PARENTING FOR EMOTIONAL GROWTH: A CURRICULUM FOR STUDENTS IN GRADES K THRU TWELVE

UNIT 1: INFANCY (BIRTH TO 12 MONTHS)

LABORATORY MANUAL
For LESSON PLANS FOR GRADES 9 THRU 12

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Developed and written by the Staff of The Early Child Development Program, formerly from the Department of Psychiatry,
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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).

CONTENTS

Guidelines For the Use of the Laboratory Manual . . . . 5

Physical Development -- Introduction . . . . . . . 9
  Visit 1 . . . . . . . . . 12
  Visit 7 . . . . . . . . . 17
  Visit 15 . . . . . . . . . 22

Sleep-Wake States & Patterning -- Introduction . . . . 27
  Visit 2 . . . . . . . . . 30
  Visit 8 . . . . . . . . . 35
  Visit 15 . . . . . . . . . 40

Feeding -- Introduction . . . . . . . . . . . . . . 45
  Visit 3 . . . . . . . . . 47
  Visit 11 . . . . . . . . . 52
  Visit 15 . . . . . . . . . 57

Crying -- Introduction . . . . . . . . . . . . . . 63
  Visit 4 . . . . . . . . . 64
  Visit 9 . . . . . . . . . 69
  Visit 15 . . . . . . . . . 74

Affects -- Introduction . . . . . . . . . . . . . . 80
<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visits 4, 9, and 15</td>
<td>81</td>
</tr>
<tr>
<td>Affection</td>
<td>81</td>
</tr>
<tr>
<td>Agitation</td>
<td>82</td>
</tr>
<tr>
<td>Anxiety</td>
<td>83</td>
</tr>
<tr>
<td>Calmness</td>
<td>84</td>
</tr>
<tr>
<td>Crying</td>
<td>85</td>
</tr>
<tr>
<td>Depression</td>
<td>86</td>
</tr>
<tr>
<td>Excitement</td>
<td>87</td>
</tr>
<tr>
<td>Fear</td>
<td>88</td>
</tr>
<tr>
<td>Grief</td>
<td>89</td>
</tr>
<tr>
<td>Panic</td>
<td>90</td>
</tr>
<tr>
<td>Pleasure</td>
<td>91</td>
</tr>
<tr>
<td>Sadness</td>
<td>92</td>
</tr>
<tr>
<td>Screaming</td>
<td>93</td>
</tr>
<tr>
<td>Tension</td>
<td>94</td>
</tr>
<tr>
<td>Summary of Visits</td>
<td>95</td>
</tr>
<tr>
<td>Attachment -- Introduction</td>
<td>97</td>
</tr>
<tr>
<td>Visit 5</td>
<td>98</td>
</tr>
<tr>
<td>Visit 10</td>
<td>104</td>
</tr>
<tr>
<td>Visit 15</td>
<td>110</td>
</tr>
<tr>
<td>Exploratory Activities &amp;</td>
<td></td>
</tr>
<tr>
<td>the Beginnings of Autonomy -- Introduction</td>
<td>117</td>
</tr>
<tr>
<td>Visit 6</td>
<td>119</td>
</tr>
<tr>
<td>Visit 12</td>
<td>125</td>
</tr>
<tr>
<td>Visit 15</td>
<td>131</td>
</tr>
<tr>
<td>Developmental Markers</td>
<td>137</td>
</tr>
<tr>
<td>Visit 6</td>
<td>138</td>
</tr>
<tr>
<td>Visit 11</td>
<td>139</td>
</tr>
<tr>
<td>Visit 16</td>
<td>140</td>
</tr>
</tbody>
</table>
Basic Trust Vs. Mistrust -- Introduction  .  .  .  .  142
Visit 5  .  .  .  .  .  .  .  .  .  144
Visit 10  .  .  .  .  .  .  .  .  .  152
Visit 16  .  .  .  .  .  .  .  .  .  160

The Oral Phase -- Introduction  .  .  .  .  .  .  .  .  .  169
Visit 3  .  .  .  .  .  .  .  .  .  170
Visit 11  .  .  .  .  .  .  .  .  .  175
Visit 16  .  .  .  .  .  .  .  .  .  180

