Introduce nappy changing procedure – demonstrate correct procedure and allow participants to practice with babies.</td>
<td></td>
</tr>
<tr>
<td>1.00pm</td>
<td>General chat, summary, close</td>
<td></td>
</tr>
</tbody>
</table>
Checklist for Resources for Day 2

1. Appropriate finger rhymes, nursery rhymes, songs
2. Handout – Bonding
3. Handout – Attachment
4. Handout – Temperament types
5. Handout – Postnatal depression and checklist
6. Activity – Routines for different ages
7. Worksheet – Video – Secure Attachments
8. Worksheet – Rest requirements
9. Mechanical babies – clothes, wraps, nappies, bedding, change tables etc
10. Handout – Nappy change procedure
Finger Plays and Rhymes
Bonding

“Bonding” is falling in love with your baby.

Some women feel an enormous rush of love during pregnancy or at the birth.

Some women experience feelings ranging from numb indifference or an overwhelming sense of responsibility to instantly loving the baby.

It is normal for a woman to slowly bond with and get to know the baby before the relationship really blossoms.

When things are difficult in the beginning, worry and distress might overshadow the feelings of love for a while. We as carers need to be aware of women who are in the normal range and have knowledge of how to help women who may not be “bonding” with their babies.
Attachment

As part of the childbirth process parents are encouraged to spend time with the newborn baby immediately following the birth to establish a bond.

This bonding is the beginning of the relationship between parent and child.

This bond is not always automatic and time needs to be spent together to ensure that a trusting and secure bond is achieved.

This longer, slower and firmer bond that grows over time is called ATTACHMENT. Primary attachments are formed between the baby and the main caregiver.

Infants are able to develop secondary attachments with others who are familiar to them. These attachments are important in a child care environment.

References
Community Services Parenting Centre Website www.parenting.nsw.gov.au
24 hour Child Protection and Information Service 132 111
Tresillian Parent Help Line 1800 637 357
Karitane Care Line 1800 677 961
Temperament Types

Children are born with a natural style of interacting with, or reacting to people, places and things – this is their TEMPERAMENT. There are three types of temperament:

<table>
<thead>
<tr>
<th>Easy/flexible.</th>
<th>Slow to warm up/Shy.</th>
<th>Difficult.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Easy Baby" /></td>
<td><img src="image2" alt="Slow to Warm Up Baby" /></td>
<td><img src="image3" alt="Difficult Baby" /></td>
</tr>
</tbody>
</table>

**Easy babies:**
- Establish regular routines – good sleeping & eating patterns
- Are placid & accept change
- Generally have a happy disposition
- Easy to distract
- Have a low threshold of responsiveness.

If you have such a baby, count your blessings. Easy babies respond well to most child rearing styles.

**Slow to warm up babies:**
- Are shy and slightly clingy
- Need time and encouragement from caregivers to adapt to change
- Are initially unwilling to approach new situations
- Adjust over time, but usually at their own pace.
- Have low activity levels
- Can be fussy

You should encourage your shy baby to engage in new experiences, but do not push her or shame her for being shy.

**Difficult babies:**
- Cry a lot – have intense emotional reactions
- Have difficulty settling into regular sleep and feeding routines
- Have difficulty adjusting to change
- Have an unhappy disposition & tend to react negatively & intensely
- Are highly sensitive to any stimulation
- Are hard to distract
- Have a high threshold of responsiveness.

They are challenging to live with and hard to handle from the beginning, no matter what the parents do. They require extra care and patience when being moved from one activity to another.
Postnatal Depression

Postnatal depression (PND) is a mood disorder occurring in women in the months following childbirth. It is a phrase that describes a range of feelings a new mother may go through.

Research into PND identifies
- one in seven Australian women who give birth, experience postnatal depression.
- Nine percent of pregnant women also experience antenatal depression.

PND crosses all cultural barriers with the common factor of pregnancy.

Symptoms and risks of PND include:-
- Feeling sad, irritable or unhappy most of the time
- Feeling unable to cope with daily tasks
- Anxiety or panic attacks
- Chronic exhaustion or hyperactivity
- Thoughts of self-harm or suicide

Though PND resembles depression, treatment must take into consideration the foetus, the newborn infant and breastfeeding.

The onset, duration and range of symptoms are individual for each woman and must take into account the need for professional assessment and individual preferences.

The impact of PND can be traumatic for women and their families, affecting relationships between mothers and partners, infants and families.

