SAMPLE LESSON PLANS of
UNIT 1: INFANCY (BIRTH TO 12 MONTHS)

LESSON PLANS FOR GRADES 9 AND UP

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We owe the model for the structured lesson plans used in our curriculum to Harriet Heath, Ph.D., Sara Scattergood, A.B., and Sandra Meyer, B.A., Ed., who used such a model in their Introductory Curriculum: Learning About Parenting Through Learning to Care (1986).

# PARENTING EDUCATION FOR EMOTIONAL GROWTH:

## A CURRICULUM FOR STUDENTS IN GRADES K THRU 12

### LESSON PLANS for Unit 1, for GRADES 9 THRU 12

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INFANCY (0 - 12 MONTHS)

EDUCATION FOR PARENTING
Teacher Preparation: Textbook INTRODUCTORY UNIT, Chapter 1.

Objective

(1) Students will learn that parenting can be very gratifying if one has the necessary understanding of what it takes to parent in growth-promoting ways.

(2) Students will learn that parenting is a very serious, very complex and very demanding job.

Materials

One egg for each two students.

Activity

Make a list of all the things you think a parent does.

Class Discussion

1. From students' lists, make a composite list on the blackboard. (Add comforting, teaching, and limit setting, if omitted).

2. It has been said that parenting is a very serious job. Do you agree? Why? What is the effect on a child's personality of the kind of parenting he receives? Does the effect extend into his adult life? Does it go further than that? (The Community, even the world?)

3. Why is parenting considered a very complex job? (One has to understand general patterns of development, but also understand each child individually; one has to change ones approaches as the child changes. Learn the different ways a child communicates as he goes through the different steps of development.

4. In what way is parenting a very demanding job? (Non-stop responsibility, meeting the child's physical needs, developing an understanding of, and the ability to respond to the child's emotional needs, fitting the infant's needs into those of other members of the family.)
5. In what ways is parenting a gratifying job? If done well, seeing the child healthy, with a sense of well-being, and able to succeed in his own world. If done well, then there will be a relationship of love and respect between parent and child.

Outcome

Students will perceive the long-range effects of parents' work. Students will have an increased respect for the importance of the parents' role.

Homework

Divide class into pairs of children. Give each pair an egg to "parent" until the next session of the class. The egg must be planned for in a way somewhat similar to the way a parent must plan for the care of a baby. E.g., the egg's "parents" decide between them who is to take care of the egg at all times. It must never be left alone except for the parents' own sleep time. Each pair of egg "parents" will be prepared to report on their experience during the next class.
**Objective**

1. Through the egg experiment, students will become aware of some of the specific ways that parenting is a very serious, complex and very demanding job.

2. Students will have an enhanced awareness of how it feels to have responsibility for the health and well-being of another.

**Materials**

The previously issued eggs.

**Activity**

The students will give verbal reports regarding their "egg-parenting" experience. How did the "parents" share the egg-caring responsibilities? Did they have any conflicts? Did they feel tied down? Were they worried about the health and well-being of the egg? (Breaking it?)

**Class Discussion**

What about the responsibilities of parenting a human infant to insure its good health and well-being? How is an egg different from an infant?

<table>
<thead>
<tr>
<th>Egg</th>
<th>Infant</th>
</tr>
</thead>
<tbody>
<tr>
<td>An egg doesn't require to be fed, diapered, nor have its laundry done.</td>
<td>A baby has to be fed, cared for, diapered, and have its laundry done.</td>
</tr>
<tr>
<td>Egg sitting is much easier; no worry that it will have trouble breathing or roll off the couch when it moves.</td>
<td>Infant care-giving requires attention to the baby's being comfortable, safely put in a crib or on a couch, etc.</td>
</tr>
<tr>
<td>An egg never cries.</td>
<td>Infants cry. Parents need to figure out why, and what to do to relieve the infant from what is causing the crying. Not always easy.</td>
</tr>
</tbody>
</table>

PEG-U1-LPs for Grade 9&up
An egg isn't visibly changing all the time; you don't have to know much. You have to learn how babies change from week to week, from month to month.

An egg doesn't need warm, loving physical contact, holding, comforting. A baby needs to feel held warmly, lovingly, needs emotional and physical comforting, and much more.

It is too bad, if an egg breaks; but it is not a tragedy. Babies are irreplaceable. If any part of a baby breaks it could lead to serious consequences.

Of course, much more distinguishes the growth-promoting care of a human infant from that of a seemingly static (externally static) chicken egg.

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Outcome

Students will have an enhanced awareness and sensitivity to the many needs infants have and the enormous responsibilities that come with parenting.

Homework

Many mothers report that when they had their first babies, they were not prepared for all this important job involved. Talk with two mothers. (One can be your own). Find out what they learned about being mothers when their first babies came. Write a report on each interview.
INFANCY (0 - 12 MONTHS)

PHYSICAL DEVELOPMENT
**Reading for Teacher:** Textbook UNIT 1, pp. 6-17.

**Objective**

To help the students become aware of the enormous development from relative helplessness to great adaptation during the first year of life.

**Class Discussion**

Does anyone in the class know a newborn infant, or one under two months of age? (If not, ask the students to use their imagination; if someone does, ask the student to tell the infant's name and age, and give his/her observations about how helpless the infant is. Comparison may be made with newly hatched chickens, which can run around immediately, or with a newborn colt which can stand and walk, and knows just where to go for its dinner.

On the blackboard, write the following headings, and ask the class to give suggestions for filling in the information regarding each age. The students may enter this information in their notebooks as the discussion proceeds.

<table>
<thead>
<tr>
<th>THE NEWBORN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ways he is helpless</strong></td>
</tr>
<tr>
<td>He cannot move his body from one place to another.</td>
</tr>
<tr>
<td>He cannot see clearly.</td>
</tr>
<tr>
<td>He cannot feed himself.</td>
</tr>
<tr>
<td>He cannot talk.</td>
</tr>
<tr>
<td>He cannot use the toilet.</td>
</tr>
<tr>
<td>He cannot dress himself.</td>
</tr>
<tr>
<td>He doesn't know who is in his family.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
THE ONE YEAR OLD

Ways he is helpless

He cannot walk steadily, if at all.
He cannot speak in sentences, and explain his needs.
His movements are awkward; he cannot manipulate toys well.
He cannot dress himself.
He cannot bathe himself.
He needs help with feeding.
He needs help in accepting substitute care for mother (e.g., if in daycare).

Adaptive abilities

He can crawl.
He can say a few words.
He can grasp a spoon and try to feed himself.
He can signal to his mother by crying when he needs help.
He can hold toys, and explore them with mouth.
He can explore his world by looking, reaching and crawling.
He knows his family, is attached to them and treats other as strangers.

Assignment

Ask the students to observe an infant under the age of one year, and to record observations. This will involve:

1. Requesting a mother's permission to visit twice a month, to observe the infant for an hour and to consult with her about his/her development.

2. As nearly as possible, follow the outline in your Laboratory Manual for these interviews.

3. During the visit record observations on the charts, including both the Human Development and Child Rearing sections. Your observations of the child should be recorded on the Physical Development sheet, and comments about the Child Rearing Aspects, based on your interview with the mother, will be recorded on the Child Rearing sheet. Following the visit write a summary of the most important observations, and of your own impressions of the child.

Outcome

The students will have learned the specific areas in which first year development takes place, and how to observe these in the infant of their choice.

(Note: If there is anyone in the class who does not know an infant under one year of age, an alternative would be for the student to observe in a Day Care Center.)

PEG-U1-LPs for Grade 9&up
Objective

To understand how an infant's progress toward independence can be encouraged and supported by his parents.

Class Discussion

The students will be asked to report on their visits.

The following concepts and questions should emerge from their reports:

Not all infants of the same age show the same degree of development. The degree depends upon genetic factors, activity type and parental encouragement. There is a wide range of normalcy. Slow starters usually catch up at a later point.

If some students have newborns they are observing, and other have older infants, note the difference reported in the degree of helplessness, and the development of sensori-motor functions, and the social responses of the infants.

If a student has observed an infant who seemed to be overly active, ask the student to describe this behavior, and report how the mother helped to calm the child.

If a student has observed an infant who seemed to be overly quiet, the student may describe this behavior, and how the mother attempted to stimulate the child.

Did any mother report that her child seemed to be irritable? How did she handle this?

Did any mother report how she helped her infant wait a few minutes (when necessary) for his bottle?

When your infant made cooing or babbling noises, did the mother answer back? If so, how did the infant respond to her answer?

If you are observing an older infant, did you see the mother teaching him to say words? What words did he say?
Did the mother seem to understand what the infant wanted when he cried? Was she successful in comforting him? Did anyone see the infant using his grasp reflex? What did the mother do?

How did your mother help the infant to develop his movements? What was he able to do with his muscles?

Did the infant smile at his mother? Did he smile at you?

Did the infant cling to his mother when you approached? What did she do?

While you were there, did the mother express affection to the child, by words, hugs or kisses? If so, what was the expression on the child's face when she did this?

From the child's facial expression, his vocalizations, and his body movements, would you say that on the day of your visit he was feeling relaxed or tense?

Summary

Infants between birth and one year of age follow a common pattern, although the pace of their development may differ. From a beginning of great helplessness, in the course of a year infants develop the ability to crawl, or walk unsteadily, and in this way get ready to explore their world on foot. They say a few words, and understand a great deal that is said to them. They can grasp a spoon and messily but happily undertake to feed themselves. They examine objects with their mouths, and from the beginning have used their eyes to learn about their surroundings. By one year they know their families and have a strong attachment to them, particularly their mothers and fathers.

In all of these areas, their development is furthered by the love and encouragement of their families.

They, first their mothers and soon their fathers and siblings, learn to "tune-in" with infants' needs and with their communications. They develop a sense of timing - for example, when to stop handing a ball to an infant and when to encourage him to crawl after it himself. Families talk with their infants from the beginning. Even before they understand words, they can respond to an affectionate tone of voice. Later, families help infants learn the names of things and how to put their wishes into words; they play with the babies and show them how to do things with their muscles. Families help their infants grow and develop by giving them love and letting them know that they are greatly valued persons.

Outcome

The students will have an appreciation of specific ways that families can foster their infants' development.

PEG-U1-LPs for Grade 9&up
Assignment

Read Chapter 3 "The New Born: What is He Like?" in *How To Raise a Human Being* by Lee Salk, Ph.D. and Rita Kramer. Also read "One Year Summary", in *Babyhood*, pp. 240-245, by Penelope Leach.
INFANCY (0 - 12 MONTHS)

SLEEP - WAKE STATES AND PATTERNING

FEEDING
**PARENTING FOR EMOTIONAL GROWTH**  
Lesson Plans for **GRADES 9 AND UP**

**UNIT 1 - 0 to 12 MONTHS**

**SLEEP - WAKE STATES AND PATTERNING -- Part 1**


**Objective**

Review of development of the first year of life, with particular focus on the status of the newborn and the establishment of sleep-wake patterns.

**Class Discussion**

Ask the students to review their information about the newborn, based on earlier class material and their reading from Salk's How To Raise A Human Being; also to report on the development achieved by twelve months of age, based on the material from Leach's Babyhood.

**Teacher Presentation**

1. Both periods of sleep and periods of wakefulness are important to the infant - sleep for rest and growth, and wakefulness for the infant's progressive acquaintance with his environment.

2. The newborn may sleep as much as 16 to 20 hours a day. Gradually his need for sleep changes and by the time he is twelve months old, he may sleep only 10 hours at night with naps in the morning and afternoon.

3. When the infant is born, he has no established pattern of sleeping. At first night and day are the same to him. It is one of the tasks of his first year to develop a pattern of regular sleep and wake periods.

4. Things which contribute to good patterning and restful sleep include:

   - A quiet room
   - Comfortable temperature
   - A regular bedtime schedule
   - A night bottle or pacifier or other comforter
   - Affectionate handling of the infant
   - Comfortable relationships between family members
5. Things which make good patterning difficult, and disturb sleep include:

- Irregular bedtime schedule
- Loud voices or television near the infant.
- Temperature too hot or cold.
- Hunger
- Diaper wet or soiled
- Stomach pain
- Cold or other illness
- Allergies to food, clothing or detergents
- Immaturity - the child may need extra time to develop a good sleep-wake pattern.
- Anxiety - usually based on fear of separation from parents.
- Tension within the home; infants sense this even when they do not understand what is happening.

6. How the infant responds to sleep disturbers.

The child may have difficulty falling asleep. He may sleep restlessly, and waken crying. An older infant may have frightening dreams. It is thought that some instances of colic result from tensions that disturb sleep.

**Class Discussion**

What would you do if you were alone in the house with a two week old infant who suddenly wakes up screaming? (Since the child is screaming and not just whimpering or fussing, the cause is probably not that the room is too warm or too cold, or the diaper wet. The scream signals pain, probably a stomach pain. If you hold the infant upright against your shoulder, the warmth of your body may bring relief. Walking and talking with him in a comforting way may help. Normally such pain goes away in a few minutes, and the infant will go back to sleep.)

Among the sleep disturbers listed above is anxiety caused by fear of separation from mother.

Suppose you were asked one evening to be a baby-sitter for eight month old Evelyn. You like babies, and you are all set in your mind to have a pleasant evening with Evelyn.

However, it doesn't work out that way. The minute Evelyn sees you, she screams and clings to her mother. Why do you think she does that, when you are prepared to be friendly? (She is attached to her mother, and is afraid of people she doesn't know. This is a normal response at her age.)

Evelyn's mother had to go out, but she took time to comfort the baby, to explain that she would come back while Evelyn was asleep and that you would take good care of her. Evelyn calmed down, accepted her bottle, and mother kissed her good-bye. She even
smiled a little when you brought some stuffed toys to her. Then she took a good look at you and screamed again.

If you were in this unfortunate position, what would you do? (Keep reassuring her that mother will come back; give her pacifier when her bottle is finished; pat her gently.) Since you know she is not ill or in physical pain, you try to keep calm, and live with the crying. After a while, she will calm, and drift off to sleep.

On the other hand, if after an hour or two Evelyn woke up crying and appeared to be feverish and in some pain, what would you do? (Call the mother; try to reassure the child until mother returns.)

Outcome

The students will understand the contributors to good sleep-wake patterning, and the sleep disturbers which may interfere with this development.

Assignment

1. Visit the infant you are observing, focusing on the laboratory sheets pertaining to sleep-wake cycles and patterning. Fill in the answers to all the questions that you can, and write a one-page summary of your visit as well.

2. Imagine that you are the parent of a week old son or daughter. Write a page explaining how you would help him/her get acquainted with his/her family and environment. Consider (1) what you can expect a week-old child "take in". (2) How would you use your voice and your touch? (3) How would you hold the baby? (4) How would you relate to the baby if he/she is very active? (5) How would you relate to the baby if he/she is drowsy and inactive?

When the baby reaches the age of six months, what additional things would you do to help him learn, and to enjoy his awake periods?
Objective

To learn what parents can do to help infants achieve growth-promoting sleep-wake states.

Class Activity

The students will report on their visits.

From their reports should emerge:

A picture of the extremely high proportion of the infant's time which is spent in sleep.

A description of the ways mothers help their infants to enjoy comfortable sleep periods; also what mothers do to make their infants' wake periods interesting.

There may be some reporting of sleeping problems, and how the mothers dealt with these.

Discussion

How can a mother or father tell what is making an infant wake up and cry?

(They listen to the tone of the cry, they look at his face and the tension in his body, and also their empathy with the infant helps them know. Empathy is the ability to tune in with another person's feelings.)