Aggression -- Introduction  .  .  .  .  .  .  .  .  .  186
Visit 6  .  .  .  .  .  .  .  .  .  188
Visit 12  .  .  .  .  .  .  .  .  .  195
Visit 16  .  .  .  .  .  .  .  .  .  202

Dependence -- Introduction  .  .  .  .  .  .  .  .  .  210
Visit 7  .  .  .  .  .  .  .  .  .  211
Visit 13  .  .  .  .  .  .  .  .  .  216
Visit 16  .  .  .  .  .  .  .  .  .  221

Beginnings of Intelligence -- Introduction  .  .  .  .  .  .  227
Visit 7  .  .  .  .  .  .  .  .  .  228
Visit 13  .  .  .  .  .  .  .  .  .  234
Visit 16  .  .  .  .  .  .  .  .  .  240

Self & Human relationships -- Introduction  .  .  .  .  .  .  247
Visit 8  .  .  .  .  .  .  .  .  .  248
Visit 13  .  .  .  .  .  .  .  .  .  255
Visit 16  .  .  .  .  .  .  .  .  .  262
INFANCY (0 - 12 MONTHS)

GUIDELINES FOR THE USE OF THE MANUAL
GUIDELINES FOR THE USE OF THE LABORATORY MANUAL

The manual is designed to enable you, through semi-monthly visits to observe an infant creatively. You will become attuned to his/her many ways of communicating with his/her parents, as you monitor his/her development over a period of eight or nine months. You will observe also how her/his mother communicates with her/him, and the ways Mother promotes her/his physical, mental and emotional growth.

Organizing Your Visits

1. Among your friends or relatives find a family which there is an infant three months of age or younger.
2. Explain your school project to the mother, and ask her permission to observe the infant, and to interview her about him, twice a month for an hour. Try to plan a time for your visits when the infant is likely to be awake.
3. Once a time is set, be sure to keep your appointments regularly. However, if you have a contagious cold, or if you have some problem which makes it impossible for you to come, be sure to call to cancel and re-schedule your appointment.
4. Before each visit, read the material in the Laboratory Manual, and in your own class notes, on the subjects of the day. This will help you organize your questions and observations.

How To Observe

When observing "your" infant, note the following:
1. The infant's face - what do you think he is feeling, and trying to express?
2. The infant's body movements - are they tense or relaxed or happily excited?
3. The infant's vocalizations - can you tell from them what he is feeling, and trying to communicate?
4. What does your own empathic response tell you about how the infant is feeling?
5. How does the mother respond to the infant's communications?
6. What does she do to try to help him in his development?
(Note: We are very much indebted to mothers who allow us to observe their infants, and who are willing to talk with us about them. It is possible that once in a while you might not agree with a mother's approach to child rearing. It is important never to criticize what she is doing. Different approaches to child rearing will be sorted out in class discussions.)

7. Each time you visit, you will focus on one to three special aspects of development, except for the last two sessions which will be used to review the infant's progress in all areas.

Your visiting schedule for the year will be as follows:

<table>
<thead>
<tr>
<th>ASPECT OF DEVELOPMENT</th>
<th>VISITS # WHEN OBSERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helplessness</td>
<td>1, 7, 15</td>
</tr>
<tr>
<td>Sleep-Wake States &amp; Patterning</td>
<td>2, 8, 15</td>
</tr>
<tr>
<td>Feeding</td>
<td>3, 11, 15</td>
</tr>
<tr>
<td>Crying</td>
<td>4, 9, 15</td>
</tr>
<tr>
<td>Affects</td>
<td>4, 9, 15</td>
</tr>
<tr>
<td>Attachment</td>
<td>5, 10, 15</td>
</tr>
<tr>
<td>Exploratory Activities &amp; the Beginnings of Autonomy</td>
<td>6, 12, 15</td>
</tr>
<tr>
<td>Developmental Markers</td>
<td>6, 11, 16</td>
</tr>
<tr>
<td>Basic Trust</td>
<td>5, 10, 16</td>
</tr>
<tr>
<td>Oral Phase Development</td>
<td>3, 11, 16</td>
</tr>
<tr>
<td>Aggression</td>
<td>6, 12, 16</td>
</tr>
<tr>
<td>Dependence</td>
<td>7, 13, 16</td>
</tr>
<tr>
<td>Development of Self</td>
<td>7, 13, 16</td>
</tr>
<tr>
<td>Intelligence</td>
<td>8, 13, 16</td>
</tr>
</tbody>
</table>

Session 14 will be used as a make-up, if needed, for any visit that may have been canceled. Sessions 15 and 16 will be review visits.