Left untreated, the long-term impact on children includes a higher incidence of depression and cognitive and behavioural problems.
Depression checklist taken from beyondblue.com

For more than TWO WEEKS have you:

1. Felt sad, down or miserable most of the time? [ ] Yes [ ] No
2. Lost interest or pleasure in most of your usual activities? [ ] Yes [ ] No

If you answered 'YES' to either of these questions, complete the symptom checklist below.

<table>
<thead>
<tr>
<th>BEHAVIOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Stopped going out</td>
</tr>
<tr>
<td>☐ Not getting things done at work</td>
</tr>
<tr>
<td>☐ Withdrawn from close family and friends</td>
</tr>
<tr>
<td>☐ Relying on alcohol and sedatives</td>
</tr>
<tr>
<td>☐ Stopped doing things you enjoy</td>
</tr>
<tr>
<td>☐ Unable to concentrate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THOUGHTS</th>
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<tbody>
<tr>
<td>☐ &quot;I'm a failure&quot;</td>
</tr>
<tr>
<td>☐ &quot;It's all my fault&quot;</td>
</tr>
<tr>
<td>☐ &quot;Nothing good ever happens to me&quot;</td>
</tr>
<tr>
<td>☐ &quot;I'm worthless&quot;</td>
</tr>
<tr>
<td>☐ &quot;Life is not worth living&quot;</td>
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</tbody>
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<table>
<thead>
<tr>
<th>FEELINGS</th>
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</thead>
<tbody>
<tr>
<td>☐ Overwhelmed</td>
</tr>
<tr>
<td>☐ Unhappy, depressed</td>
</tr>
<tr>
<td>☐ Irritable</td>
</tr>
<tr>
<td>☐ Frustrated</td>
</tr>
<tr>
<td>☐ No confidence</td>
</tr>
<tr>
<td>☐ Guilty</td>
</tr>
<tr>
<td>☐ Indecisive</td>
</tr>
<tr>
<td>☐ Disappointed</td>
</tr>
<tr>
<td>☐ Miserable</td>
</tr>
<tr>
<td>☐ Sad</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHYSICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Tired all the time</td>
</tr>
<tr>
<td>☐ Sick and run down</td>
</tr>
<tr>
<td>☐ Headaches and muscle pains</td>
</tr>
<tr>
<td>☐ Churning gut</td>
</tr>
<tr>
<td>☐ Can't sleep</td>
</tr>
<tr>
<td>☐ Poor appetite/weight loss</td>
</tr>
</tbody>
</table>

If you answered 'YES' to question 1 and/or 2 and ticked at least three symptoms in the checklist, you probably have a depressive illness.
## Activity - Routines for Different Ages

<table>
<thead>
<tr>
<th></th>
<th>Food</th>
<th>Rest</th>
<th>Stimulation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Newborn</strong></td>
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<tr>
<td><strong>9 months old</strong></td>
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<td><strong>1 year old</strong></td>
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<tr>
<td><strong>18 months old</strong></td>
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</table>

What does a baby need?
Video worksheet – Secure Attachments

Which children in the video appear to be securely attached?

What are the staff doing to promote secure attachments?

How do we plan for secure attachments?

List two strategies you could use when working with insecurely attached children.

Describe one way you could plan to promote secure attachment.
Worksheet – Rest requirements
Match the age to the sleep requirements

Newborn
More predictable sleep patterns are starting to emerge
Usually a long sleep at night and two or three sleeps during the day
Some still wake at night

3-6 months
Sleeping between 12 and 20 hours a day
No real pattern yet
Lots of waking

6-12 months
Long sleep of 10-13 hours at night
One daytime sleep of about 1-3 hours

12 months plus
Sleeping about 15 hours out of 24 in about four sleep periods
Longer wakeful periods
Some sleep for a longer period at night and some are still very wakeful at night
Worksheet – Rest requirements Answer sheet

Match the age to the sleep requirements

<table>
<thead>
<tr>
<th>Age</th>
<th>Sleep Requirements</th>
</tr>
</thead>
</table>
| Newborn        | Sleeping between 12 and 20 hours a day  
|                | No real pattern yet  
|                | Lots of waking                                                                                                                                     |
| 3-6 months     | Sleeping about 15 hours out of 24 in about four sleep periods  
|                | Longer wakeful periods  
|                | Some sleep for a longer period at night and some are still very wakeful at night                                                                 |
| 6-12 months    | More predictable sleep patterns are starting to emerge  
|                | Usually a long sleep at night and two or three sleeps during the day  
|                | Some still wake at night                                                                                                                           |
| 12 months plus | Long sleep of 10-13 hours at night  
|                | One daytime sleep of about 1-3 hours                                                                                                                 |
Nappy change procedure