If a parent believes that the infant has had a frightening dream, what should she do? (Reassure the infant, pat him, stay with him until he falls asleep again.)

If the parent has tried all the usually successful ways of comforting the crying infant, and he still cries and is very feverish, what should the parent do? (Call the pediatrician.)

If the mother has fed the baby, changed his diaper, put him to bed in a comfortable room, with a good night hug and kiss, and he fusses and doesn't go to sleep, what should she do? (She knows nothing is wrong, and suspects that he wants to be picked up and to rejoin the family. She would wait a while, and if he still was fussing, would go to him, give him another kiss and tell him firmly to go to sleep.)
Suppose a mother and father have been having a quarrel and their loud voices have awakened the baby who senses the tension and begins to cry. What should the parents do? (Put their quarrel "on hold", while they comfort the baby. Remember next time to work their disagreements more quietly, and not in the baby's presence.)

Suppose you were the mother or father of an infant, one month old? You want to make the infant's waking moments as interesting as possible. What would you do? (Talk with him, hold and cuddle him, walk with him.)

Outcome

The students will appreciate the role that empathy plays as parents help an infant develop healthy sleep-wake patterns.

Assignment

**PARENTING FOR EMOTIONAL GROWTH**  
Lesson Plans for **GRADES 9 AND UP**

**UNIT 1 - 0 to 12 MONTHS**

**FEEDING -- Part 1**

Reading for Teacher: Textbook UNIT 1, pp. 28-36.

**Objective**

The students will learn that the feeding experience an infant has affects profoundly both his physical and emotional development.

**Class Discussion**

When does the feeding of a human-being-to-be begin? (At the time the embryo begins to grow inside the mother.)

How is the embryo, which at nine weeks will be called a fetus, fed? (Part of what the mother eats and drinks is processed for the embryo or fetus and channeled to it through the umbilical cord that connects the mother and fetus.)

Suppose the mother eats or drinks something that would be injurious to the fetus. Is this filtered out in any way so that the fetus won't be hurt? (No, therefore, it is very important for the mother to understand what helps the development of the child-to-be and what will harm it.)

What is the right food for a developing fetus? A general rule is that what is good for the mother is good for the child -- a balanced diet of fruit, vegetables, meat and fruit, cereals, salads, bread and some additional milk. A pre-natal clinic will advise if a mother has any special needs.)

What is bad for the developing fetus? (Drugs and alcohol; also nicotine from smoking gets through to the fetus.)

What harm do these things do? (At birth the baby may be underweight and weak; it may be addicted to drugs, and suffer severe withdrawal symptoms; it may be brain-damaged because of drugs or alcohol, and nervous because of nicotine.)

What should a person do who is expecting a baby, and has a drug or alcohol problem, or a smoking habit? (Go to a pre-natal clinic and ask for help, for herself and for her son or daughter-to-be.)

PEG-U1-LPs for Grade 9&up
After the Baby is Born - Teacher's Presentation

Upon entering the world outside of his mother, the newborn immediately has to give up being passively tube fed, and he has to take some responsibility for himself. That is a lot to ask of him, but fortunately the infant is equipped with a strong rooting reflex which enables him to hunt for the nipple, and with a sucking reflex which tells him what to do with the nipple when it is located. So when offered either his mother's breast or a bottle, he is ready to do his part.

Every few hours, a newborn infant awakens with painful feelings of hunger. His cry brings mother with milk. Mother holds and cuddles him while she feeds him. The pain goes away and he feels satisfied and comfortable. While drinking his milk, he gazes up into the face of his rescuer and as the weeks go by he realizes that it is his mother, and sometimes his father. It registers in his mind that this is a person who feeds and cuddles him, and who responds to his needs. Gradually feelings of attachment and trust begin to build up for these people, and later for others. It is not an exaggeration to say that a good feeding experience is of crucial importance in helping a child develop qualities of love and trust. An infant who is required to wait too long between feedings when he is painfully hungry, or an infant who is not held and cuddled and talked to while being fed, will have a much more difficult time developing trust and attachment than a child who has a good experience.

By three months, the infant will have been started on soft "baby food". Even a very young child will show by his response whether he likes or dislikes what he is being fed. He should not be forced to eat a food he strongly dislikes. When an infant is a few months older, he sometimes will take the spoon from his mother's hand, and try to feed himself. He is beginning to show that even though it is nice to have mother feed him, he has an urge to move towards self-reliance. When he is a year old, he still likes to be fed by her, but he has a strong need to explore, and may grab a bottle and toddle around the room feeding himself. By this age, he can drink from a cup, and can be weaned gradually, with the night bottle remaining for several more months as a comforter.

Discussion

Do you think it matters to a baby whether he is breast fed or bottle fed? Why or why not? (The important thing for the baby is to be held close and cuddled while feeding.)

Do you think it is all right to prop the bottle on a pillow instead of holding the baby? Why or why not? (For the child's emotional growth, it is very important that someone be available to feed him.)

Which do you think would be better -- to put the baby on a feeding schedule every four hours, or to feed him when he cries for food? (Babies' capacities differ, so a flexible schedule is better; also feedings should be geared to the baby's age, and to the reasonable schedule of the mother.)
If a baby wakes up hungry, and has to wait a long time to be fed, how does he feel? (Uncomfortable, anxious and angry).

To prepare a bottle may take five or ten minutes. How can a mother help a baby wait for this? (Talking to him; her voice will reassure him even if he doesn't understand the words.)

If a baby has a happy time lying in his mother's arms drinking milk, won't he want to remain a little infant forever? (No, infants have a built-in urge to grow up; they do this better and faster if they have good, rather than poor feeding experiences. Adequate gratification prevents the need to cling, and enables the child to move on in his emotional development.)

If he enjoys eating, will he eat too much and get fat? (No, babies who are given TLC (tender loving care) with their feedings need less food than those who get too little cuddling).

Suppose a ten month old baby wants to play in the middle of being fed his spinach. Should his mother allow that, or require him to stick to business? (A reasonable amount of playing during feeding makes the experience enjoyable and strengthens the relationship between mother and child).

If a ten month old insists on trying to feed himself, should mother let him, even if he is messy? (He will benefit by being encouraged to do things independently).

Mothers have a lot to do, and feeding takes a long time. Is it OK to try to make the baby hurry? (It is better to plan one's time to allow for a relaxed feeding experience, and save time in other ways.)

Babies, like everyone else sometimes feel hungry for TLC, rather than food. How do they show this? (They may turn away when offered the bottle or other food, appear irritable, but respond when offered cuddling.)

Assignment

Visit the child you are observing during a feeding. Interview the mother, fill out your observation sheets and write a summary of your visit.

Outcome

The students will appreciate the emotional as well as the physical aspects of feeding.
Objective

The students will learn how parents can make feeding an emotionally positive experience for the infant.

Class Activity

Several students will be asked to report on their visits to "their" infant and mother.

All students will be asked what the mother did to make the infant comfortable and contented during the feeding. Answers will include such observations as:

- She held him in a comfortable position, cradled against her body.
- She let him take his time.
- She burped him two or three times.
- She talked to him.
- She smiled at him.
- She didn't make him drink every drop, but knew when he had had enough!

The students will be asked to speculate how a happy feeding experience contributes to healthy emotional development. (It gives the child the feeling that his mother loves and takes care of him, and this helps him trust and build an attachment to her and gradually to others.) If a child is not given enough food or love, how does this hurt his development? He will have too much pain, will feel that the world is an unfriendly place and will not find it easy to develop attachment and trust.)

Even in families where there is plenty of food and love, there may be occasional problems. Did any of the mothers describe any?

(The problems will be listed on the blackboard, the teacher adding any not reported by the students. As the problems are listed, the teacher will ask the students about solutions, and with her own additions will fill in the other side of the chart. She will emphasize that
with all problems, parents need to take their cues from the infant, trying to understand what is making him uncomfortable, and using their best judgment in trying to help him.

<table>
<thead>
<tr>
<th>Problem</th>
<th>What will help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas</td>
<td>Holding the bottle so that the milk fills the nipple, and burping the infant in an upright position once or twice during the feeding, will help prevent, or release, the gas which comes from swallowing air. An infant on solid food may have gas in the lower bowel. Comfort him, do not urge him to eat more, and wait for the gas to pass.</td>
</tr>
<tr>
<td>Infant often irritable, hard to calm.</td>
<td>Handle gently, speak soothingly when presenting food to him.</td>
</tr>
<tr>
<td>Infant won't eat enough. make</td>
<td>He won't let himself starve. Perhaps he has a small capacity at this time. Try smaller amounts more often. Forcing feedings will him resist eating and will be more detrimental than useful. If the infant is too sleepy, try to keep him awake and feeding; if too active, calm him and try to get him to eat a bit more. Help him gradually to work toward adequate feedings.</td>
</tr>
<tr>
<td>Colic</td>
<td>Colic may be caused by immaturity of the digestive system. This kind usually decreases or stops after three months. Be sure the food is right for him -- children can be sensitive to certain foods. Be aware that infants feel the tension in the people who hold them. Tensions are contagious! Trying to solve stressful situations is important. Even if the situation may not easily solved the feelings can be managed.</td>
</tr>
<tr>
<td>Allergies</td>
<td>Many babies are allergic to milk or other foods. A pediatrician can suggest substitutes.</td>
</tr>
</tbody>
</table>

**Teacher's Summary**

As with problems at any age, prevention is better than cure. To provide an infant with a comfortable, problem-free feeding experience is not simple, but can be achieved by:

1. Providing food that is right for the baby.
2. Trying to schedule enough time, so that both the infant and parent can enjoy doing this together. The more the baby is comfortable, the more the mother is comfortable, the better the feeding experience will be.
3. Observing the infant's facial expression and listening to him, to see if things are going well.
4. If he seems uncomfortable, burping, patting or otherwise comforting him, according to the parents' judgment about what he needs.
5. Remember that children can develop well, even if a mother makes a mistake once in a while.

With any feeding problems that last more than a few days, a pediatrician should be consulted. It is important for the infant's emotional as well as his physical health that the formula be right for him and that the possibilities of allergy or illness be checked out.

Sometimes when an infant has colic there are stresses which the mother and father need to work out with each other, so that they and the infant can relax. A doctor, clinic or counseling service can be helpful in this.

Sometimes a family has budget worries and cannot afford to give the infant the right kind of food. Our government considers it so important for infants to get a healthy start in life that it has set up the WIC (Women, Infants, Children) Program which provides milk, orange juice, cereal and other foods for families having financial problems. All pediatricians and pediatric clinics have information about this. When a family knows that it has the right food for their baby, the feeding experience can be a good one.

Assignment

In Infants and Mothers by T. Berry Brazelton, M.D. read pp. 106-122.

Write a page giving your ideas about how mothers of an active baby, a quiet baby and an average baby might adapt their methods of feeding to suit their baby's temperament.
INFANCY (0 - 12 MONTHS)

CRYING

AND

AFFECTS
Reading for Teacher: Textbook UNIT 1, pp. 37-38.

Objective

To understand that crying is the infant's method of communicating needs; to learn how to understand the messages of the child and to respond in a way that is growth-promoting to him.

Class Discussion

Whether you are an infant or a senior citizen, a two year old, a teenager or a parent, it is a human thing to do to cry at certain times. What are some of the reasons people cry?

(They may cry in severe pain, when wanting to do something very much, and being prevented from doing it; in sadness if something bad happens to a relative or friend; if they are terribly afraid of something - or if they are terribly afraid, and then suddenly relieved; they may cry in anger if they feel unfairly treated; they may have an impulse to cry if they see something that is very beautiful, or if someone does an unexpected kindness to them.)

What is the first thing an infant does when he is born? (Cries)

Why are the doctors and nurses pleased about this? (It shows that the infant is alive and the effort to cry causes the child to inhale and begin breathing on his own.)

Do you think the infant is happy at that moment too? (No, he has had an uncomfortable trip into the world, which feels cold and much too bright to him.)

Do you think that babies always have reasons to cry, or do they cry sometimes just to exercise their lungs?

(They always have a reason.)

What might some of the reasons be? (Hunger, which is felt very intensely by infants; the discomfort of a wet diaper; stomach pain; a cold that interferes with breathing; a virus; or he may cry because he hasn't been held in what seems to him like a very long time. When he is a little older, a child may cry from teething pain; because of anxiety
when mother leaves him, or when a stranger picks him up; he may cry from a frightening dream, or he may cry in protest when he is put down for a nap.)

Do the cries of a baby all sound alike? (No, parents soon come to know whether a cry signals pain, hunger, anxiety or rage. They learn to decode the signals by listening to the tone of the cry, and by observing the child's facial expression) and by their own empathy with him.

Assuming that a mother realizes that his infant is crying from hunger, and it is going to take a few minutes to prepare his food, what can she do to help him wait?

(Even though he may not understand the words, it will help him if she speaks to him in a reassuring tone, while she prepares his food as soon as possible.)

What can she do if he is crying from stomach pain? (She can hold him against her shoulder, pat him and walk with him.)

What if he has a cold and his breathing is obstructed? (Clear the nasal passages, hold him and walk with him until he falls asleep.)

How would a mother help a child who cries from the pain of teething? (She cannot make the pain go away, but she can give him a teething ring, and extra TLC so that he knows she cares about his pain.)

How can she help a child who cries from a bad dream? (Pat him, reassure him and stay with him until he falls asleep.)

What should she do about a child who cries in rage when being put to bed? (In a loving and reasonable, but firm tone, let the child know that bedtime is necessary for him to grow, and he must go to sleep.

If he still cries, would it help to spank him? (No, spanking will make him feel rejected, and will cut off communication. This situation is much better handled by words, however, the parent should not give in, and allow the child to stay up longer because he is crying.)

What would you do with an older infant who is being left for an afternoon with his grandmother, and who cries in anxiety as his parents start to leave? (The parents should reassure the child that they will come back; grandmother can let the child wave to the parents from the window, and she can reassure him also of the parents' return; the parents should come back when they promised and remind the child that they had said they would. They should never slip out without telling the child. To do so will increase his anxiety and make it difficult for him to trust his parents.)
Summary of Discussion:

1. Crying is always for the purpose of communicating needs.

2. To understand the specific message, it is helpful to look at a child's face, to listen to the tone of his cry, and to try to sense empathically what he is feeling.

3. It is important to alleviate the pain as quickly as possible; if it is not possible to take away the pain, comforting the child will help make it bearable.

4. If a child is crying in anger, deal with it in a reasonable but firm way.

5. If a child is crying in anxiety about separation, be reassuring about returning. Never slip away from a child.

Outcome

The students will have become sensitized to the signals communicated by infant's crying, and will have learned appropriate ways to respond to them.

Assignment

Visit your observation child and mother. Fill out the Laboratory forms on Crying, and write a summary of your visit.
Reading for Teacher: Textbook UNIT 1, pp. 39-44.

Objective

The students will learn that feelings (affects) accompany the infant's entrance into the world; that the range of affects increases greatly during the first year of life; and that the individual's lifelong personality development as influenced by the emotional experiences of infancy.

Class Exercise and Discussion

Every person, whether just born or a hundred years old, has feelings. His affects -- which he expresses by his body language or voice -- describe for us what these feelings are.

Ask the students to write in their notebooks: "Affects are the window through which we can come to know and understand what a person is feeling inside." The student may give examples of this.