Note: Although each visit has a special focus, you are encouraged to observe and discuss with the mother any additional aspects of the infant's behaviors that interest you.
**Recording**

1. During the visit you will record on the manual chart sheets your observations of both the Human Development, and the Child Rearing Aspects of the subject(s) of the day. You may not be able to observe everything listed on the sheets. For any item that you had no opportunity to observe, enter N.O. (Not Observed). However, if the mother answers the question for you, enter her response rather than N.O. You will note that space on the chart is limited, so use few, but meaningful words.

2. As soon as possible after the visit write a summary of at least a page recording the most important observations of the day and adding any personal impressions you have from the visit.
INFANCY (0 - 12 MONTHS)

PHYSICAL DEVELOPMENT
DEGREE OF ADAPTIVE CAPABILITY / HELPLESSNESS
An infant is born with important givens: the genes he inherited, his state of health and physical vigor at birth, and his more or less active, irritable or calm temperament. In addition to these factors, two other influences have a great deal to do with the child's whole future development: (1) The physical care he is given -- adequate food, warmth, rest and medical attention (2) The emotional care he receives in the form of loving relationships with his family, and being respected, valued, taught and guided by them.

Because infants vary greatly in their temperaments, even infants within the same family, parents need to understand each individual child, and to adapt their approach to meet his special needs. It may take some time for a newborn infant and his parents to become accustomed to one another.

In observing the degree of helplessness of your infant, you will expect to see considerable change between your first and last visits. Note carefully how strong the child's desire to do things himself seems to be, and in what ways his mother encourages him to do things on his own (such as crawling to reach a toy.)

In observing activity level and type, you may find the infant showing pretty much the same temperament throughout the year or he may show noticeable change. A quiet newborn may become increasingly active, or an active infant may become calmer as time goes on. Also, an infant's irritability and tolerance of frustration may change as time passes. Some of these changes may be in response to his mother's help, which you will want to note.
In assessing the infant's **sensori-motor functions** you will observe what movements he makes, and in consultations with the mother, record how well he can see and hear. In later visits you can note how he uses his other sense -- his taste preference, his sense of touch and smell, and how his muscles, coordination and goal-directed movements are developing. You will record the important milestones of when he rolled over, sat, crawled, stood up and walked. In all of these developments you will note how the mother and other members of the family, if present, help the child.

Very early the infant begins to **socialize** in his way, by cooing and babbling. You will record when you observe this, and note whether it happens spontaneously, or in response to something the mother does. Observe whether the infant makes eye contact with his mother, and you. Notice when and at whom the infant smiles. How does he express fear? For later visits, note when he started saying words and short sentences, and how his mother helps.

A newborn infant also comes into the world with some well-developed reflexes. You will see a **startle** reflex, if there is a sudden noise near him; he has a **grasp** reflex which you will see if you put one of your fingers into the baby's palm; when picked up, the infant demonstrates a **clinging** response that very much seems at first to be a reflex. These reflexes, except for the clinging response, gradually fade out in the child's second and third years.
FIRST VISIT

NAME OF CHILD ______________________________ DATE OF BIRTH __________ DATE OF VISIT __________

Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

HUMAN DEVELOPMENT ASPECT

Helplessness:
Which of his/her physical and emotional needs can the baby provide for himself/herself?
For which does the baby need the help of the parent or caretaker?

Activity Level and Type:
Record whether the infant is physically very active, moderately active or calm.
Note signs of irritability, if you see them.
Note signs of the infant's ability to tolerate frustration, if you see them.
FIRST VISIT (Continued)

Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

HUMAN DEVELOPMENT ASPECT

Sensori-Motor Functions:
How much does the infant see?
How well does he/she hear?
Does the infant show a liking for certain sights or sounds? A dislike for others?