- Wash your hands thoroughly
- Check to make sure you have all the required equipment
- Place paper towel on change mat
- Put on disposable gloves
- Undress infant
- Place your hand on the infant, to prevent them from rolling off the change table
- Remove nappy, placing it into a bin. (Cloth nappies go into a plastic bag for parents to take home)
- Use a wipe, wipe once only from front to back, dispose of wipe into bin, repeat until the area is clean. (Some services use bottom washers, these must be kept separate to face washers and soaked in a suitable disinfectant solution, before washing)
- Place paper towel in bin
- Remove gloves, placing them in the bin
- Put clean nappy on the infant
- Dress in appropriate clean clothes
- Wash child’s hands
- Clean/ disinfect nappy change area
- Wash your hands thoroughly

Remember never leave a child unattended on a nappy change table

Special notes:
If you are changing a little girl wiping from front to back reduces the likelihood of faeces entering the urinary tract or vagina and causing infection.
If you are changing a little boy clean around the foreskin but do not attempt to retract it. This can lead to long-term damage, which may need to be surgically corrected later in childhood.
Day 3

Settle new arrivals

Learning Element 3

Participants will gain an understanding of how to reduce the risk of SIDS. They will become familiar with objects used to ease the transition of babies into care and develop understanding of how to establish and follow routines in consultation with families.

This will be achieved when the participant is able to:

3.6 Observe parents and babies/infants for signs of stress/distress on arrival

3.7 Begin interaction with the babies/infants while parents are still present to minimise abruptness of separation

3.8 Encourage parents to take as much time as needed to have a relaxed, unhurried separation from their child

3.9 Establish routines to minimise distress at separation of parent and baby/infant

3.10 Respond to babies/infants distress at separation from parent in a calm reassuring manner

Practical Demonstration at Bush Babies:

- Comfort and cuddles
- Responds to babies’ verbal and non verbal cues
- Appropriate responses for separation anxiety and attachment
- Settles upset infants
- Follows routines for arrival and departures
- Demonstrates awareness of rituals and routines
- Responds appropriately to attachment and separation anxiety
- Observes infants for signs of distress and responds appropriately
<table>
<thead>
<tr>
<th>Section Time</th>
<th>Content &amp; Activity</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>9.30am</td>
<td>Introduction, overview</td>
<td></td>
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<tr>
<td>9.40am</td>
<td>Finger rhymes, review last week and introduce a new one</td>
<td>Singing</td>
</tr>
<tr>
<td>9.50am</td>
<td>Review baby cues – What is a cue? Think of examples of cues a baby gives and why</td>
<td><strong>Worksheet</strong> – Responding to baby cues</td>
</tr>
<tr>
<td>10.25am</td>
<td>Consistent practices and routines including transition object, distraction to activity and including rest requirements</td>
<td><strong>Handout</strong> – Distress in infants</td>
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<tr>
<td></td>
<td>Distress in infants</td>
<td><strong>Handout</strong> – Infant stress</td>
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<tr>
<td></td>
<td>Brainstorm signs of distress and possible reasons</td>
<td><strong>Worksheet</strong> – Transition objects</td>
</tr>
<tr>
<td></td>
<td>Infant stress</td>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td></td>
<td>Discuss and brainstorm signs of stress</td>
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<tr>
<td></td>
<td>Discuss personal experiences of transition objects and their importance</td>
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<tr>
<td>11.00am</td>
<td>Baby toy – ribbon flapper</td>
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<tr>
<td>11.30am</td>
<td><strong>MORNING TEA</strong></td>
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<td></td>
<td>What is a quality interaction and how do we deliver quality for babies in our care</td>
<td><strong>Handout</strong> – Guidelines for quality interactions</td>
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<td></td>
<td>Discuss culturally relevant interactions</td>
<td><strong>Handout</strong> – Massage guidelines</td>
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<td></td>
<td>Introduce massage guidelines and demonstrate massage technique</td>
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</tbody>
</table>
| Brainstorm types of routines and rituals that happen in childcare environments. eg Arrival/departure, nappy change, meal times, sleep, rest time, dressing/undressing  
Discuss importance of developing sense of trust and security. Relate back to transition objects and emotional needs.  
Discuss emotional needs – comfort, security, trust, attachment, personal value, safety, respect, sense of belonging, familiarity  
Make a list of things you can do during physical routines ie nappy change to help establish a good relationship with the infant  
Prompt – How do you act, talk, body language, what do you say?  
Discuss individual care plans – importance in developing good social and emotional skills – relate back to temperament, routine and rituals  
Arrival and departure routines  
Read through sample policies – Discuss relevant points and cultural implications  
Discuss Separation Anxiety – Read through notes  
Brainstorm strategies to reduce Separation Anxiety – List on board and view Overhead. Share experiences | **Handout** – Establishing routines and rituals  
**Handout** – Use Physical Routines to establish relationships  
**Handout** – Individual care places for baby  
**Handout** - Sample policies  
**Handout** - Separation Anxiety  
**Overhead** – Strategies for minimising Separation Anxiety |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.45pm</td>
<td>Introduce SIDS – elicit any personal experience / knowledge on topic.</td>
</tr>
<tr>
<td></td>
<td>Watch SIDS &amp; Kids video</td>
</tr>
<tr>
<td></td>
<td>Read over Handout</td>
</tr>
<tr>
<td></td>
<td>Create a poster to show the risk factors and ways to protect baby</td>
</tr>
<tr>
<td></td>
<td>Discuss co-sleeping – remember parental choice and cultural difference.</td>
</tr>
<tr>
<td></td>
<td>Highlight ways to minimise risks to infant</td>
</tr>
<tr>
<td></td>
<td>Give individuals/pairs a discussion starter and get them to jot down</td>
</tr>
<tr>
<td></td>
<td>any information they know or have learnt.</td>
</tr>
<tr>
<td></td>
<td>Share with the group</td>
</tr>
<tr>
<td>1.00pm</td>
<td>General chat and summary</td>
</tr>
<tr>
<td></td>
<td>Close</td>
</tr>
</tbody>
</table>