Ask the students to spend a few minutes thinking back to their earliest memory; (then to write down how old they were, what happened, what their feelings were, and why they remembered this happening all these years. Volunteers then will read about their experiences, which will demonstrate that:

1. Small children have very strong feelings, whether of pleasure, panic, anxiety or anger and 2. that early emotional experiences can have lasting effects.

Teacher Presentation: Affects during the First Year

An infant in the first year of life does not have as great a range of feelings as you have just described in your memories, but he has all the need to start, and rapidly develops others.

By two weeks, a child shows feeling tones of calmness, of excitement, of satisfaction after feeding, of crying, agitation and rage.
By **six months**, he expresses all of the above, and in addition pleasure, cheerfulness, smiling, fear, anxiety, panic, anger, temper tantrums, sadness, attachment and the beginnings of affection for his family.

By **one year**, feelings of affection are more developed for his mother, father, siblings and valued caregivers. The child is also capable of experiencing grief and depression.

A wise person once said that the emotional experience of the first year of life are unrememberable and unforgettable. What does this mean? (Nature takes from us the conscious memories of being hungry and being fed, of being frightened and of being reassured, of being sick and being cared for, of being in a rage and being soothed, and of being shown love in a hundred ways by our families and caregivers. However, in our unconscious mind, their experiences have been recorded, and have an influence on how we feel to this very day.

For healthy development, there should be a balance in the child's life of mostly comfortable feelings, with some temporary periods of feeling some discomforts. Parents cannot, and should not attempt to protect the child from every possible distress. He does have to live in the real world, and the real world, as you know, has some bumps in it.

Consider what feelings a two month old might have, if he had to wait six hours for his bottle? (Fierce hunger, rage, panic.) If this happened repeatedly, how would he come to feel about his mother or caregiver? (She doesn't care, I can't expect good things from her; this could lead to a feeling that the world is an unfriendly place, and that the child is not valued.)

Consider what feelings a two month old child might have who instead of waiting six hours to be fed, has to wait six minutes. (He would feel hunger and perhaps rage, but these feelings would quickly disappear with the food and comforting that come after a very few minutes. As these experiences happen over and over, he feels valued as a person, and comes to feel that the world is a friendly place.)

By the end of the first year, feelings of not being valued, of depression, anger at the mother who doesn't give him enough food, and distrust of the world in general, would be uppermost in the first child. These feelings could change, if he were cared for in a more loving and reliable way later. Otherwise he is likely to grow up as an angry, unhappy person, who will take his anger out on other people, because he has felt cheated all his life.

In contrast the second child who has had small frustrations, (such as the six minute wait) but mostly the good emotional experiences of being loved and cared for, will grow up liking himself, and his family, and he will be ready to meet the world on friendly terms.
Assignment

1. Visit your mother and child pair, following the instructions in your manual, regarding affects. In trying to assess what the infant is feeling, remembers that your own empathy will assist your observations.

2. Read and take notes on pp. 1-12, of First Feelings by Stanley Greenspan, M.D.

Outcome

The students will have attained an appreciation of the existence of, and importance of feelings in the first year of life.
Objective

The students will learn what parents can do that is growth-promoting regarding the child's affects.

Class Discussion

1. In your imagination, go back to the time when you were first born. You entered a strange world of giants, whom you could see in a blurred kind of way. You couldn't understand a word they were saying, although the voice of one sounded a little familiar. You felt you had heard it in the dark, cozy place you lived in before you came into this bright, noisy world.

   What feelings do you think you would have had in those first few weeks of life? How would you want the giants to respond to you?

2. What did Dr. Greenspan have to say about the first feelings of infants?

3. The students will share reports on observations from the family visits.

   Although you could not have seen all the affects listed in the Lab. manual, did you find that you could tell what the child happened to be feeling while you were visiting.

   How did your observation of the child's "body language" help you?

   Did you find yourself trying to imagine how the infant was feeling?

   What were your observation about how the mother responded to what the child was feeling?

   Was your mother successful in tuning in with, and comforting the child?

   If they were well tuned in with each other, what effect do you think this will have on the baby's personality development? E.g., If he learns to trust his mother during his first year, will this trust help him when he has to face something difficult later, such as toilet training?
Summary

Infants are born with a survival kit -- the ability to let their distress be known by crying and screaming. If their problem is not too big, they show their feelings by moving their muscles in a tense way, by wrinkling their foreheads and by moving restlessly. Their excitement is shown, too, by their vigorous movements of arms and legs and later by smiles. Parents very soon by observing their babies, by imagining how they are feeling, and by their empathy, come to understand what they are feeling. By understanding, the parents then know what to do to help the babies feel better if they are in distress, and how to tune in with their pleasure and excitement at other times. In response to the parent's empathy with them, babies begin to develop the ability to be empathic with other people.

It is important that parents allow their children to express their feelings. If a parent insists that a child "stop that crying", without finding out the cause of the crying, the child may stop, but may also stop trying to communicate with his mother.

The reason it is important to tune in with and to respond to the child is that to help him have good feelings most of the time is to promote his emotional growth. Good feelings lead to the development of good feelings about oneself, and love feelings in relationships; and bad feelings, or feelings of excessive pain generate hostility in the child, which then becomes part of the child's self-experiencing, and of the parent-child relationship. The feelings of the very young child become registered in the depths of his mind, and will stay with the child for years to come, if not forever. The parent can help the young child by observing, listening and responding empathically to the child.

Outcome

The students will appreciate that the parents' attentive and empathic responses to their infant's appeals will not only increase the child's comfort, but will help him to feel good about himself, and begin a pattern of loving relationships with others.
INFANCY (0 - 12 MONTHS)

ATTACHMENT
**READING FOR TEACHER:** Textbook UNIT 1, pp. 45-64.

**OBJECTIVE**

The students will understand that attachment to the parents is a necessary aspect of infant development in both human and animal life.

**CLASS DISCUSSION**

The students will report on instances they have observed of babies showing attachment to their parents. What is the feeling tone shown by the infant? By the mother?

Newborn animals show a strong kind of attachment behavior, too. Scientists now believe that a newly hatched chick is programmed by a built-in (inborn) mechanism to attach to members of its own species. This mechanism was labeled **Imprinting** by Konrad Lorenz, a German ethologist (a scientist who studies animals other than Homo sapiens). Imprinting, Lorenz proposed, is put into action nearly immediately after the chick's emergence from the egg. It seems that each species of bird, for instance, is programmed probably by some gene to attach to the animal that has a very specific marking, say on its head, such as a red spot above the eyes. Usually, of course, this marking on the mother bird then leads the chick to instinctively attach to that mother bird.

This mechanism is essential for the preservation of any given species. It is important that imprinting occur nearly immediately upon birth; otherwise, mal-attachments, or to say it more correctly, attachments to living organisms who are not a member of our species can and does occur. For example, there have been instances in which a bird, such as a goose, has become imprinted to another animal, or to a person, which is exactly what happened to Dr. Konrad Lorenz as he studied geese! Indeed, that is how he came to identify this critical phenomenon.

Clearly, imprinting is a powerful but rather rigid mechanism for so important a function as attaching to members of one's own species. In fact, a number of mammals (other than Homo sapiens) attach in a more complicated manner. J. P. Scott, another Dr. of Ethology who studied dogs and cats, found that they attach by a longer process of **Primary Socialization**, which essentially means that an inborn set of instinctive mechanisms secure this much needed socialization. This way of attaching, takes a number of weeks to develop well; this leaves much less to chance and is much more flexible than imprinting.
This primary socialization probably has much to do with the fact that puppies and kittens can attach to their human owners so well, especially if these are brought into a family when they are only several weeks old.

But, in addition to the all important function of preserving the species, why is it important that infant persons and animals be able to attach to their parents? (Attachment means:

1. That mother and infant are close physically and emotionally, and this gives the infant the feeling of protection and comfort it needs.

2. Attachment is combined with nurturing, feeding, cleaning and caring for the infant.

3. Because of attachment the parent can teach the infant what he needs to know about his family's world and special ways of being.

4. An attachment that is warm emotionally gives the attaching infant a sense of well being, and of being valued.

5. Through the first attachment, the infant learns how to make relationships with others in his family, then later with peers, and much later with a mate and children.)

Activity

Presentation of the film "Rock-abye-Baby".

Discussion of film: This should include:

What do baby animals and human infants have in common?

What happens to an infant if his mother cannot be with him?
How would you help an infant who was forced to live apart from his mother?

Outcome

The students will have learned about the purpose of attachment to the parents during infancy, and that it is a model for later relationships.

Assignment

1. Read Chapter 1 of That Quail Robert.
2. Ask your mother or father what signs you showed as an infant that you were becoming attached. To who were you first attached? Then to whom else did you become attached.

PEG-U1-LPs for Grade 9&up
Objective

To learn to identify the developing signs of attachment in infants.

Class Discussion

The students will discuss the attachment that the bird in That Quail Robert developed for the Krenles, in the context of the purposes of attachment (protection, nurture, well-being, relationship building.)

What did Dr. and Mrs. Krenle do that led the quail to attach to them?
(They gave food, warmth, something to cuddle; and they talked to the quail.)

How did the quail show that it considered them its parents?

The students will be asked to report on what their parents told them about their own early attachments -- how expressed, and to whom.

Teacher Presentation

Before real attachment in infants begins, there are forerunners:

Recognition: Very early the infant shows that she recognizes mother's voice, her fragrances, her way of holding, her giving of food. At first, in a vague kind of way, the infant senses that this is a person who makes him feel good.

Non-Specific Smiling Response: When the infant is only a few weeks old, she begins to smile. These first smiles are not beamed at a special person, but indicate that the infant has a sense of well-being. Or they may be in response to anyone who smiles at her. Infants even will smile at the picture of a face that is placed in front of the child.

Specific Smiling Response: is the first sign of beginning real attachment. This smile that begins to develop when the infant is about two months old, becomes stabilized when she is about five months of age. In this, the infant shows a strong preference for her mother, and shortly thereafter for her family members.

 Stranger Responses: A child of six months may stare or look uncomfortable if someone outside the family looks at or speaks to her. The infant may show anxiety by
clinging or crying if the "stranger" tries to pick her up. This means that attachment is
taking place with mother and other family members; it is exactly this that makes others
be experienced as strangers.

**Separation Anxiety:** Most six month olds when aware of mother's leaving will
experience distress. The infant may appear upset and frightened, and cry or scream. This
reaction arises out of the infant's experiencing her absence as a loss. The six month old
cannot retain in his mind the image of the mother who has just disappeared, hence feels
abandoned. If the mother will tell the infant each time she leaves, that she will return and
also tell him when, this eventually will help the child tolerate absences and develop
confidence that she will always come back.

**Reunion Reactions:** When the mother returns there may be two types of reunion
reactions. First, there is a simple, pleasurable, excited response to seeing the mother
again. The second is a response of distress or anger, associated with either clinging to the
mother or pushing her away. This angry reunion reaction also tells us that the infant is
attached to the mother.

**Assignment**

The students will visit their mother-infant pair, and look for beginning signs of
attachment, and the mothers' part in this.

**Outcome**

The students will have learned the basic signs of early attachment.
Objective

The students will learn how an infant's mother and other members of his family, can encourage attachment to themselves and others.

Class Discussion

The students will report on their visits to their mother-infant pairs. The following are among the issues to be discussed:

- What signs of pre-attachment did you see?
- Did the infant seem to recognize his mother?
- Did the infant smile?
- Could you tell what stimulated the smiling?
- Did your mother think that her child had a special smile for her?
- How the infant began to smile at father, or brothers and sisters?
- What did you see "your" mother doing to encourage the attachment that was beginning?

Teacher's Presentation

There are several ways mothers can help a child develop attachment:

**During the non-specific smiling phase:** The mother can help by responding promptly to his needs, by talking to and cuddling him, and by smiling back whenever he smiles. Each time the infant has the experience of being fed and held by his mother and other family members this registers in his mind that he can expect good things from these people, and gradually a positive attachment will be formed.

**During the specific smiling phase:** The child becomes more and more clear who his mother and other family members are, and the feelings of attachment become stronger. It is very important that the care of the child be reasonable and reliable, that the person to whom the attachment is being formed brings things that feel good, and comforts when the infant is in distress. Too much pain damages the attachment-forming process. For example, if a mother were unreliable about feeding her infant in reasonable time, when with her, he would associate in his mind the distress he feels with the mother who finally brings him some food. If a normally reliable mother is late one time because of being held up in traffic, she can feed him as soon as she returns and comfort him, and he will no
doubt recover his confidence in her and in his own right to be fed when hungry. No
mother can protect her child from all pain and frustration all the time, but she can help
him deal constructively with these feelings.

Although it commonly thought that a child of six months does not understand what is
said to him, it is important to talk with him anyway. Children begin to understand at a
very early age, and before the words make sense, the tone of mother's voice conveys
comfort to the child. Smiling back continues to be important at this stage. It tells the
child "You're special."

**Stranger Responses**

As the infant from three months on gradually forms a specific attachment to mother
and other members of the family, he becomes aware of others in the world he doesn't
know. When others try to pick him up he recognizes "This is not the one (or one of the
ones) to whom I am attached," and the unknown person who is trying to be friendly,
frightens him, and he may cry and cling to mother (if she is there). This can be
embarrassing if the "stranger" is the child's own grandmother or grandfather! The mother
can help by asking the grandparent to give the infant time to get used to her or him before
picking him up. Mother can hold the child and talk to him about grandmother (or
grandfather as the case may be), and gradually the infant will come to see that this is a
friendly person who will make a new relationship with him. Grandmother, and especially
grandfather! can also help by not swooping down on him, but by going toward him
slowly and talking to him in a warm, perhaps even playful voice.

If you sometimes do baby-sitting you will find that the infant will accept you if you
will give him time to get used to you, and if you will approach him in a gentle way.

**Separation Responses**

From five months on to eight months and even longer, separations from mother are
extremely distressing for an infant. The attachment is being formed, his specific smiles
are directed to her, and when she leaves him, it feels like a disaster. This is in fact
because his memory is not well enough developed so that he can picture her in his mind
when she is away; nor can he remember at this age that when she has gone away in the
past, she has always returned. He recognizes her instantly when he sees her, but cannot
yet hold a mental picture of her in his memory, so when she is out of sight, he feels she is
gone forever.

Naturally mothers have to leave their infants at times, and there is no way to spare the
child completely from the anxiety separation at this age produces. But several things
help:

Remembering that infants understand more than adults think they do, it is important
for a mother to tell a child that she is going away, and that she will come back when it is
time to feed him, or put him to bed, as the case may be. Use a time guide post an infant will have experienced such as being fed or put to bed, etc.

A parting hug, and a soft toy to hold may comfort him.

He likely will still cry after mother leaves, but the cry will have less distress in it, than if mother slipped out, hoping that he wouldn't notice. Slipping out usually doesn't work, and it leaves the child insecure, never knowing whether or when his mother will suddenly vanish. The honest approach may make a child upset and angry temporarily, but builds trust, as the child gradually comes to know that mother will do what she says.

Reunion Responses

You recall that there are two kinds of reunion responses -- happy ones and angry ones. It is natural for a mother to respond warmly when her child gives her a hug and happy smile when she returns. It is not so pleasant when the child turns away from her with a pout of even a scowl. It is important for her to remember that this reaction is also a sign of attachment. He is angry because the most important person in his world had "deserted" him. Mother can help him by telling him that she knows it was hard for him and that she understands that he is angry because she went, and he didn't know for sure that she would come back. She can reassure him that she loves him when she is away just as much as when she is here, and she can remind him that she always does come back to him and Daddy (and siblings if there are such). After many repetitions of going and returning, he will develop the confidence that this is so. And this confidence and trust will carry over into other interactions and other relationships.