What movements did the infant make?

For later visits, record at what age the infant
rolled over__________; crawled__________; sat__________; stood up__________; walked__________.

Social Responses:
Does the infant coo and babble?
Does the infant make eye contact?
How does he use his sense of touch?
Describe his smiling response (specific or non-specific).

How does he express feelings of fear?

For later visits:
At what age did he begin to say words?
Short sentences?

Reflexes:
Describe the reflexes you observed.
(grasping, clinging)
FIRST VISIT

NAME OF CHILD _________________________ DATE OF BIRTH _______ DATE OF VISIT ________

Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

CHILD REARING ASPECTS

Helplessness:
How and when does the mother respond to the child's signals of distress? How does she help him/her cope with frustration e.g., to wait a few minutes for a feeding?

For later visits: How does the mother help the child learn to do things him/herself - e.g., reach for and pick up a toy?

Activity Level and Type:
Do you think the child's level of activity needs calming, stimulation, or is fine as it is? How does the mother calm the child if his high level of activity interferes with feeding or sleep? How does she stimulate the child if he/she falls asleep when feeding? How does she calm the child, if he/she is irritable?

For the last visit: If the child's level of activity and level of irritability have changed, what did the mother do to help bring this about.
FIRST VISIT (Continued)

Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

CHILD REARING ASPECTS

Sensori-Motor Functions:
What does the mother do to encourage the child to look at things, to listen to sounds?
What does she do to encourage the child's vocalizing and communicating?
What does she do to help him with the ability to use his muscles and move about?
Does the mother seem to be "tuned in" with the child's readiness to learn new skills?

Social Responses:
What did the mother do when
The child smiled at her?
The child stared at her?
The child cried?
The child screamed?
Did the mother seem to understand what the child was communicating to her?
How did the mother help the child to become a sociable person?

Reflexes:
How does the mother respond to the child's grasp reflex when he/she grasps her hair?
How does she respond to the infants need to cling to her?
SUMMARY OF VISIT
SEVENTH VISIT

NAME OF CHILD ___________________________ DATE OF BIRTH ___________ DATE OF VISIT ___________

Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

HUMAN DEVELOPMENT ASPECT

**Helplessness:**
Which of his/her physical and emotional needs can the baby provide for himself/herself?
For which does the baby need the help of the parent or caretaker?

**Activity Level and Type:**
Record whether the infant is physically very active, moderately active or calm.
Note signs of irritability, if you see them.
Note signs of the infant's ability to tolerate frustration, if you see them.
SEVENTH VISIT (Continued)

Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

HUMAN DEVELOPMENT ASPECT

Sensori-Motor Functions:
How much does the infant see?
How well does he/she hear?
Does the infant show a liking for certain sights or sounds? A dislike for others?

What movements did the infant make?

For later visits, record at what age the infant
rolled over__________; crawled__________; sat__________; stood up__________; walked__________.

Social Responses:
Does the infant coo and babble?
Does the infant make eye contact?
How does he use his sense of touch?
Describe his smiling response (specific or non-specific).

How does he express feelings of fear?

For later visits:
At what age did he begin to say words?
Short sentences?

Reflexes:
Describe the reflexes you observed.
(grasping, clinging)
SEVENTH VISIT

NAME OF CHILD ___________________________     DATE OF BIRTH ____________      DATE OF VISIT ____________

Observations on  Helplessness,  Activity Level and Type,  Sensori-Motor Functions,  Social Responses,  Reflexes

CHILD REARING ASPECTS

Helplessness:
How and when does the mother respond
to the child's signals of distress?
How does she help him/her cope with frustration
e.g., to wait a few minutes for a feeding?

For later visits: How does the mother help
the child learn to do things him/herself -
e.g., reach for and pick up a toy?

Activity Level and Type:
Do you think the child's level of activity
needs calming, stimulation, or is fine as it is?
How does the mother calm the child if his high
level of activity interferes with feeding or sleep?
How does she stimulate the child if he/she falls
asleep when feeding?
How does she calm the child, if he/she is irritable?