**Video** – SIDS and Kids

**Handout** – Sudden Infant Death Syndrome

**Handout** – Good way / Wrong way

**Handout** – Co-sleeping

**Handout** – Discussion starters
Checklist of Resources for Day 3

1. Worksheet – Responding to baby cues
2. Handout – Distress in infants
3. Handout – Infant stress
4. Worksheet – Transition objects
5. Handout – Guidelines for quality interactions
6. Handout – Massage guidelines
7. Handout – Establishing routines and rituals
8. Handout – Use physical routines to establish relationships
9. Handout – Individual care plans for baby
10. Handout – Sample policy – Arrival & departure procedures
11. Handout – Separation anxiety
12. Overhead – Strategies for minimising separation anxiety
13. Video – SIDS & Kids
14. Handout – Sudden Infant Death Syndrome
15. Handout – Good way/ wrong way
16. Handout – Co-sleeping
17. Handout – Discussion starters
## Responding to baby cues

<table>
<thead>
<tr>
<th>Cue</th>
<th>Feeling</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hurt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tired</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stressed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Distress in Infants

When you work with children you need to be ‘tuned-in’ to the cues and signs each individual child gives.

When an infant shows signs of distress it is important to respond quickly and appropriately to meet their needs.

In a childcare environment it is important to gather information from parents about how their child indicates they are distressed, frightened, upset, hungry etc. This means you can pick up on the cues and signs quickly.

It is also important to know how the cues are responded to at home, so that a consistent approach is provided. This helps reassure the infant that his/her needs will be met.

The types of things that distress an infant, and the way they react will vary according to the individual child.

Remember that responding to an infant’s needs in a sensitive, caring and appropriate way helps build secure attachments. If you respond calmly to a crying distressed infant and use soft soothing words you help them feel that everything will be alright. A timely appropriate response helps to settle the infant and promote feelings of trust and security.

In the table below jot down some signs of distress and try to think of reasons for the distress (some boxes are already filled-in).

<table>
<thead>
<tr>
<th>Signs of distress in infants</th>
<th>Possible reasons for distress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moving towards the door and crying</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Screaming/waving arms</td>
<td>Fright/hurt/pain</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tired/bored/uncomfortable</td>
</tr>
</tbody>
</table>
Infants Stress

Infants may display signs of distress by:

- Appearing jumpy
- Withdrawn
- Disturbed sleep patterns
- Aggression
- Regression
- Physically clingy
- Not playing
- Crying when other children approach

Security or Transition Objects

Infants might have an object that helps calm them. There are many possible comforters that infants will adopt ranging from ‘purpose built’ eg dummies to pieces of satin from a favourite blanket. They can literally be anything the infant becomes attached to and we call them security objects or transition objects.