Clinging

Infants six to twelve months of age at times may cling to their mothers or fathers when they feel a panic about something. Clinging shows two things: that the child is experiencing a fair level of anxiety, and that the child is attached to the person to whom he clings.

Sometimes a child will refuse to be comforted by his father, and will insist on clinging to his mother. This shows that the child's attachment is further along in its development to the mother at that point, than to the father.

It is important for the mother to respond to this by understanding that the child is in real distress, and by comforting and reassuring the child. It is not constructive to put the child in his crib, saying "There is nothing to be afraid of, so stop crying and go to sleep." the child may indeed stop crying and go to sleep, but it will be with feelings of not being understood, valued, or cared about (and eventually feel uncertain that he is loved).

Infants gradually realize that they cannot always have mother with them when they feel a need for comforting. They may then suck their thumb, or finger a blanket. These maneuvers are early signs of an infant's trying to meet his needs on his own, that is self-reliantly or independently. He will give them up when he no longer needs them, but meanwhile he should not be discouraged from using them.
Class Discussion

If a baby's family responds to his smiles, talks with him, plays with him, tells him when they are going away, and comforts him when he is afraid, how do you think he will feel about his family, when he is a year old? How do you think he will feel about himself? Do you think all this attention will "spoil" him?

Do you think encouraging his attachment to his family will help him as he gets acquainted with other people? Why or why not?

If a child is attached to his family will it be easier or harder for him to adjust to nursery school at two or three years of age?

If an infant is unfortunate to be a member of a family where no one takes time to respond to his first smile, or to talk and play with him, how will he feel at age one year? How will he feel about his family? About himself?

Suppose his mother for some reason is out of the picture the first year of his life, and he is fed and cared for by first one person then another, so that he could not develop a good solid attachment with anyone, how do you think his personality might be affected? (He would be likely to not feel valued, he could not feel that a special person was there for him, receiving and giving affection would not be facilitated, he would not feel that he can trust people to be available to him when needed, he might not know how to go about making relationships with people and would then most likely feel lonely and sad).

Suppose a person had this very hurtful experience during the first year of life, could it be made up for later, if he was reunited with his mother? (Yes to a great extent, if Mother can: be amply and demonstratively loving, sympathetic with his pain, responsive to him in a positive and timely manner, tolerate his initial mistrust of her, and even more, be patient and never give up on her infant. No doubt, it would take a long time, most likely more time than the average good mother would hope for. And with all this, the child might still have a sense of insecurity for a long time to come).

Outcome

The students will be aware of the long range results of attachment formation and of the mother's and the father's crucial role in helping the infant develop a relationship first with them, and then with others.

PEG-U1-LPs for Grade 9&up
INFANCY (0 - 12 MONTHS)

EXPLORATORY ACTIVITIES AND

THE BEGINNINGS OF AUTONOMY
PARENTING FOR EMOTIONAL GROWTH
Lesson Plans for GRADES 9 AND UP

UNIT 1 - 0 to 12 MONTHS

EXPLORATORY ACTIVITIES AND

THE BEGINNINGS OF AUTONOMY -- Part 1 (HUMAN DEVELOPMENT)

Reading for Teacher: Textbook UNIT 1, pp. 65-77.

Objective

Students will learn that infants have an inborn need to learn and master their world.

Discussion

Suppose you were to wake up tomorrow and find yourself unexpectedly in Swaziland. (Show Swaziland on the world map.) What would you want to know? What questions would you want to ask? (Where am I? How can I understand what these people are saying? What does that man have in his hand? What is the lady cooking over the fire? Where does that road go? Where are my parents? And much more.)

How would you get about trying to learn about everything there? (You would observe your surroundings, you would try to make the people understand you, and you would try to understand them. You would watch what people do, and imitate them; you would examine the objects in the house to see what they are used for; you would explore the neighborhood hunting for your parents.)

A newborn infant comes into the world feeling much the same way as you would feel, if you landed suddenly in Swaziland. He has almost everything to learn. Fortunately, he has the equipment he needs.

What does he have? (A strong urge to learn and explore; eyes that gradually become able to focus better and better; a mouth to taste things and feel their shapes, a sense of smell and hands to grasp objects.)

What doesn't he have? (Judgment to know what activities might hurt him, or hurt others, ability to ask questions when he wants to know something.)

PEG-U1-LPs for Grade 9&up
What does an infant need to learn? (Who his parents are; what they mean when they talk; how to crawl, how to stand and walk, what things can be eaten and what not, and why one has to stop doing something if parents say "No".)

Did you ever see a six or ten month old infant work? How? (If you put a toy beside him just beyond his reach, and watch him try to get it, you will note intensity in his effort. Usually an infant will struggle hard until he gets it. He shows that there is an inner push to explore and learn. If something prevents him from doing something he started to do, he gets frustrated and angry and probably cries.)

What can you expect an infant to learn in the first six months?
(Write the answers on the board as the students give them.)

1. To know his mother and father (if he is emotionally involved with the baby). He learns this by hearing their voices, and, especially remembering Mother's voice from his time inside her uterus. He learns how they smell and feel, and how they look and knowing the TLC he can expect from them.

2. To know other family members -- which he learns by seeing them every day, having them hold him and talk to him.

3. He knows his own bed, his pacifier, the toys he plays with. He knows that some things are bright and some things dark.

4. At about three months he can roll over; soon thereafter he discovers his own hands and feet, and spends considerable time examining them.

5. He learns how certain objects feel by putting them in his mouth.

6. He learns the taste of various foods.

7. He may have begun to understand some words, such as Mama, Daddy, bottle.

8. From about five months on, he knows that he can get his parents to react to him, e.g., they will smile back, if he smiles at them. He has beginning awareness of cause and effect.

What can you expect an infant of six to twelve months to learn?

1. To crawl, stand and walk, either holding on to furniture, or alone.

2. To understand many words that are said, especially when said with feeling (affection, praise, anger, etc.)

3. To know the uses of many objects, learned by crawling about, touching, tasting, (and maybe breaking them).

PEG-U1-LPs for Grade 9&up
4. To know that parents (particularly fathers) and siblings disappear everyday; and he recognizes them when they come back.

5. To know that his own hand can do some important things -- provide a thumb to suck for comfort, reach for objects he wants to examine, and help guide a spoon to his mouth.

6. To initiate peek-a-boo games.

7. He has begun to be aware that he can make things happen -- e.g., he can signal his parents, and they come.

What does an infant need in order to learn about his world?

1. Intelligence and curiosity (He comes equipped with these).

2. He needs to have his basic needs (food, warmth, love) taken care of, so he can use his energy for learning. If these needs are not well met, his adaptive energies will be used to try to cope with his distress.

3. He needs stimulation, encouragement and at times protection by his family.

Outcome

The students will appreciate the immense learning that takes place during the first year of life.

Assignment

1. Read Chapter 4 in Parens, Scattergood, Singletary and Duff's book, Aggression in Our Children: Coping With It Constructively.

2. Interview your own mother, asking her when you learned to say your first words, when you crawled and when you walked.

   Did she consider you an active explorer?

   Did your exploring ever get you in trouble? How did your mother set limits with you?

   What did your family do to help you learn about your world?

   Write a one page report on your interview.
Objective

The students will learn how parents can optimize their infants' explorations and learning experiences, and about the importance of setting limits constructively.

Class Discussion

What do Dr. Parens and his colleagues mean by saying in the selection you read that "inner pressures to act individually and autonomously are inborn"?

How do these inner pressures further a child's development?

What reaction does a child have if his pressure to explore collides with a strong "No" from his mother?

Is it always possible to avoid frustrating a child?

Would it be optimally growth-promoting for a child if you could shield him from all frustration? Why or why not?

What practical advice do Dr. Parens and his colleagues give parents who want to both encourage exploration, and also to protect their infants from harm?

From their interviews with their own mothers ask the students to report on their answers and these questions:

What are some of the ways members of your family helped you learn about the world? (Answers should include showing the child objects and naming them, naming parts of the body; showing how things work (e.g. light switches and faucets); showing him things outdoors (birds, flowers, airplanes); playing with him, showing him how to use his toys, etc.)

Did your exploring ever get you into trouble?

How did your family protect you from dangerous situations?
How did they teach you not to hurt other people or pets?

Teacher's Explanation

Helping a child learn and explore is one of the most pleasant parts of the work of parenting. Restraining a child when he is headed for trouble is possibly one of the most difficult and frustrating of the many things being a responsible parent requires. This most tedious part of the job is called Limit Setting. It helps parents to know that although so difficult, it is important because:

1. Infants do not have the ability to judge which situation (e.g., reaching for a cup of hot coffee) are dangerous, or what actions are destructive (e.g., pulling a lamp off a table) or which are unacceptable (e.g., pulling the cats' tail).

2. The way infants develop this ability is by responding to, and gradually understanding the limits their parents set.

3. Limit setting is not the same as punishment. Limit setting is acting on the child's behalf when the child is too young to know what is best for him or others and does not accept the need to or is not yet able to control himself. Thus the limit may have to do with protecting the child from hurting himself or others; it may be helping the child learn social rules and reasonable behavior.

   Punishment is given when a person knows he shouldn't do something harmful to himself, others or things, but does it anyway. Then parents act as an outside agent or conscience and inflict a loss of privilege(s), or some discomfort and even pain, as a result. An infant is too young to know what he is allowed to do, so punishment would not be appropriate for him. He does need a great deal of limit setting, which means teaching him desirable behavior over and over again until he understands and is able to comply.

4. How can parents help an infant accept limits? Even when the child is very young the reasons for the limit-setting should be given, and gradually he will understand, probably at a younger age than one might expect. A hug after the limit has been complied with will reassure the child that mother loves him even when she has to say "No". If he becomes angry at being frustrated, mother will help if she tells him that it is all right to be angry, but her statement to him is still "No". If he wants to be comforted because his own anger upsets him, he should be comforted, and the reason for the "No" given again.

Class Discussion

If a house were totally baby-proofed against danger, would it still be necessary to set limits for an infant? Why or why not? (He would still need limits to help him understand that there are behaviors that are not acceptable, that there are some things he cannot do and some he must do, including developing appropriate social behavior such as not taking toys that belong to other children, or not pull another baby's hair, etc.).

PEG-U1-LPs for Grade 9&up
What might happen to his personality development if when limits were needed, they were not set for him? (He might grow up self-centered. If he were not learning that he cannot take things from others, he might well have no trustworthy friends because he would not have learned to get along with others reasonably; later he might even break laws without feeling it is wrong for him to do so. He would really have to learn "the hard way").

If parents set too strict limits, what may happen? (The child may feel defeated in his efforts to explore, and may be slowed down in his learning; or he may develop an antagonistic relationship with his parents and with anyone else who sets limits with him even when these genuinely would be in his best interest.)

If parents set reasonable limits in a constructive way, what is the result likely to be? (The child will be able to use the limits to learn what is safe or not safe to do, what is acceptable and not, and how to get along in the world.)

**Outcome**

The students will recognize encouragement and limit-setting as necessary components of an infant's exploration and learning experiences; they will understand how limits may be set helpfully.

**Assignments**

Visit "your" mother-infant pair. Read the introduction to the Exploratory Activities section of your *Laboratory Manual*; answer the lab questions and write a summary of you visit.
INFANCY (0 - 12 MONTHS)

DEVELOPMENTAL MARKERS
PARENTING FOR EMOTIONAL GROWTH
Lesson Plans for GRADES 9 AND UP

UNIT 1 - 0 to 12 MONTHS

DEVELOPMENTAL MARKERS

Preliminary Planning

Arrange if possible to have a mother with infant--father also if possible--, when convenient visit the class on a monthly basis. Have the students keep a journal, recording the dates of visits, age of the infant, and developmental changes noted. At the time of the first visit the infant preferably should be less than three months old.

Objective

Students will review the major signs of healthy emotional development, and of problem indicators.

Activity

First visit of mother and child. On the blackboard the teacher will make a chart of developmental markers. The students, mother and teacher will contribute ideas to it. Upon completion, the students will copy the chart in their journals.

[USE EMOTIONAL DEVELOPMENTAL MARKERS SHEETS IN LABORATORY MANUAL.]

Class Discussion

Ask the mother what signals her baby gives her to let her know that he/she is feeling well?

What signals does the baby give when something is wrong?

If the baby has a problem, how do you know whether it is serious or not? E.g., difficulty going to sleep? (Duration of the problem, degree of distress the infant is experiencing, overall health picture, appropriateness of behavior to developmental phase.)

Have you ever been so puzzled about the baby's behavior that you called the doctor? When? (Calling the pediatrician is the thing to do if the problem seems serious or puzzling.)

PEG-U1-LPs for Grade 9&up
If a member of this class were doing baby-sitting for you and the baby were to wake up screaming, what would you want the sitter to do? (The baby screams when uncomfortable or frightened; check for pins, observe posture to see if his has pain in his stomach, try to comfort, and call us if he cannot accept comforting from you.)

Outcome

Students will have become aware that emotional development occurs in an orderly way, and that normal babies have some problems with which they must cope.

Assignment


Outcome

Students will learn that emotional development proceeds in specific stages.
INFANCY (0 - 12 MONTHS)

BASIC TRUST AS COMPARED TO BASIC MISTRUST
DEVELOPING BASIC TRUST AS COMPARED WITH BASIC MISTRUST
-- Part 1 (HUMAN DEVELOPMENT)

Reading for Teacher: Textbook UNIT 1, pp. 78-89.

Objective

The students will learn that the development of basic trust is necessary for healthy emotional growth.

Teacher Presentation

Write on the blackboard for the students to copy, the following chart of the psychological stages of life, as developed by psychoanalyst Erik Erikson in his book Childhood and Society.

The list may be used to give a brief overall picture of life's stages and to provide a context for focusing on the first phase "Basic Trust vs. Basic Mistrust."

<table>
<thead>
<tr>
<th>Stage</th>
<th>Age</th>
<th>Goals of Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sense of trust versus sense of mistrust.</td>
<td>Infancy (0-12 months)</td>
<td>Physical well-being, sense of security, building blocks for healthy development of self concept and relationships with others.</td>
</tr>
<tr>
<td>2. Sense of autonomy versus sense of shame and doubt.</td>
<td>Toddlerhood (1 to 3 years)</td>
<td>Ability to hold on (dependency) and to let go (autonomy). Discovery of self-control and assertiveness.</td>
</tr>
<tr>
<td>3. Sense of initiative versus sense of guilt.</td>
<td>Preschool Years (3-6 years)</td>
<td>Initiative to master new tasks.</td>
</tr>
<tr>
<td>4. Sense of industry versus sense of inferiority.</td>
<td>School Years (6-12 years)</td>
<td>Productivity and mastery of skills</td>
</tr>
</tbody>
</table>
5. Sense of **identity** versus sense of **identity diffusion.**
   Adolescence (12-19 years)  
   Ability to be oneself

6. Sense of **intimacy** versus sense of **isolation.**
   Early Adulthood (20-30+ years)  
   Capacity for affiliation and love, ability to form lasting relationships, including with a mate.

7. Sense of **generativity** versus sense of **stagnation.**
   Middle Adulthood (35-65 years)  
   Concern for the succeeding generation.

8. Sense of **integrity** versus sense of **despair.**
   Late Adulthood  
   Sense of fulfillment with one's life.

---

**Class Discussion**

Ask several members of the class to tell about some person they trust, and why they trust him or her.