For the last visit: If the child's level of
activity and level of irritability have changed,
what did the mother do to help bring this about.
SEVENTH VISIT (Continued)

Observations on  Helplessness,  Activity Level and Type,  Sensori-Motor Functions,  Social Responses,  Reflexes

CHILD REARING ASPECTS

Sensori-Motor Functions:
What does the mother do to encourage the child
to look at things, to listen to sounds?
What does she do to encourage the child's
vocalizing and communicating?
What does she do to help him with the ability
to use his muscles and move about?
Does the mother seem to be "tuned in" with
the child's readiness to learn new skills?

Social Responses:
What did the mother do when
The child smiled at her?
The child stared at her?
The child cried?
The child screamed?
Did the mother seem to understand what the
cild was communicating to her?
How did the mother help the child to become
a sociable person?

Reflexes:
How does the mother respond to the child's
grasp reflex when he/she grasps her hair?
How does she respond to the infant's need to cling to her?
SUMMARY OF VISIT
Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

HUMAN DEVELOPMENT ASPECT

Helplessness:
Which of his/her physical and emotional needs can the baby provide for himself/herself?
For which does the baby need the help of the parent or caretaker?

Activity Level and Type:
Record whether the infant is physically very active, moderately active or calm.
Note signs of irritability, if you see them.
Note signs of the infant's ability to tolerate frustration, if you see them.
Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

HUMAN DEVELOPMENT ASPECT

Sensori-Motor Functions:
How much does the infant see?
How well does he/she hear?
Does the infant show a liking for certain sights or sounds? A dislike for others?

What movements did the infant make?

For later visits, record at what age the infant
rolled over__________; crawled__________; sat__________; stood up__________; walked__________.

Social Responses:
Does the infant coo and babble?
Does the infant make eye contact?
How does he use his sense of touch?
Describe his smiling response (specific or non-specific).

How does he express feelings of fear?

For later visits:
At what age did he begin to say words?
Short sentences?

Reflexes:
Describe the reflexes you observed.
(grasping, clinging)
FIFTEENTH VISIT

NAME OF CHILD ___________________________     DATE OF BIRTH ____________      DATE OF VISIT ____________

Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

CHILD REARING ASPECTS

Helplessness:
How and when does the mother respond to the child's signals of distress?
How does she help him/her cope with frustration e.g., to wait a few minutes for a feeding?

For later visits: How does the mother help the child learn to do things him/herself - e.g., reach for and pick up a toy?

Activity Level and Type:
Do you think the child's level of activity needs calming, stimulation, or is fine as it is?
How does the mother calm the child if his high level of activity interferes with feeding or sleep?
How does she stimulate the child if he/she falls asleep when feeding?
How does she calm the child, if he/she is irritable?

For the last visit: If the child's level of activity and level of irritability have changed, what did the mother do to help bring this about.
FIFTEENTH VISIT (Continued)

Observations on Helplessness, Activity Level and Type, Sensori-Motor Functions, Social Responses, Reflexes

CHILD REARING ASPECTS

Sensori-Motor Functions:
What does the mother do to encourage the child to look at things, to listen to sounds?  What does she do to encourage the child's vocalizing and communicating?  What does she do to help him with the ability to use his muscles and move about?  Does the mother seem to be "tuned in" with the child's readiness to learn new skills?

Social Responses:
What did the mother do when
The child smiled at her?  The child stared at her?  The child cried?  The child screamed?
Did the mother seem to understand what the child was communicating to her?  How did the mother help the child to become a sociable person?

Reflexes:
How does the mother respond to the child's grasp reflex when he/she grasps her hair?  How does she respond to the infant's need to cling to her?
SUMMARY OF VISIT
INFANCY (0 TO 12 MONTHS)

SLEEP - WAKE STATES & PATTERNING

FEEDING
A major task for the infant in his first year is to develop a healthful balance of sleep, and awake alertness. Both states are needed for his physical and emotional growth.

A newborn does not come into the world knowing that night is for sleeping, and daytime is for activity. Even if he did, he would need to borrow many daytime hours for sleeping during his first year. In your visits you will find the infant needing less sleep by the end of the year, although he will still need much more than a three or four year old.