Special objects are a healthy and normal way for children to provide self-comfort. In a care environment we want children to feel secure and comfortable and we also want them to know they can access the things they need to feel calm, things that remind them of home or things the help them to settle.

Think of your experiences.

List some transition objects:

- 
- 
- 
- 
-
**Transition Objects**

**Babies need routine and consistency of care**

Carers might need to use *transition objects* when they are settling babies, ready for sleep.

These might include:

- Soft toy
- Dark Room
- Music box
- Smell of mum
- Rhyme
- Stories
- Song

**Match the above objects with baby ages:**

<table>
<thead>
<tr>
<th>Age</th>
<th>Transition objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newborn</td>
<td></td>
</tr>
<tr>
<td>6 months</td>
<td></td>
</tr>
<tr>
<td>1 year</td>
<td></td>
</tr>
<tr>
<td>18 months</td>
<td></td>
</tr>
</tbody>
</table>

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Guidelines for Quality Interactions

- Involve babies in things that concern them
- Respond to their interests
- Invest in quality time
- Learn each baby’s unique way of communicating - cries, words, gestures, movements, facial expressions, body positions and teach them yours
- Do not underestimate or ignore their ability to communicate
- Invest in time and energy for each child
- Respect the child as an individual person
- Be honest and authentic about your feelings
- Model the behaviour you want to teach and use lots of words to describe what is having
- Build security by teaching trust
- Value each baby and their progress. Do not rush their development

Massage Guidelines

Baby massage can be a helpful way to help bonding and can be used in a childcare setting to calm a distressed infant.

Here are some helpful guidelines for baby massage:

- The baby should not be hungry or too tired when you begin
- Make sure the room is warm
- You could cover the change table with warm towel to begin
- You will need a second towel to cover parts of baby that you are not massaging
- Keep baby warm, if she gets cold she will become upset and tense up which will defeat the purpose of the massage
- You can add soft music to the environment
- Remove all jewellery and keep nails short
- Oil is not essential and you can even use olive oil but do not use on baby’s face
- Start with baby lying on their back
- Begin by using a light touch and start at the top and work down
- Smile and talk gently to baby
- Start by working in small circular motions and make sure the pressure is evenly distributed on both sides of the body
- Work from top to toe and from the centre of the body to the edges
- Keep your movements circular
- Move from the head down the neck and shoulders out to the fingers
- Then softly stroke the tummy
- Massage the legs in a similar way to the arms and pay special attention to the feet
- Turn baby over to lie on the tummy with the head to the side and massage as you feel appropriate
- Always finish with the baby lying on the their back
- Keep massage short and sweet – 10-15 minutes is plenty
- You can just massage feet or hands when they are exposed to get you confidence up and learn more about the baby’s likes and dislikes
- Always looks to the baby and pick up on the cues given about level of enjoyment and time to finish
- If it is a disaster, do not lose hope, just try again next time
Establishing Routines and Rituals

Babies’ sense of security and trust in the world is directly related to their daily routines and rituals, which are provided by you, the consistent caregiver.

Having firm routines in partnership with families reinforce a baby’s security and trust.

Some routines and rituals will be common for most of the babies in your care eg floor time to increase large muscle development; but most will be unique to the individual baby. Special songs, the way a baby likes to be held, fed or put to bed need to be identified by the primary caregiver.

<table>
<thead>
<tr>
<th>Common routines in the care of infants include</th>
<th>You can develop trusting relationships and positive interactions during physical care routines by making the time personal and respectful to the infant. eg:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Arrival and departure times</td>
<td>• Addressing the infant by name</td>
</tr>
<tr>
<td>• Sleep / rest times</td>
<td>• Not rushing</td>
</tr>
<tr>
<td>• Nappy change</td>
<td>• Using a caring voice and establishing eye contact</td>
</tr>
<tr>
<td>• Meal times</td>
<td>• Using the time to play simple games or sing songs</td>
</tr>
<tr>
<td>• Dressing and undressing</td>
<td>• Explaining what you are going to do and ‘talking through’ the routine. Asking permission to touch or massage</td>
</tr>
<tr>
<td>• Bathing</td>
<td>• Adapting and responding to infant cues</td>
</tr>
</tbody>
</table>

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Use Physical Routines to Establish Relationships

- Eye contact, if appropriate
- Caring voice
- Simple games
- Physical contact
- Use names
- Be aware of personal preference
- Talk through routines
- Small considerate movements
- Do not rush babies
- Be aware of infants responses
- Let infants guide the interactions
Individual Care Plans for Baby

Providing individual care to each baby will help develop good social and emotional skills. Each baby has a very individual personality and it is your role to nurture the babies’ strengths and find ways to help them progress onto the next developmental stage. The following areas are easy to focus on with babies as they are rapidly changing as the baby matures...