If a person from China or Peru were to ask you what our English work "trust" means, how would you explain it.

Trust has two parts:

1. A confident expectation that the person you trust will be good to you.

2. The feeling this person gives you that you are a worthwhile, lovable and valued individual.

   You may have heard the expression "Don't expect anything, and you won't be disappointed." Is this good advice? Why or why not? (Not to expect anything would lead to empty and depressed feelings, meager relationships, little energy or motivation to learn, little engagement of life.)

Ask the students who have infant siblings or relatives under one year of age, to tell of the ways they see trust beginning to develop. (Answer should include the infant's responses of pleasure when mother comes to him, his smiles, his response of quieting when she comforts him, etc.)

Why is it important for an infant to develop trust? (Answer should include, or be supplemented by the following: The infant would be unhappy, lonely and afraid if he couldn't trust his family; being able to trust helps him to feel that the world is a friendly place; being able to trust gives him confidence that his needs will be met, it gives him a sense of security, and the ability to endure some frustration; because he feels secure, he can use his energies to learn and explore; being able to trust brings with it affectionate...
feelings toward his parents, and theirs for him; being able to trust their love gives him the feeling that he is lovable and valued; the trusting and affectionate relationships with his family give him a pattern for all of his future human relationships; trusting his parents enables him to respond to their efforts to teach him what he is allowed and not allowed to do, and thus contributes to conscience development. In summary, the quality of a child's whole future depends on how well trusting relationships are established in infancy.

Teacher's Presentation

When and how does an infant develop basic trust?

During the first two months of life, there is the beginning of attachment. Although the infant does not have a clear idea who his mother is, he gradually becomes aware that her approach brings food or comfort, and he will quiet when she touches or speaks to him.

During the third, fourth, and fifth months the child smiles, at first at anyone who approaches, and then gradually in a specific way at his mother (or other special caretakers) showing that these individuals are being trusted to give him care and comfort.

Between six and twelve months, the child's specific smiling response shows a clear preference for mother, then father, and siblings, as compared with his reactions to persons outside the family. This preferential smiling shows that trust is being established.

In the next class session, we shall discuss what parents and siblings can do to help an infant develop a strong sense of basic trust.

Assignment

1. Memorize Erikson's Eight Stages of Life.
2. Visit your mother-infant pair; fill out the forms on Basic Trust and write a summary.

Outcome

The students will have learned that in normal development, basic trust becomes established in the first year of life; they will understand that this development is essential for the building a healthy self-concept, for the building of all present and future human relationships, and forms the groundwork for a sense of security, motivation to learn, and conscience formation.
PARENTING FOR EMOTIONAL GROWTH
Lesson Plans for GRADES 9 AND UP

UNIT 1 - 0 to 12 MONTHS

DEVELOPING BASIC TRUST AS COMPARED WITH BASIC MISTRUST
-- Part 2 (CHILD REARING)

Objective

Students will gain an understanding of specific ways parents can help their infants to develop a stable sense of Basic Trust.

Class Activity

Ask the students to write from memory Erikson's Eight Stages of Life, with age ranges.

Discuss the goals of the Basic Trust stage, emphasizing that successful experience in all the later stages depends upon the establishment of a stable sense of trust.

Review the two components of trust, discussed last time: Confident expectation that the trusted person will be good to you; and the feeling this person gives you that you are lovable and valued.

Considering these two goals, how can a parent help an infant in this development?

1. Learn the infant's language. By paying close attention, sensitive parents soon learn the infant's signals, and can tell whether the cry is for food, or diaper changing, or for comfort, or because he is sick.

2. Be a reliable responder to the infant's physical needs. Being irregular in feeding, or making the infant wait too long in the severe discomfort he feels when hungry, will make him anxious and distrustful. As the infant comes to realize, on the other hand, that mother usually or always comes as soon as she can, when he signals hunger, his sense of trust in her grows. It is usually not possible to produce the food instantly, and the small wait that is involved between the cry and the arrival of food, will help the infant to develop some frustration tolerance. It will help him endure the wait, if mother will talk to him reassuringly while she is preparing the food.

3. Respond reliably to the infants' emotional needs. Sometimes an infant cries because he is longing to be held close. This is as vital a need as the need for food. When a child signals this need, picking him up for a few minutes of cuddling will not spoil him. It tells him that he is a loved and valued person, and that gives him a sense of security and well being.
4. Respond appropriately to the signals you hear. Sometimes a mother is tempted to put a bottle in the baby's mouth when he is crying for something else. While this response is better than nothing, it is not as effective as really tuning in with his need; also it tends to make him overly dependent on food for comfort.

5. Be trustworthy about comings and goings. Even though the infant may not understand your words, he will understand that you are caring about him when you explain that you have to go out, when you will return. Doing this repeatedly gradually will assure him that he can count on your return, and that you do what you say you will do. If you slip out, without explaining, he will become hyper-alert and anxious, never knowing when you will be with him and when not.

6. If it is necessary to thwart the baby, explain why, and let him know that you understand how he feels. If at the age of eight or ten months, he snatches a toy from another infant, the mother will take it from him to return it to the other child. This action will frustrate and anger the infant. It will help him tolerate the frustration as well as teaching appropriate behavior if mother will explain why he is not allowed to snatch others' toys. Being firm but understanding will help the child eventually to recognize that the mother is frustrating him for a good reason, one that is genuinely in his own best interest. This recognition will take quite some time to develop!

Class Discussion

Ask the students to report on their visits. What signs of developing trust did the students see, whose infants were under six months of age? What signs were evident in the infants six months of age and older? Did anyone see an infant who seemed to have some difficulty in developing trust? If so, what were the indications? What did you see the mothers, or other family members do, that encouraged the development of trust?

Outcome

The students will have learned that tuning in with an infant's signals, and responding appropriately and reliably to them, and helping the infant cope with unavoidable frustration will establish a relationship of trust.
INFANCY (0 - 12 MONTHS)

THE ORAL PHASE OF SEXUAL-REPRODUCTIVE DEVELOPMENT
UNIT 1 - 0 to 12 MONTHS

THE ORAL PHASE (OF SEXUAL-REPRODUCTIVE DEVELOPMENT)

Reading for Teacher: Textbook UNIT 1, pp. 90-92.

Objective

To learn about the characteristics of the oral phase of infantile sexual (reproductive) development, and its role in the development of personality. To learn how parents can help the infants through this stage in growth-promoting ways.

Class Discussion

The students will report briefly on their visits, pointing out evidence of the building of trust, and any problems observed.

Ask the students to define the word "oral". According to the first "psychodynamic" theory of development available to psychological developmentalists during the first half of the twentieth century, the "psycho-sexual" theory of personality development established by Sigmund Freud, a great Australian psychiatrist, a child in the first year of life is in the Oral Phase. This means that at this time, his mouth is a most important part of his body. Why do you think this is? (Feeding is a most critical life function from birth on. It is the part of the body that actively first brings soothing, comforting and pleasure.)

Ask the students to think of the ways an infant's mouth is useful to him.

1. To take in food to relieve his hunger.
2. To signal for help when he needs it.
3. To enjoy the pleasure of sucking -- he gets obvious pleasure from continuing to suck the nipple after the bottle is empty; or from sucking a thumb or pacifier.
4. He comforts himself by sucking a thumb or pacifier, or his empty bottle. This is a first step toward self-reliance because he doesn't have to call his mother to help him become comfortable. He can do it himself, with his thumb!
5. He explores objects by putting them in his mouth, from the age of four or five months.
Distribute a wrapped hard candy to each of the students and ask them to suck it. What do they learning about its texture, taste, shape? An infant too young to ask questions can learn a great deal about the objects in his environment by exploring them with the help of his mouth.

How can parents help to give an infant a growth-promoting experience in the Oral Phase?

1. They can let him put objects in his mouth, except for dangerous items. (A young child has a good level of immunity to most ordinary germs.) Talking with the infant about the object will increase his pleasure.

2. They can allow him to suck his thumb, or pacifier, realizing that this is a source of pleasure. It is also his way of independently comforting himself when in distress.

3. They can respond reasonably promptly when he uses his mouth to signal them that he needs help.

4. They can comfort and ease his pain when he is teething.

5. They can make feeding times opportunities for close, affectionate interaction with the infant.

6. They will be aware that a good experience in the oral stage contributes to a sense of well being, and helps build basic trust.

7. They will be careful not to over-use feeding. Offering more food when the child may need something else, such as comfort, or holding, may set the stage for an over-reliance on food, and lead to over-eating as he grows older.

8. They will not press the child to be weaned during the first year, and when weaning is begun, it will be done gradually and gently, with a night bottle permitted for comfort for several months after daytime weaning is accomplished.

**Outcome**

The students will have an appreciation of the importance of the Oral Stage, and of the specific ways parents can support it.

**Assignment**

Visit your mother-child pair to observe the oral activity of the infant.
INFANCY (0 - 12 MONTHS)

AGGRESSION
Objective

1. To give the students a beginning understanding of the **four categories** of aggressive **behaviors** (what you see when you look at young children); then that,

2. Although we can categorize aggressive behaviors into four types, there are only **three kinds of aggression**: **nondestructive aggression**, **non-hostile destructiveness** (talked about in work with animals as "prey aggression"), and **hostile destructiveness** (which includes anger, hostility, hate, rage, etc.). And,

3. For the student to learn the crucial connection between the "experience of **excessive unpleasure**" and its role in the **production** and the development of **anger and hostility** in the young (and older) child.

Class Discussion

The students will be asked to define, and give examples (in real life, or in books, or on television) of aggressive behavior.

What kinds of feelings lead to the aggressive acts which have been described? (Hostility, anger, revenge?)

Can you think of any other feelings that might be in aggression? E.g., What about a small child stretched out on the floor pulling the cat's tail? Is that aggression? What feelings do you think the child has in doing that? (Curiosity; but also, **pleasure in teasing and hurting**.)

What about the feeling you have when you are chewing a chicken drumstick? Is that aggression? (Yes, but it is not hostile aggression; the food is destroyed to provide nourishment.)

In summary, there are three types of **destructive** aggressive behaviors:

1. The kind that isn't hostile -- chewing your food, or cutting down a tree to build a house.
2. The kind that takes pleasure in teasing or hurting.

3. The kind that is aroused when something very painful happens to a person, and makes him feel angry and hostile toward the person responsible for it.

Note that the last 2 types of aggressive behavior come from the same kind of aggression, from **Hostile Destructiveness**.

**Teachers' Presentation**

There is also a kind of aggression that is **not** destructive. Can you think of examples of this type? (Participating in sports, "tackling" your homework, accomplishing something strenuous like climbing a mountain, striving to achieve a goal, etc.)

What feelings do you have in this type of aggression? (Energy, self-respect, confidence, sense of achievement.) We shall deal more with that type, **Nondestructive Aggression**, sometimes called Assertiveness, in a later class period.

Today we shall think about **hostile destructiveness** (or hostility), the third kind we discussed.

Hostile destructiveness begins with something we call **excessive unpleasure**. Excessive unpleasure means having something happen which hurts or upsets you very badly, indeed so much so that it feels "this is too much!" or, "Now, you have gone too far!". It feels, therefore, "excessive". When you are hurt, either physically or in your feelings, it makes you angry; and if it is a **very painful** thing that is happening to you, you become hostile to the person who is responsible for causing it, or believed to be causing it, or even, toward the person you feel should have prevented it, like your mother or father.

**Class Discussion**

Do you think that people ever become angry or hostile for no reason? (No, **there is always a reason**. One may not always see the reason, because it may come from something that happened in the past, long ago or even just a few minutes ago, but there is always a reason. (E.g., a student may have been knocked down on the playground by a bigger boy, and then go home and trip his younger brother.) The reason a person is angry or hostile is **always** that he has experienced some kind of excessive unpleasure.

Why is it so important to know this about anger and hostility? (You can then understand that the aggressive person who is being nasty has a reason for his or her action; you can try to deal with him or her in an understanding and reasonable way. When you are angry yourself you can learn to talk about the reason, and that will be a starting point for making the feeling of anger stop.)
Do babies and old people have feelings of anger and hostility? (These feelings begin in infancy, and continue throughout life, because there is no time of life free from experiences of excessive unpleasure. Therefore, it is important for everyone to learn and cope with their feelings of hurt and of anger and hostility, and for parents to know how to help their children deal with them.

What kinds of situations give feelings of excessive unpleasure in infants, which may lead to seemingly angry and hostile behavior? (Strong hunger pangs resulting from too delayed feeding; intense enough physical pain, such as due to an earache; anxiety, as that experienced when he expects mother to be "on call", and she is absent; too much frustration, as when a toddler wants to put his finger in an electric socket, and mother pulls him away.)

Do you think parents can protect their babies from all experiences of excessive unpleasure? (No, the best concerned and loving parent cannot prevent all such experiences. They can be on the alert to prevent most of them and then help the child to cope with the ones that are unavoidable. Discuss which of the ones suggested in the paragraph before are avoidable and which unavoidable.

Would it be a good thing if a child could grow up with no experiences of excessive unpleasure? (In general, yes. But these are really unavoidable in that, as noted in the electric plug example, a responsible parent must frustrate her or his child then! And there is this too: moderate doses of excessive unpleasure helps the child to learn to adapt to "real" life. In actuality, if a child has mostly good experiences, and is helped to deal with those unpleasure experiences that come along, he or she will learn to cope well with and learn to adapt constructively to excessive unpleasure experiences. In this way then, the child will be stronger and more adaptable than she would be if she never had to cope with difficulties. She learns that she can endure some discomfort, that her angry feelings are not going to make her mother abandon her, and that she still loves her, even if mother won't allow her to put her finger in the socket!)

Outcome

The students will have learned the hallmarks of non-destructive and destructive aggression; also, that hostile feelings and behaviors grow out of experiences of excessive unpleasure.

Assignment

Read Chapter 3, "Dealing Constructively with Excessive Unpleasure Experiences" in Aggression in Our Children, by Henri Parnes, Elizabeth Scattergood, William Singletary, and Andrina Duff.
Objective

1. To learn about the characteristics and uses of non-destructive aggression (commonly thought of as "assertiveness", although it is more).

Class Discussion

In the previous lesson, we mentioned that one type of aggression, i.e. assertiveness, is a healthy thing for children to develop. It is associated with the energy felt in a desire to learn, to develop skills, in driven curiosity about the world, self-confidence, and self-respect. It is not that energy associated with hostility, as was the aggression we discussed last time.

Can you think of an example of a person of any age being aggressive in a nondestructive way, in a good way? In discussing the examples the students may give, consider whether the aggression (assertiveness) seemed reasonable and appropriate, or verged on hostility.

Being aggressive in this nondestructive manner gives the message that you know you have rights as a human being, that you feel entitled to them, and that you respect yourself. For example, if you are standing waiting in line at the fast food counter, and someone pushes in front of you, he is being aggressive? If you tell him that he is taking your place, and point out the end of the line, you are being assertive? If you become overly angry and hit him, your assertiveness is going over the line into hostility.

In everyday life there are times when a person has to assert his rights -- to protect his own property, for instance. It is not always easy to know how to assert one's rights in an appropriate way. Consider Jim's problem in the following example:

One day Jim's bicycle disappeared, and later he saw his schoolmate, Walter a much bigger boy, riding around on one which looked exactly like his. What should Jim do? There are several possibilities:

1. Let Walter have it, because he is bigger and may beat Jim up, if he claims it. Jim could tell himself that it probably isn't his bike Walter is riding, even though Jim is pretty sure of it.

2. Tell Walter that if he returns the bike, Jim will not report him.
3. Tell Walter that the bike has a hidden identification mark on it, and that unless Walter returns the bike right away, he will be reported to the police.

4. Jim could go to the police right away without talking with Walter.

5. Jim could bring his father or mother over to talk with Walter's parents.

What do you think would be the best thing to do? Would the approach you favor be assertive, or hostile?

Considering what you learned last time and from your reading assignment, that hostile feelings grow out of past or present experiences of excessive unpleasure, can you imagine the kind of unpleasure Walter might have had, to make him steal a bike? (At present or in the past, he may have wanted things very badly, and was told he couldn't have them; he may feel that he has been robbed of what was his, that his rights are not protected, and so he will just take what belongs to another. Or he may not have had enough love, which makes him feel that he has to grab things to make up for that; for some reason he doesn't feel like a valued person, and doesn't respect himself; he may be feeling angry at his parents, and therefore does something that will upset them.)

We have said that appropriate assertiveness is a quality children need to develop. Do you think it is possible to be too assertive? What would such a person be like? (He would always be thinking of his own rights and not be considerate enough of the rights of others; he would always have a "me first" attitude.)

Since all human beings have rights, what rights do infants have? (To be loved and cared for, respected, understood, fed, taught, and, all in all, to be reared well.)

What are some of the ways that infants assert their rights? (Body language, facial expression, crying.) Examples:

Mother trying to be friendly hands six month old Larry over to a visitor who wants to hold him. He responds by turning away from the visitor, and holding his arms out to his mother. What is he asserting here? (His right to his own mother's lap.)

Four month old Jeannie is on the floor a few feet away from a set of teething rings. She wants them, but can't quite reach them. She stretches and wiggles, and rolls over, and stretches again, until finally she gets them. What is her assertiveness doing for her here? (She is learning that by persevering in her effort, she can reach the goal she desires. This kind of assertiveness will help her later to become a good student.)

Twelve month old Ellen needs help in controlling her assertiveness. Having just learned to walk, she is all excited, in constant motion, "all motor and no brakes." Her parents are trying to calm her, to slow her down a bit, while allowing her to do a good deal of exploring. They realize that one of the ways infants build up a sense of self-
respect is by being encouraged to be **reasonably assertive**, while at the same time **developing appropriate controls**.

**Assignment**

Visit your mother-infant pair and record the examples of the various forms of aggression you observe.
PARENTING FOR EMOTIONAL GROWTH
Lesson Plans for GRADES 9 AND UP

UNIT 1 - 0 to 12 MONTHS

AGGRESSION -- PART 3 (CHILD REARING)

Objective

1. The students will learn growth-promoting ways to help infants cope with the several forms of aggression.

2. The students will learn that how aggression is dealt with in the first year of life will have an important influence on the child's later patterns of handling aggression.

Class Discussion

Reports of Visits

Ask the students to report on any examples they saw of:

1. Non-hostile destructiveness;

2. Teasing, taunting aggression (destructiveness);

3. Outbursts of anger or of hostility, or even rage. Regarding these, ask the students to identify what unpleasure experience caused the anger, the hostility, or the rage, and what the mother did to help the child get over these.

4. Non-destructive aggression (assertiveness). Regarding this, ask the students to describe how the mother encouraged, or when necessary helped the child contain its Inner push.

In summary:

With non-destructive aggression (assertiveness), the goal of the parent is to encourage this in a reasonable way to help the child develop a desire to explore his world, to develop his skills, his beginning feeling of competence, and to develop respect for himself.

With the angry and hostile types of aggression, the goals of the parents are
(1) to prevent experiences of excessive unpleasure from happening;
(2) if that is not possible, to remove the source of pain as quickly as possible;
(3) to allow the child to express his feelings but to restrain him from harming himself or others;
(4) to help him understand why the situation happened;
(5) to comfort him and reassure him of parents' continued caring and affection;
(6) if the child is old enough, to define what behavior is expected of him (such as "No, you can't pull the cats' tail, because it hurts her!")

With these goals in mind, consider what you would do in the following situations:

1. The mother of 8 month old Jennifer was delayed in rush hour after Jennifer's usual feeding time. When mother came in Jennifer began to cry in a really angry way. What should mother do? (Pick her up, apologize for keeping her waiting when she is hungry, show her that you are preparing the feeding, soothe her and feed her.)

Many people think that small babies don't understand, so why explain things to them. What do you think?

2. Father is alone with eleven month old Robert, who has been crying for fifteen minutes. Father understands that the baby is experiencing "unpleasure", and suspects that the cause is the absence of mother. Since she won't be back for an hour, father has tried to comfort Robert by giving him a bottle, has changed his diaper, and has handed him a toy. Nothing has worked. Robert is still crying. Do you think it would make Robert stop crying if father would spank him? (No, this wouldn't tell father why Robert is crying, and would make Robert more upset, and hostile toward father. It would be better to check whether Robert has a fever, to hold him and talk to him, reassuring him that mother will be home soon.)

3. Stanley at one year of age is full of energy. He has learned to toddle, and loves to explore. He was in the act of putting food from the cat's dish into his mouth, when mother pulled him away, and took the food out of his hand. Stanley was very angry, and hit his mother. What should mother do? (Hold Stanley's hands firmly, tell him that he is not allowed to hit, and explain why he is not allowed to eat the cat's food. Stanley will be frustrated and upset, and will need to have mother comfort him.)

Do you think that Stanley was bad because he had angry feelings when mother pulled him away from the cat's dish? (No, he had a strong wish to explore and perhaps to eat the cat's food, and was upset when he was prevented from doing so.)

Was he bad because he hit his mother? (No, he doesn't understand yet that hitting his mother is not a good way of expressing anger toward her.)

Why isn't it a good way? (It hurts the mother, and Stanley will feel very upset afterwards, because even though he is angry at his mother, he values and needs her. When we hurt people value and love, we feel that we are bad. The main job in dealing with angry feelings is to learn to express and handle them in reasonable ways.)
Why would Stanley's mother comfort him when he did something he shouldn't? (It makes Stanley feel valued, helps him to listen to what mother is telling him, and helps him to accept it.)

How can Stanley's parents help him use his energy to be appropriately assertive? (They can help him gain a sense of achievement by showing him how to do things such as rolling a ball, putting rings on a post; and they can praise him when he learns something new; they can teach him reasonable ways to ask for what he wants, and respond to him when he does; they can encourage him to be affectionate, by being affectionate with him.)

As we know, the first year of life is a pattern-setting year. If an infant has the good fortune to have parents who try to protect him from excessive unpleasure, who try to remove it fairly promptly when it happens, who soothe him when he is upset, who are reasonable when they have to put limits on his behavior, and help him develop self-control, how do you think he will handle his angry feelings when he is grown up? (One would expect him to have self-control then, and express angry feelings in reasonable ways. These would include talking and negotiating rather than hurting people or damaging properties.)

If an infant had the bad fortune to have parents who were annoyed when he cries, who tell him to shut up without finding out the cause of the crying, who scold or spank when he gets into something he shouldn't during his explorations -- how is he likely to deal with his feelings of anger when he grows up? (He will have developed the feeling that the world is unfriendly, he likely will be easily aroused to discharge anger out on the people around him, or in being destructive of property.)

Consider the situation of two babies, Maria and Frannie, both ten months old.

Maria gets usually angry if her mother leaves her with a baby sitter, or prevents her from playing with the detergent in the kitchen cabinet. Her parents have always tried to relieve her upset feelings by explaining why Mother had to leave for a while and why they set a limit if one is necessary, and by comforting her.

Frannie's parents are too busy and too tired to talk with her. When she is upset and angry, they tell her to stop crying. If she doesn't, they say "If you don't stop, I'll give you something to cry about, and then they may even spank her. They do not try to find out why she is crying, or comfort her.

Ten years go by. One day Maria and Frannie ask their mothers if they may go downtown together to see a parade. Their mothers both said no. Both girls feel that it is unfair that at ten, they weren't considered grown up enough to go to town by themselves.

Remembering the relationship Maria had with her mother in infancy, do you think she could talk with her mother now about how she feels? Why or why not? How do you think Maria and her mother might work their problems out? (Because Maria and her
mother communicated with each other from infancy on, they can communicate now. Because Maria trusts her mother, she can accept the limit even though she doesn't want to.)

Do you think that Frannie could talk with her mother about how she feels? Why or why not? (She was always told to stop crying from the time she was an infant, and she was not encouraged, in fact she was discouraged from sharing her feelings, so good communication didn't develop between her parents and her.) If Frannie couldn't talk with her parents, what might she do with her angry, if not indeed by now strong hate feelings? (She might sneak off downtown, or she might pick a fight with a friend, or she might "accidentally" break one of her mother's favorite dishes.

If you were to see a person painting graffiti on a building in your neighborhood, or break a window, what would you think? (He is angry with some one, he doesn't know how to handle his angry feelings, he doesn't have anyone to help him deal with them reasonably. He is taking his feelings out on the building, and on us, because this is our neighborhood.

Can a person who, as a infant has had many painful experiences easily becomes angry, be helped to change? (Yes, with a great deal of TLC and understanding, and the sooner the better.)

Outcome

The students will understand that the way anger and rage are responded to in infancy leads to good or poor patterns of anger and rage resolution in later childhood and adult life.
INFANCY (0 - 12 MONTHS)

DEPENDENCE AND SELF-RELIANCE
PARENTING FOR EMOTIONAL GROWTH
Lesson Plans for GRADES 9 AND UP

UNIT 1 - 0 to 12 MONTHS

DEPENDENCE AND SELF-RELIANCE -- PART 1 (HUMAN DEVELOPMENT)

Reading for Teacher: Textbook UNIT 1, pp. 112-117.

Objective

To learn about the role of dependency needs throughout the life span, and particularly during the first year of life.

Class Discussion

Write on the board the word "self-reliant" (more accurate than "independent") and the word "dependent". Ask the students to define them.

Except for the first year of our lives, when we are almost completely dependent, our personalities are a blend of dependence and self-reliance. Normally as we grow older, into adulthood, we become more self-reliant and less dependent. But, due to the ways we are normal "made" (that is, our biological and psychological condition), we never outgrow the need to be dependent in some important ways, for some important needs, on some person or persons.

If you were twenty-one years old, in what ways would you be self-reliant?

In what ways would you be dependent?

If a person could be totally independent, would that be desirable? (A totally independent person would be very lonely; an age-appropriate degree of mutual dependence with a loved person gives support and richness not only to the relationship but also to oneself.)

Babies during the first year of life are the most dependent of all living creatures. They are dependent upon their parents for three major things or in three ways:

1. For physical care (food, clothing, cleanliness, rest, medical needs.)

2. For emotional care (for love, respect, encouragement, a sense of being valued.)

3. For adaptational help (to learn all kinds of things, for our parents' and later our teachers' teaching skills, for defining limits, for socialization.)
On the blackboard make three columns with the above headings, with a student scribe for each. Ask the class to think about what a mother does every day to meet her infant's dependency needs in each of the three categories. The scribes will list the suggestions on the board.

When a mother is available to give all these services to meet an infant's dependency needs, why doesn't he want to remain a baby, and be taken care of all his life? (Every normal child has a strong urge, which is clearly present from six months of age on, to do things himself and to grow up. Little by little this urge toward self-reliance (to do things oneself) enables him to learn to take care of most of his physical needs, helps him learn skills and to socialize; he gradually will become somewhat less dependent upon his parents, emotionally and will depend gradually more and more on peers, and finally on one special peer, his mate.)

Assignment

Using the categories discussed today -- Physical Dependence, Emotional Dependence, Adaptational Dependence, write a page describing your dependency needs at age six years as much as you can remember; and what you could do yourself (independently). Write another page describing in what ways you are dependent and what ways self-reliant at your present age. These assignments will demonstrate for you how, in your own life, the balance of dependence-self-reliance has gradually been shifting since the first year of your life.

Outcome

The students will have learned that the almost total dependence of the first year of life gradually is balanced with a striving for self-reliance and autonomy (independence).
**Objective**

1. To understand the importance, for later personality development, of meeting an infant's dependency needs.
2. To learn how parents can do this.

**Class Discussion**

A hundred years ago, in our country and in Europe people thought very differently about dependence from the way we do today. At that time girls, from babyhood on, were encouraged to be dependent, and let the male members of the family take care of them. They were considered the "weaker sex", and in many areas of functioning they were discouraged from undertaking independent activity. In those days there were no female engineers! On the other hand, boys were not supposed to show that they had dependency needs. They were pushed to be independent very early, and many boys and men found it difficult, in those days to admit to having a need to be even emotionally dependent on their mates. These days, life styles have changed. It is accepted now that one can be a very manly person and still have dependency needs, and that a female, while having dependency needs can have a strong urge to be independent in many ways.

Which do you think leads to better mental health -- the view of dependence people had a hundred years ago, or today's views? Why?

Ask some volunteers to read their accounts of their dependence-independence status at the age of six.

Ask other volunteers to read their accounts of their dependence-independence status at present.

It is clear from these reports that your dependence-independence balance has shifted tremendously since your first year of life. To get "from there to here", you must have had your needs met sufficiently during that time.

Why is it important that an infant's dependency needs be met?

Think of his **physical** needs. Suppose he is under-nourished as an infant -- how will that affect his development? (His growth may be affected, his energy will be less; if the malnutrition is severe or continued long, even his intelligence may be slower in its development. The infant depends on his parents to take him for his immunization shots.)
What would happen if he doesn't get these? He depends on his parents to keep him warm when it is cold, to see that he gets sleep when he is tired. How would he be if these needs were not met?

Think of his emotional needs. He depends on his family to hold him, to give him affection, to make him feel that he is a valuable person. If he had to grow up without love and appreciation, what would his personality be like?

Think of his adaptational needs. He depends on his parents to show him how things work, what words mean, how to get along with other people. How would his development be affected if he could not depend upon his parents for this kind of help?

Do you think it is possible to over-gratify an infant's dependency needs -- for example, by "babying" him? (This will not be a problem in the first year of life, and it will become a problem later only if a parent tries to do everything for the child and blocks his urge for self-reliance.) Being responsive to a child's need for holding, for affection and comforting actually strengthens him, and makes him feel ready to exercise his autonomy and self-reliance; whereas not meeting his dependency needs leaves him emotionally hungry for it and always looking for someone to lean on.

Well met dependency fuels energy for self-reliance, autonomy, independence. Consider your own experience. If your physical need has been met by a good lunch, and somebody tells you that you are a great baseball player, and you get a test paper back with an A, and you get a compliment on the sweater you are wearing, wouldn't this give you a sense of well-being, and make you feel like setting out and accomplishing something special?

What can parents do, to gratify their infant's dependency needs the first year of life?

1. They can be reliable about meeting their infant's physical needs. (Give examples.)
2. They can be responsive and generous in meeting their infant's emotional needs. (Give examples.)
3. In a respectful, encouraging way, they can use opportunities daily to teach the child what he needs to know to get along in his world. They can help him gradually to move toward self-reliance, while continuing to be available to him emotionally. (Give examples.)

Assignment

Visit your mother-child pair for observation of dependence and self-reliance.

Outcome

The students will appreciate how meeting dependency needs in infancy promotes healthy emotional development as the child grows older, and helps him achieve an age-appropriate and situation-appropriate balance of dependence and self-reliance.