<table>
<thead>
<tr>
<th>Vision</th>
<th>Touch</th>
<th>Language Development</th>
<th>Physical Development</th>
<th>Emotional and Social Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>Examples</td>
<td>Examples</td>
<td>Examples</td>
<td>Examples</td>
</tr>
<tr>
<td>• Black and white</td>
<td>• Ice cubes on a tray (constant supervision for choking hazard)</td>
<td>• Books, books, books</td>
<td>• Sliding</td>
<td>• Peek-a-boo with scarves</td>
</tr>
<tr>
<td>geometric shape</td>
<td>• Massage</td>
<td>• Rhymes, songs</td>
<td>• Puzzles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Rolling</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Construction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Pulling</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Threading</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Pushing</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• Blocks</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>• Kicking</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Crawling</td>
<td></td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>
Choose an age of a baby and think of some activities to support the baby's development in each of the areas
Sample Arrival and Departure Policies

Here are sample policies to guide staff in handling the arrival and departure of children and family members each day.

Arrival Procedure:
Arrival time experiences can set the tone for the whole day for children and their parents. It requires special attention because both staff and parents can be rushed at this time of day. Child care staff are often setting up the room while greeting new arrivals, and may still be settling children who arrived earlier.

1. The parent or other authorised person brings the child into the centre foyer and signs the child in on the attendance record
2. The parent takes the child to the locker area and assists them to store their belongings. If the child wears a nappy, the parent takes them to the change area and puts on a centre nappy.
3. The parent takes the child to a carer, and information is exchanged between carer and caregiver. Caregivers make every effort to greet each parent and child warmly and to spend a few moments with each arriving family.
4. The child is taken to a morning activity or play area by the carer and assisted in saying goodbye to the parents.
5. If the child is distressed, carers are encouraged to take the child to a window to wave goodbye, and are comforted in a manner appropriate to each child.

Departure procedure:
1. Child must be collected by their parent or other authorised person.
2. Parent or other authorised person signs child out on the attendance register in the foyer before collecting the child.
3. Parent or other authorised person collects the child’s bag from their locker.
4. Child care staff greet parents and information is exchanged about the child’s day. ‘Good news’ should be given about the child.
5. If child wears a nappy, parent changes the child out of the centre nappy and into their own nappy.
6. If staff are unsure about the authorisation of a non-parent collecting the child, they should check the child’s enrolment form, the message book, or seek verbal permission from the parent. Staff must then check the identification of the non-parent.
7. If a person is authorised, the child may be released. If a person is not authorised, staff members should take whatever reasonable measures they can to keep the child at the centre and notify the custodial parent of the situation. However, at no time should staff members endanger themselves or other children at the centre.
8. Parent or other authorised person is responsible for the child as soon as the child leaves the front door of the centre.
Separation Anxiety

Separation anxiety is a common stage of development for infants around the age of 8-9 months. The infant becomes anxious at leaving the main important figures in their life. Separation anxiety can even occur with familiar people. This anxiety can become more intense if the child is sick or stressed.

Most toddlers around 18 months have overcome this fear and by age 2, children should be happy to be left with familiar adults.

Separation anxiety is difficult to cope with in a child care service. An anxious child who is experiencing distress at separating from the parents needs reassurance, security and understanding. It is not appropriate to expect children to ‘get over it’ and you must treat the child’s emotional wellbeing with love and respect. Think of the long term goals and work in partnership with families to build relationships.

When infants are provided with a secure, consistent environment and well established secondary attachments they will become less anxious and gain confidence and gradually be able to separate more easily from the primary attachment figure.
Strategies for minimising Separation Anxiety

Remember: A caregiver who responds sensitively and with care and consideration to the child’s anxiety will build attachment and trust with both the infant and parents.