PEG-U1-LPs for Grade 9&up
INFANCY (0 - 12 MONTHS)

THE DEVELOPMENT OF INTELLIGENCE (INCLUDING MEMORY)
**PARENTING FOR EMOTIONAL GROWTH:**
Lesson Plans for **GRADES 9 AND UP**

**UNIT 1 - 0 to 12 MONTHS**

**THE BEGINNINGS OF INTELLIGENCE -- Part 1**

**Objective**

To learn that the development of intelligence proceeds in an orderly manner from birth.

**Class Discussion**

Would you say that a newborn baby has intelligence? (He has the equipment -- a brain and five senses, to use in developing intelligence.)

On the blackboard make a list, provided by the students, of what a newborn knows, and can do, in comparison with what a two-year old knows and can do.

<table>
<thead>
<tr>
<th>Newborn</th>
<th>Two Year Old</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to breathe, how to suck.</td>
<td>Can walk, run, jump and climb.</td>
</tr>
<tr>
<td>Can see but does not yet know the what the things are she sees.</td>
<td>Can see and knows the names of many of things she sees.</td>
</tr>
<tr>
<td>Can hear, and recognizes the voice of his mother.</td>
<td>Can hear, and recognizes the voice of family members and friends, and the sounds of animals, cars, airplanes, etc.</td>
</tr>
<tr>
<td>Can smell, and using this, can recognize his mother.</td>
<td>Can recognize the meaning of many words.</td>
</tr>
<tr>
<td>Can cry, and in this way bring help.</td>
<td>Can use a good many words, and some phrases.</td>
</tr>
</tbody>
</table>

Understands that it is ok to do some things, but not others.
Is toilet trained or on the way to it.

Has learned to love family members, and probably a few other persons.

Is interested in other children, and is beginning to learn to play together, but may not yet be able to share toys.

Can do things intentionally (e.g. open a box to see what is in it.)

Understands something of cause and effect (e.g. if he pushes a switch the light will come on.)

These are amazing accomplishments in two years time. How do you think the infant does it?

With his eyes, scanning his environment.
With his ears, listening to sounds, and sorting them out.
With his hands, reaching and touching.
With his mouth, pulling in objects to feel their hardness, softness and taste.
With his urge to learn, putting objects in boxes, reaching for things from tables, pulling drawers open, climbing up on chairs, etc.
With his feelings, finding out what he does that brings approval and what brings disapproval.

Teacher's Explanation

The infant uses this equipment of his in an orderly sequence. (This material may be written on the board, and copied by the students.)

1. As a newborn, he can be observed looking steadily into his mother's face when nursing. Through his gazing, and through his recognition of the way she smells and the way she moves, he gradually learns an important first lesson -- who his mother is.

2. By three months of age, his activity begins to be intentional. He explores his own body, and those whom he is becoming attached.

3. From the third to the fifth month, the momentum of his explorations begins to increase.

4. By six months he shows pressure to explore, is more organized about it, explores for longer periods at a time, and has a greater concentration span.
5. From **six to twelve** months, there is an upsurge in the development of skills. For example, he learns to identify parts of his body; he learns if he pushes something it will move; if he hits another child, he will get a reaction; if he hugs his mother he will get hugged in return. He begins to grasp the idea of **cause and effect**. When he learns this, he has begun to understand about **intentionality** -- which means doing something because you have a wish to do it.

6. From **twelve to twenty-four** months, the child has become competent physically; he can walk, run, jump and climb, feed himself, and participate in dressing himself. He understands most of what is said to him, and is adding daily to the words and phrases in his vocabulary; he constantly practices his motor skills by putting things together and taking them apart.

   He knows his relatives, and relates in a selective way to them, in contrast to his way of relating to strangers.

   He has learned, or is in the process of learning and accepting the discipline of toilet training.

   He has learned many cause and effect relationships, including which behaviors are acceptable and which are not.

**Assignment**

Interview your mother-child pair, and write your manual report.

**Outcome**

The students will appreciate the great amount of learning that takes place during the first two years of life, and will understand the sequence of it.
Objective

An introduction to some concepts of Jean Piaget.

Teacher's Explanation

Here is someone you will want to know:

**Jean Piaget**, Ph. D, Psychologist

Born, 1896, in Neuchatel, Switzerland, died 1980. Showed an early interest in science; at age 10, wrote an article about an albino sparrow. At age 15, his publication on mollusks made him known to international specialists.

At age 22, he obtained his Doctor's degree in science; then he turned his interest to psychology. At age 24, his research on why some children fail school tests on reasoning, led to his being offered a position as director of the Institute J. J. Rousseau in Geneva Switzerland. He became a professor of psychology and before he died he had written thirty books, mostly about children and how they learn. The first book was *The Language and Thought of the Child*, and the last was *The Early Growth of Logic in the Child*.

Piaget called the learning of the first two years the Sensori-Motor Stage, because it takes place mainly through the senses, and movement, as we learned last time. The child in his explorations gradually connects newer experiences with older ones, and learns this way.

Piaget, along with most other child development specialists, believed that the successful development of intelligence and learning goes hand in hand with healthy emotional development. Intelligence and emotional experiencing interact, and this interaction helps or hinders a person's development.

Piaget also did research on how we develop our memory. We shall learn about this in the next session.

Class Activity
Several students will read their reports resulting from their observations. Reported examples of children's learning will be referred to Piaget's concept of sensori-motor learning, and the learning sequence of the previous lesson. Examples of parents helping and encouraging their infant's learning -- such as smiling responsively when the infant smiles, or shows interest in an object -- will be connected with Piaget's concept of the interaction of emotional and intellectual development.

The teacher will emphasize and discuss how the children's physical activities and their explorations give evidence of the children's burgeoning intelligence. The teacher also will draw attention to evidence of the children's beginning to recognize causality, and of their discoveries about the environment in which they live.

Assignment

Write answers to the following questions:

1. Do you agree with Piaget that mental and emotional development interact and proceed together? Why or why not?

2. Describe a healthy emotional environment that will encourage an infant to learn.

3. Through no fault of her own, Frannie (the girl we discussed in the lessons on Aggression, parts 2 and 3) has not had the kind of healthy emotional environment that would encourage learning. Just now she is having a very difficult time with math. What can be done to make it easier for her to learn, now that she is ten?

Outcome

Students will have understood the concept of Piaget (and other child development specialists) that emotional and intellectual development proceed together.
Objective

To learn how and when memory develops.

Class Activity

Call on several students to read their responses to the questions regarding the interaction of emotional and mental influences in the development of the self. Discuss.

Teacher's Presentation of Material on Memory Development

A person's brain is believed to function somewhat like a computer. It is programmed to record memories, which it does from birth.

There are two kinds of memories, conscious and unconscious ones. Conscious memories are useful as building blocks that enable us to learn more and more. Because you learned your ABC's in kindergarten, you were able to learn to read in first and second grades, and because you learned to read you are now learning about science and literature and many other things.

Many of our memories are stored away out of sight; that is, we are not aware of them. We know about them only because of the influence they have on our feelings. We call these unconscious memories. Although they are unconscious, they are nonetheless very important to us. An example of the influence of unconscious memories would be a friendly, trusting feeling one has toward other people, because out of our awareness (unconsciously), we remember being treated in a loving, reliable way by our parents. Another, a negative example might be a feeling of fear about getting into disagreements with a friend because one fears they might lead to difficult arguments. A person might have such fears because of unconscious memories of many painful, hurtful fights between his parents that led to their having a troubled marriage.

Do you think that you ever forget what you have learned? At big test time, you may think so, but there is a good chance that you really don't. You may not be able to remember at a given time, but most of your experiences, especially the important events in your life are on file in that part of your memory that is unconscious. Have you ever forgotten a person's name, and tried and tried to remember it, and finally did? That memory was somewhere in your brain, perhaps in your unconscious memory storage place, your unconscious mind. There is much for scientists to learn still about this.
Memory is a remarkable, great "function" of our brain; it is a necessary tool for living in our world. Actually, this function of remembering, memory, Piaget told us develops. In your notebooks, record the definitions (from the blackboard) of the two stages memory development goes through, which can be described as two types of memories:

**Recognitive memory**, the first type to appear Piaget said, is used when one recognizes a person or an object now in our field of vision. Recognitive memory may also pertain to an event one has seen a number of times, or experienced before. The French gave this a neat name: it is "deja-vu", which means, "already seen".

**Evocative memory**, is what we use when one is able to draw up in one's mind the image of something one has seen before, without having to actually see it at that moment. This very important ability, to be able to evoke the image of something that is not in the child's field of vision, when it stabilizes leads to the ability Piaget called **object permanence**. As the words imply, the image of this object now has a permanent representation in the brain (mind); one no longer needs to see it every time to remember what it looks like. When we speak of the stable memory of a person, **person permanence** is often used.

In thinking about the following persons, objects or situations, call out which kind of memory you are using.

1. Think of your mother's face. Can you picture it without seeing it? (Evocative)
2. Think of the Governor of our State. Can you picture him in your mind? Would you recognize his picture in the newspaper? (Recognitive and/or Evocative)
3. Can you picture in your mind the third house you pass on the way to school? If not, will you recognize it when you pass it next time? (Recognitive and/or Evocative)
4. Can you picture in your mind what you did last Saturday afternoon? (Evocative)

At your age, you have learned to use both types of memory very well. How did you accomplish this?

Although we believe that events and persons begin to be recorded in memory from birth, we find observable evidence of this when an infant is 5 or 6 months old and greets his mother with a very warm smile, a smile that is specifically for her. The infant is using **recognitive memory** because he recognizes how she looks, feels and smells. Gradually this ability to recognize, extends to father and others in the family. The 5 month old child is not able yet to picture his mother in his mind when he does not see mother, and this can be frightening to a baby, who feels that when mother is out of sight she is gone forever. The development of **object permanence** and with it **evocative memory**, as well as the all-important **person permanence** start building up together from about 11 months on and in the normal child, become reliable by 18 months. The child becomes able to
picture his mother's promised return. Also, he now can search for lost objects because he can remember what they look like.

An important feature of evocative memory applies to causal relationships. The child recalls, for instance, that when he touched a hot stove, he burned his finger, so he keeps away from it now. If he pushes a person, he learns that the person may fall, and also that the person doesn't like to be pushed; he begins to link his action-pushing-with the reaction it brought.

**Desk Exercise**

Search your own memory. Write about an incident when as a small child, your cognitive or evocative memory came to your rescue.

**Outcome**

Students will have learned the sequence of memory development, and its role in learning.
Objectives

1. To learn ways that family members can encourage and enhance the child's thrust to learn and  
2. to learn how memory development can be facilitated.

Review

Two major concepts of Piaget:

1. The learning that takes place in the first two years of life is of the sensori-motor  
type. That is to say it occurs primarily through the use of the eyes, ears, mouth, nose, and  
touch; and through muscular activity, by manipulating with the hands, pushing and  
pulling, creeping, toddling and walking to explore the environment.

2. The successful use of a child's sensori-motor equipment in learning depends upon  
his healthy emotional development.

Class Discussion

Bearing the above concepts in mind what kind of attitudes on the parents' part would  
contribute to successful learning?

(Recognition that helping a child to learn is an important part of child rearing;  
acceptance of the fact that it will take time and patience. Recognition that helping a child  
learn can be exciting for both the parent and child; finding creative ways to make  
learning fun. Recognition that learning is a continuous everyday process; ability to  
respond to the child's indication of readiness; establishing relaxed and comfortable  
communication with the child.)

Assuming that the parental attitudes provide a good atmosphere for learning, what are  
some of the specific ways parents can help a child learn, and help him develop memory?  
(The students may mention things they observed the mother do in their visits, or ways  
their own parents helped them, or their younger siblings. The list should include among  
other ideas:

Help the infant learn about the world around him by showing him objects, telling him  
to look at its features, telling him their names, by talking to him, playing music for him,  
and singing to him.)
Permit him to use his mouth not only for eating and crying, but also for checking out the objects he picks up (unless they are so small he might swallow them.) As he grows older, help him to use his mouth to form words.
Help him explore sizes, shapes, hardness, softness, by touching objects. Help him know which one he is not allowed to touch.
Remember that big and small people need to have information repeated in order to remember it.
Demonstrate to the child how things work.
Encourage him to try to do things himself. If he succeeds, praise him; if he doesn't, show him again, but don't push if he is not ready to accomplish what he is trying to do.
Do not expect perfect results.
Spend time playing with him using age-appropriate toys and picture books.

Recognitive memory will be encouraged by all these activities.

Evocative memory is aided by such reassurance as "Mother isn't here now, but she will be back to give you dinner." Games such as "peek-a-boo" or "Where did the ball go?" help the child picture someone or something that is momentarily absent.

How would you encourage learning in the following children?

1. Donna is a young mother who loves flowers. She took two-year old Edmund to the flower show. It was exciting but a little frightening to him as a little person to be walking among a crowd of tall people with very long legs. How could Donna help Edmund enjoy and learn about flowers? (She could look for a fairly quiet spot, bend down to his level, show him how pretty she thinks the flowers are, let him smell them, tell him their names.)

2. Maria is one month old. How can her mother help her to start to learn who is who in her family? (Mother can hold Maria in her arms during feedings. In this way, Maria can, and will stare at mother's face. While she does this, mother can smile at Maria and talk with her. This will help Maria know who her mother is. Mother can encourage father to hold her, so that she will come to know him soon also.

3. Joey is ten months old, and wants to explore everything. How can he be helped? (Give names to the parts of his and mother's body as he touches them, and of objects he holds in his hands. Hold him up to the window and talk about what he sees outside; or in good weather take him out. Show him how simple toys work, and let him try to work them.)

4. Tanya, age 12 months is at the "all motor, no brakes" stage. How would you help her learn? ("Baby proof" the rooms, show her that some things (stoves and electric plugs) are dangerous; let her explore actively, but add some passive activities to her day's schedule -- such as books, pictures, quiet games.)

PEG-U1-LPs for Grade 9&up
Summary

Parents are a child's first teachers. In this role they need to:

- Consider the infant's age.
- Consider the infant's temperament.
- Be responsive to his cues.
- Be patient when learning may result in messes or other minor disasters.
- Remember that in young children learning occurs best in a pleasant and warm atmosphere.
- Remember that if learning is encouraged and is pleasurable in early childhood, the child will be much more likely to want to learn in school.

Outcome

The students will have learned that a parent's readiness to at times act as a teacher for her child is most likely to favorably set the stage for the child's eagerness to learn; they also will have become familiar with specific approaches which encourage their particular child's learning.
INFANCY (0 - 12 MONTHS)

DEVELOPMENT OF THE SELF

DEVELOPMENT OF HUMAN RELATIONSHIPS
PARENTING FOR EMOTIONAL GROWTH:
Lesson Plans for GRADES 9 AND UP.

UNIT 1 - 0 to 12 MONTHS

DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS
-- Part 1 (HUMAN DEVELOPMENT)

Reading for Teacher: Textbook UNIT 1, pp. 127-145.

Objective

1. To learn the steps in the development of self-awareness.

Class Activity

Did you ever ask yourself "Who am I?" There is a great deal more involved in the answers to this question than you may think.

Spend the next ten minutes writing down everything you know about yourself. These papers will not be turned in, but a few volunteers will read their papers to us. Please number the facts you write, so you can see how much you do know about yourself that you can record in ten minutes: For example (leave out whatever you do not want to say):

1. My name is
2. My birth-date is
3. My parents are
4. Our address is
5. I am the brother/sister of
6. I am the nephew/niece of
7. I am the grandson/granddaughter of
8. I am the cousin of
9. I go to the . . . . . . . . . . . school.
10. I am in the . . . grade.
11. My favorite subjects are
12. The subjects I like least are

13. My favorite sports are

14. My best friends are

15. My religious affiliation is

16. My political preference is

17. My favorite TV program is

18. My favorite book is

19. When I finish my education, I plan to be a

To the above items add anything else that occurs to you that describes you.

Several volunteers will be asked to read their self-descriptions. The teachers will point out that the students know a great deal about themselves. How did they come to know who they were in the first place?

Did you ever wonder how a newborn infant comes to know that it is a person?

Babies have been born for thousands and thousands of years. Their parents who loved them understood a great deal about them, as most parents do. However, it is only recently that child specialists have tried to figure out how an infant himself sees the world, and how he comes to know who he is.

One of these specialists is Dr. Margaret Mahler, a Hungarian-American who lived and worked in New York City until she died in 1987. In the clinic where she worked, she observed hundreds of babies with their mothers, and she developed a theory about how infants become aware of themselves. This she called the **Separation-Individuation Theory of Development**. In a sentence, this means that the infant, who starts out believing that he and his mother are one, goes through several stages, ending up with the realization that they are separate persons. Though they are separate persons, they are attached by a strong **emotional** bond, but **not a physical one**.

The teacher will distribute copies of the outline of the Separation-Individuation Theory, and go over it with the students.

[Outline of Separation-Individuation Theory attached.]
Assignment

Memorize the phases described in Separation-Individuation theory.

Outcome

The students will have learned that the development of the sense of self is a gradual development. They will have been introduced to the sequential and structured development postulated by Dr. Mahler in her separation-individuation theory.
An outline of **Separation-Individuation Theory** developed by Margaret S. Mahler, M.D.

<table>
<thead>
<tr>
<th>Age of Infant</th>
<th>Name of Phase</th>
<th>Description of Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>O - 6 wks*</td>
<td>Normal Pre-symbiotic Phase</td>
<td>The newborn is most aware of what he feels inside himself. He has feelings -- hunger, fullness, cold, warmth, etc. He cannot tell the difference between what is inside and what is outside himself. However, newer research shows that an infant can recognize his mother's voice and smell, and is already beginning to show interest in the world around him, particularly in his caregiver.</td>
</tr>
<tr>
<td>1 - 6 mos.</td>
<td>Normal Symbiotic Phase</td>
<td>Slowly he begins to see the difference between himself, and the world outside of himself. He thinks of his mother and himself as being together in one membrane, as if they were together in an egg-shell. He develops a special attachment to his mother. He molds into her when held, and most of the time at this age seems to like to be held.</td>
</tr>
<tr>
<td>6 - 36 mos.</td>
<td>Separation-Individuation Phase</td>
<td>NOTE: This phase consists of four subphases, described below.</td>
</tr>
<tr>
<td>6 - 9 mos.</td>
<td>Differentiation Subphase</td>
<td>While still in the symbiotic phase he begins occasionally to turn away from Mother, wanting to do things him elf (e.g., he may grab a spoon from her.) However, he still has a strong symbiotic attachment to her. He begins to look more alert, an appearance which led Dr. Mahler to describe this as a &quot;hatched&quot; look, as if he just came out of his symbiotic shell. He vaguely senses that his mother is a different person from himself, and is anxious when she goes away.</td>
</tr>
<tr>
<td>9 - 14 mos.</td>
<td>Practicing Subphase</td>
<td>More and more he has a clearer idea of what is inside and what is outside himself. Although separation reactions are still there, they subside somewhat during this period. While still attached to his mother, he gradually becomes very attached to father and others in the family. He finds the &quot;outside of himself&quot; very exciting. He practices his newly acquired skills and capabilities and has a sense of elation doing so a good part of the time.</td>
</tr>
<tr>
<td>Age Range</td>
<td>Phase</td>
<td>Description</td>
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<tr>
<td>-----------</td>
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</tr>
<tr>
<td>14 - 24 mos.</td>
<td><strong>Rapprochement</strong> Subphase</td>
<td>The child fairly easily separated from mother during the practicing subphase now hovers around him because he is now more clearly aware that they are separate people. This awareness brings about a mood of low-keyedness. There are times when the child is in conflict, one moment wanting to be &quot;a big boy&quot;, and the next wanting to be a little baby again, enclosed with the mother in one shell. At such times, he is puzzling to his mother, because he can't seem to make up his mind what he wants to do.</td>
</tr>
<tr>
<td>24 - 36 mos.</td>
<td><strong>Toward Self and Object Constancy</strong> Subphase</td>
<td>Progressively during the third year, the child knows who he is and who his mother and father are. When they go away he can picture them in his mind, and more importantly, he has within himself the sense of having a mother and a father who care about him, and can be depended upon. Even when he feels troubled, he has an emotional awareness of who he is and that his parents are there for him.</td>
</tr>
</tbody>
</table>

*The ages listed in this table may vary with individual children.

**Dr. Mahler originally labeled this phase the Normal Autistic Phase. This was later changed by some of her students.*
UNIT 1 - 0 to 12 MONTHS

DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS
-- Part 2 (HUMAN DEVELOPMENT)

Objective

1. Increased understanding of the development of the self.
2. Understanding that the development of the self and of one's human relationships are linked together.

Class Activity

Review the phases of Mahler's Separation-Individuation Theory. As the phases are discussed, the students might be asked to give examples of infant behavior they have observed which confirm, or they believe casts doubt on or even disconfirm the theory.

Teacher's Presentation

In addition to Dr. Mahler, there are three other child development specialists whose work on this subject is well known:

1. Dr. Rene Spitz from Switzerland is one of the two persons who made the observations on attachment we studied about earlier. He found that during the Symbiotic Phase (1-6 months) an infant, beginning to sense that there is an outside world, smiles at anyone who comes to him. This is a social smile, but it is not at first directed specifically to a favorite person. Progressively, the infant begins to show a special attachment to his mother, by giving her a specific smiling response, a bigger, brighter smile than he gives to anyone else.

Another way we see this attachment, Dr. Spitz pointed out, is by the separation anxiety the infant shows when his mother leaves him, and by his enthusiastic or angry reunion response when she returns. This growing attachment to his mother helps the infant develop a sense of himself as an individual. Most important is that during this process of forming this attachment, the child feels himself or herself more and more feel a sense of self. At the same time, this attachment makes separation from Mother difficult before he develops the ability to know and trust that his mother always will return; the child will then exhibits separation anxiety. He will also exhibit anxiety when encountering strangers, that is people the infant has not yet come to know, because they are not the mother he seems to always expect, the one to whom he is gradually becoming attached.

PEG-U1-LPs for Grade 9&up
In summary, according to Dr. Spitz it is through the attachment his mother that it will eventually gradually become clear to the infant that he and she are separate people, although they are tied together by a more or less deeply forged emotional relationship.

2. Like Dr. Spitz, Dr. John Bowlby, another child development specialist but this time from England, in the 1950s found very much the same enormously important fact: that the child's attachment to his mother is a core factor in the child's developing a sense of himself or herself while at the same time forging a powerful emotional relationship with those who strongly emotionally invest in the infant. Although Drs. Spitz and Bowlby differ in the explanations they give as to how, that is, by what inborn mechanisms and experiences this attachment occurs, the many points on which they agree with each other and Dr. Mahler establishes this fact as one of the most important to know when one is a parent. Because attachment begins from the time an infant is born, it is well to know this before a baby is born.

In a parallel way, an equally deep attachment to his father unfolds side by side with the relationship to his mother. This also happens as the infant comes to value his siblings. All of these relationships make a powerful contribution to the development of what we all eventually come to feel is our self. Infants have to be well enough attached before they can become healthy separate individuals.

3. Another person who has added richly to our knowledge of child development is Dr. Erik Erikson. Dr. Erikson was a German-American who described the importance of the development of basic trust—which we learned about in an earlier lesson. Basic trust begins when an infant learns to really be confident that first his mother, then others in the family are persons he can really count on to take care of him in a loving and respecting way. This helps him feel secure, and a sense of self-trust begins to develop within him. Then he feels encouraged to do things and learn things, and make relationships with other people, as an individual human being.

Class Discussion

Dr. Mahler has described the stages an infant goes through in developing awareness of himself as a person. Dr. Spitz has shown us that the smiling, separation and reunion responses and stranger anxiety are signals that attachment is developing, and along with Dr. Bowlby emphasized that an emotionally valued (eventually loving) and stable attachment is essential to healthy emotional development. Dr. Erikson has shown that the development of Basic Trust is necessary for a healthy, positive sense of self. But what, and if it does, how does a child's sense of self influence or is influenced by our developing relationships with other people? (Mental health professionals tell us that if you feel good about yourself, you feel like reaching out to other people; if you like and respect yourself, you will like and respect other people. If you have found that you can trust your mother to come back whenever she goes away, you will be learning that you are worthy of trust yourself, and you can learn to accept, and even like, a good substitute caregiver (like the baby sitter). If your father makes you happy by playing with you, you will learn to respond positively to others who want to play with you. If your family
makes you feel that you are a special person, you will feel that way about yourself and you will feel that way about them, and about others you come to know.)

Picture the situation of a ten month old infant who has not been fortunate to grow up in a loving family. He is in a children institution where the over-worked staff has time to do only the basics of feeding and cleaning the babies. Sometimes a tired caregiver will scold the child for having a B.M. in his diapers, although he is too young to be trained. This makes him feel shamed and unwanted. He would like to be talked to and comforted, but no one has time for that.

What kind of sense of self will that child develop? (He will not be able to develop a healthy sense of self and all that comes with it.) Why? (He will not have had the basic one to one attachment necessary for the development of a healthy self.)

What kind of relationships with other people will this child have? (He might become excessively timid or even withdrawn, feeling that he is not entitled to have anyone like him; or he might become demanding, clinging, and even greedy, in an effort to make up for the emotional deprivation of his babyhood; he might have problems later achieving in school.)
Objective

The students will learn about the parental attitudes and approaches that will help a child develop a healthy sense of self, and good human relationships.

Teacher Presentation

The main work of forging (developing) the basic core and the foundation of a child's personality out of those givens with which he or she was born takes place:

1. During the first six years of life -- and the first three years make a major contribution;

2. In his own home; and,

3. With his parents, his own immediate family, and parent substitutes

As we learned in our study of attachment, and in our study of the stages of development of the self, it is the mother who provides the relationship of greatest importance during the first year. Depending on how much he is involved with the baby, the father becomes an important relationship too, often very soon. And if there are brothers and sisters, they have a great influence on the baby, too.

These relationships within the nuclear family we call Primary Relationships. Later the child will become acquainted with, and fond of people outside the immediate family -- his day care caregiver, his cousins, his family's friends, and eventually his own peers. These will be his Secondary Relationships. The Secondary Relationships will enrich his life greatly, but will not have the degree of personality-building importance of the Primary Relationships. It is the parents' job to promote the development of the child as a self, and to establish a good relationship with the child themselves. This is the route to the development of other good human relationships.

Class Discussion

Ask the students to try to remember what their parents (or parent substitutes) taught them about how to get along with brothers and sisters? With playmates when very young? With teachers later? Did they expect people to be friendly? Were they?
Ask the students to think about the Secondary Relationships they have now that they value. (E.g., close friend, a teacher who taught them to play the piano, an older person who taught them how to skate, to use a computer, etc.) How does a valued Secondary relationship make them feel about themselves? How do they feel about those relationships?

Discussion of specific ways parents and siblings can promote good development of a sense of self in the child less than one year of age:

Responding reasonably quickly to his signals for help.

Talking with him when bathing, feeding, changing him.

Use his name when speaking with him.

Without doing it for him, help him when he struggles to do something (e.g., to stand on his feet.)

Encourage him when he is trying to do something new.

Praise him when he accomplishes something.

Treat him with respect.

Give affection generously.

When limits are needed, be clear and firm but kind.

Play with him often. (Games such as naming parts of his body, and peek-a-boo are especially helpful.)

(Note that fathers and siblings as well as mothers do many of these things at a very early point.)

Discussion of specific ways to foster the development of good human relationships:

Respond to the child's social smiling responses by smiling back and talking with the child.

Respond to the child's stranger reaction by recognizing that this is a sign of attachment to the mother; do not push the child to be friendly to someone he experiences as a stranger, but gently reassure him that this person is a friend, and give the child time to get used to the person. Ask the "stranger" to approach the child slowly and gently.
Separation and reunion reactions should be dealt with also as signs of a very important development that is taking place. It is beginning to dawn on the child that he and his mother are not the same person, and he fears being left and "abandoned." Repeated reassurance will help him develop trust in her returning, and will help build a strong emotional bond that he will be able to rely on. He then will be ready to reach out to make relationships with other people.

If parents continually show the child that they respect his rights, it will be easier for him to accept the idea of respecting the rights of others. (E.g., "I won't let Timmy take your bear away from you -- and you aren't allowed to take his from him.") If parents and siblings often gave him a good time by playing with him, it will help pave the way for his learning to play with and get along with his peers.

Discussion of Special Situations

What can a family do if the mother has to go back to work soon after the baby is born? (Get the best possible substitute care, with a caregiver who is reliable, and who will give personal attention, and affection to the baby.)

The mother and father should make every effort to give quality time to the baby when they are with him, and to spend enough time with him so that they can develop strong primary relationships. If there are siblings, they can also help in this effort.

The parents should be particularly understanding and tolerant if the baby shows anxiety as he goes through the milestones of the first year; a great deal is being asked of a child to adjust to non-familial caregivers, often several for short periods of time instead of one.)

What about a child born into a disturbed family, and becomes a victim of child abuse? (Such a child will have a very difficult time developing a sense of self, and in developing good human relations. A family like this needs to have psychiatric (or psychological) help, and perhaps other forms of help as well. If the child abuse continues, the child may need to be placed in a good foster home. This, too, may well slow down his development, but generally, the infant will be better off than being subjected to excessive abuse.

The state has laws to protect children from abuse. Anyone who knows of child abuse going on is expected to call a special "hot line" number and report it. A social worker then is sent to visit the family to work with them, and if necessary to place the child in a foster home.)

Outcome

The students will understand how a child's primary relationships profoundly influence the development of his personality, and how the secondary ones can enrich his development.
Assignment (Review)

Review the observations made in your visit and write a report on what you saw that show that your infant is experiencing the **Symbiotic Phase** as described by Dr. Mahler. In doing this recall when and how the child developed a **specific attachment** to his mother, so vital according to Drs. Spitz, Bowlby, and others to total good mental health and adaptation. How did your infant subject gradually show that Mother (and perhaps Father) was more important to him than anyone else.

Do you believe that your child has developed the sense of **Basic Trust** that Dr. Erikson pointed out, is absolutely necessary for good emotional development? How do you know?

Write what you think your child is feeling when he shows these reactions that Dr. Spitz described: A stranger reaction; a separation reaction. Are these reactions normal? What do they show about the child's level of development? What would it tell you if a ten-month old child never showed a separation anxiety reaction, or a reunion reaction to mother's return?

During the second half of the first year a child begins to show small signs of beginning Separation-Individuation, when, as Dr. Mahler pointed out, it is beginning to dawn on him that he and his mother are different and separate persons. In your infant did you see any signs that this phase is beginning (for example, wanting to crawl down from Mother's lap, or straining while on Mother's lap to look around and away from Mother)? Describe any signs you saw. Also comment if you have seen the child coming back to "check on" Mother, or to get a hug for "emotional refueling".

From the way you have seen this child interacting and relating to his mother, what is your prediction about how he will get along with his primary and secondary relationships (family and peers) as he grows older? Give reasons for your opinion.