- Act before the infant becomes distressed
- Build authentic relationships with parents
- Make families feel at ease
- The way a parent feels and reacts will affect the child
- Spend time with families before they start care
- Acknowledge families if you see them out of the service
- Develop relationships
- Provide an orientation process and get feedback from parents about what else they would like to know or be shown
- Allow time for children to settle in, allow 2 weeks before commencing full time care to slowly introduce the child to the service
- Parents should be encouraged to stay for as long as they like
- Predictable change is better for infants
- Always say goodbye
- Make sure child does not see parent upset or unsure
- Assign primary caregivers to each family
- Offer support and assistance as necessary
- Offer physical comfort and comforting phrases
- Replicate routines from home
- Use distractions
**Sudden Infant Death Syndrome (SIDS)**

SIDS is the sudden, unexpected death of a baby during sleep.

SIDS can happen to any baby but is more likely if the baby has been
- exposed to tobacco smoke
- placed in an unsafe sleeping place
- put to sleep on their tummy.

In many families, the mother or father share the same bed or sleeping surface as the baby. This is called co-sleeping.

Aboriginal or Torres Strait Islander babies in Queensland are 3.5 times more likely to die of SIDS than non-Indigenous babies.

The 4 main ways to protect babies from SIDS are:

1. sleep baby on the back from birth
2. sleep baby with face uncovered
3. keep baby smoke free, before and after birth
4. provide a safe cot, safe mattress, safe bedding and safe sleeping place

Write down a few key points from the video:

Additional information can be found on the web at [www.sidsandkids.org](http://www.sidsandkids.org)
Good way / wrong way

See Website
Co – Sleeping

*Do not share a sleep surface with a baby if:*

- You are a smoker
- You are under the influence of alcohol or drugs
- You are excessively tired
- Other children are sharing a bed with a baby
- The baby could slip under bedding
- The bed is a waterbed or the mattress is too soft
- The sleep surface is a sofa or a chair
- Baby could become trapped between the bed and the wall or the bed rails
- Baby may fall off the bed

*Never fall asleep with baby lying on its tummy on your chest*
Discussion Starters

Cut and laminate........

SIDS

Wrapping

Head shape

Tummy time

Co-sleeping
DAY 4

Provide an environment that promotes security for babies

Learning Element 4

Participants will gain knowledge and understanding of
• how to set up stimulating and developmentally appropriate environments for babies and infants in their care
• how the physical environment directly relates to the emotional well being of babies

This will be achieved when the participant is able to:

4.5 Communicate expectations clearly to babies/infants and apply consistently

4.6 Set up the physical environment to provide a relaxed and flexible atmosphere

4.7 Set up the physical environment to accommodate individuality of the baby/infant

4.5 Create a safe and secure environment both in and out of doors with equipment of a suitable scale for babies/infants

Practical Demonstration at Bush Babies:

✓ Administration of First aid and/or incident report (if applicable)
✓ Listening to babies
✓ Wrapping babies
✓ Settling babies
✓ Singing finger rhymes and little songs
✓ Talking to babies quietly
✓ Provides a secure and safe environment for infants
✓ Sets up and adapts environment for individual infants
✓ Provides developmentally appropriate equipment and resources
<table>
<thead>
<tr>
<th>Time</th>
<th>Content &amp; Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30am</td>
<td>Welcome, overview</td>
<td></td>
</tr>
<tr>
<td>9.40am</td>
<td>Finger Rhymes – Review last week and introduce new rhyme – Add to folder</td>
<td>Singing</td>
</tr>
<tr>
<td>10.00am</td>
<td>Discuss what environment means in childcare – Physical/ Emotional.</td>
<td>Handout – Emotional needs of infants</td>
</tr>
<tr>
<td></td>
<td>Brainstorm on board the things that make our environment feel good, safe and secure.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We as adults create environments and make us feel like we belong.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read and complete H/O – recalling emotional needs of infants.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brainstorm what environment in childcare needs to be.</td>
<td>Handout – Stimulating environments</td>
</tr>
<tr>
<td></td>
<td>Think about own experiences and recall and share.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use H/O – stimulating environments to generate ideas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Divide areas into – cognitive, creative, messy, fine motor, physical, quiet, noisy,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>solitary, small group, whole group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss purpose and scope of areas and explain unfamiliar word meanings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To promote feelings of security and a sense of belonging the environment in an infant’s room should be predictable. We need to think about placement of equipment and play areas, familiar resources and favourable objects and where they are stored. Read through H/O – How do environments promote security?</td>
<td>Handout – How do environments promote security?</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>11.00am</td>
<td>MORNING TEA</td>
<td></td>
</tr>
<tr>
<td>11.30am</td>
<td>Participants set up appropriate environment – considering areas i.e. physical, quiet, noisy, shared spaces etc. Play in environment – record with camera. Discuss shy environments are suitable. Discuss ways to set up equipment/ areas better at ‘Bush Babies’</td>
<td></td>
</tr>
<tr>
<td>11.45am</td>
<td>Introduce – Trust and how to gain it from a baby. Complete circle of security poster. Show completed poster. Give students coloured card, info and get them to create and discuss circle of security poster.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brainstorm in groups - appropriate ways to respond to babies. Share responses and add from overhead. Draw from experiences and information covered.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pose question on board – What does a baby in our care want us to be? Get individuals to jot down ideas on stick its – share ideas in pairs/ small groups and complete list of ideas on board. Look over OHT to add any ideas and create a small poster to stick in folder.</td>
<td></td>
</tr>
</tbody>
</table>

**Handout** – Circle of security info

**Handout** – How to respond to a baby

**Overhead** – How to respond to a baby

**Handout** – What does a baby in our care want us to be?

**Overhead** – What does a baby in our care want us to be?
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.45pm</td>
<td>General chat and summary</td>
</tr>
<tr>
<td>1.00pm</td>
<td>Close</td>
</tr>
</tbody>
</table>

Students read over baby cue assessment worksheets and write individual responses. Share responses and add information if required.

**Activity** - Baby Cue. Assessment worksheet.
Checklist of Resources for Day 4

1. Handout – Emotional needs of infants
2. Stimulating environments
3. Handout – How do environments promote security
4. Resources for setting up appropriate activities for infants
5. Camera to record environments
6. Prepared Circle of Security poster
7. Coloured copies of circle of security elements, glue, card
8. Stick its, coloured pens
9. Handout – How to respond to a baby
10. Handout – What does a baby in our care want us to be?
11. Overhead – What does a baby in our care want us to be?
12. Worksheet – Baby cue assessment
Emotional needs of infants

Infants and young children in childcare need to have spaces and environments where they can feel comfortable, secure, relaxed and feel they belong.

Infants also need to have some personal items and special belongings to support their emotional wellbeing.

See if you can remember some of the emotional needs of infants?

Infant emotional needs include:

- C _ _ f _ _ t
- S e c _ _ _ _
- S _ f e _ _
- F _ m i l i a r _ _
- Sense of b e _ _ _ _ i n g
- Feeling r e s p _ _ _ e d
- T r _ _ t
- Feeling a t t _ _ _ e d to someone
How do environments promote security?

Remember – a sense of belonging and a secure environment is an emotionally supportive environment.

If we can create a secure environment we will develop feelings of trust, security, attachment and sense of belonging.

Some strategies include:

- Light
- Texture
- Support emotional development
- Smell
- Aesthetic or beauty
- Relaxed
- Home like
- Sense of belonging
- Familiar items – clocks, lamps etc
- Comfy for adults
- Soft furnishings
- Photos
- Soft lighting
- Personal space to store belongings

The environment needs to be stimulating and provide for the needs of all babies in your care.

It is also important to provide a safe and healthy environment and be aware of regulations to help you provide a suitable environment for babies’ wellbeing.
Circle of Security

Secure Base – Safe Haven

I need you to support my exploration

I need you to welcome my coming to you

Protect me

Comfort me

Delight in me

Organise my feelings

Watch over me

Help me

Enjoy with me
How to respond to a baby

Show pleasure

Be authentic

Follow child’s lead

Lots of interactions

Communicate in different ways

Help them develop and enjoy being with others

Adapt your personal style

Respond to cues

Lots of language
What does a baby in our care want us to be?

Warm and caring

Affectionate

Enthusiastic

Respectful

Knowledgeable

Available

Friendly

Responsive

Protective fun

Responsible
18 month old Jacov walks over to book corner and chooses a book. He then passes it to the carer, sits on carer’s lap and starts grabbing at the pages.

Describe what you would do..................

Why was it appropriate?

What would you change or how could you improve the response?

What were the needs of the infant?
Baby Cue Assessment Worksheet 2

7 month old Zeke begins to grizzle while he is on the floor under the play gym a little while after he has woken up from a sleep.

Describe what you would do..................

Why was it appropriate?

What would you change or how could you improve the response?

What were the needs of the infant?
Baby Cue Assessment Worksheet 3

14 month old Josie is rubbing her eyes, grizzling and putting her head on a pillow.

Describe what you would do..................

Why was it appropriate?

What would you change or how could you improve the response?

What were the needs of the infant