As you observe your infant, you will find that he is in one or more of these states: 1. Asleep, or 2. Drowsy, preparing to fall asleep, or getting ready to wake up, or 3. Awake, alert and crying, or 4. Awake, alert and calm.

In your summary after the visit, describe which states you saw in your infant. If you saw him in a drowsy state, tell whether he made the change from waking to sleep, or from sleep to waking easily, or did he seem irritable and upset at this time? If irritable, why do you think he felt that way?

If you saw the infant when asleep, did he sleep calmly and comfortably, or was he restless? If restless, could you tell what caused it? Did he suck his fingers while sleeping? If so, why do you think he did this? Did he appear to be dreaming? What made you think so?
If you saw your infant awake and screaming could you tell what he was feeling and recording in his mind? What did his mother think? When the infant was awake and calm what was he doing?

Describe the ways the mother helped her infant to get his needed sleep. Sometimes an infant resists being put to bed, even when tired. If you did not see this happening, ask her how she deals with this.

Describe how the mother comforts the infant when he awakens crying. Does she ever think that she shouldn't go in to him when he does this? If so, when? What does she do when she goes in?

Add to your summary anything of special interest that you saw in your visit.
SECOND VISIT

NAME OF CHILD ____________________________   DATE OF BIRTH ___________   DATE OF VISIT _____________

Observations on  Sleep-Wake Cycles and Patterning

HUMAN DEVELOPMENT ASPECT

**Number of hours asleep:**
Between 6 a.m. and noon

Between noon and 6: p.m.

Between 6 p.m. and midnight

Between midnight and 6 a.m.

Total sleeping hours in a 24 hour period.

**Characteristics of Sleep Patterning:**
Is the infant usually a quiet or restless sleeper?

Does he/she fall asleep quickly when put to bed?

How many times does he/she usually waken in the night?

Does the infant ever wake up crying and frightened?
SECOND VISIT  (Continued)

Observations on  Sleep-Wake Cycles and Patterning

HUMAN DEVELOPMENT ASPECT

Does the infant every wake up crying and seemingly frightened?

Does he/she ever wake up crying because of stomach pain?

Does he/she have any other sleeping problems?

Will the infant accept comforting from both mother and father?

When the infant wakes up in the morning or from a nap, is he/she usually irritable the first few minutes or cheerful?
SECOND VISIT

NAME OF CHILD ___________________________  DATE OF BIRTH ____________  DATE OF VISIT ___________

Observations on Sleep-Wake Cycles and Patterning

CHILD REARING ASPECT

Does the child have regular or irregular bedtime hours?

How does the mother prepare him/her for bedtime?

Does he/she sleep with the television or radio playing? If so, does that seem to disturb him/her?

How does she help him/her to get acquainted with the baby sitter?

If the child wakes and cries in the night, how does the mother know if the problem is serious?
SECOND VISIT  (Continued)
Observations on **Sleep-Wake Cycles and Patterning**

<table>
<thead>
<tr>
<th>CHILD REARING ASPECT</th>
</tr>
</thead>
</table>

If it is serious (for example, if the child has a bad cold and cannot breathe well) what does she do?

If the crying is not from a serious cause, what does she do?

Does father sometimes put the child to bed?

Does he sometimes comfort the child in the night?

For a later visit: As the child gets older, does he sometimes resist being put to bed? How do the parents handle this?
SUMMARY OF VISIT
EIGHTH VISIT

NAME OF CHILD ____________________________   DATE OF BIRTH ___________   DATE OF VISIT _____________

Observations on  Sleep-Wake Cycles and Patterning

HUMAN DEVELOPMENT ASPECT

**Number of hours asleep:**
- Between 6 a.m. and noon
- Between noon and 6: p.m.
- Between 6 p.m. and midnight
- Between midnight and 6 a.m.

Total sleeping hours in a 24 hour period.

**Characteristics of Sleep Patterning:**
Is the infant usually a quiet or restless sleeper?

Does he/she fall asleep quickly when put to bed?

How many times does he/she usually waken in the night?

Does the infant ever wake up crying and frightened?
EIGHTH VISIT  (Continued)

Observations on  Sleep-Wake Cycles and Patterning  

HUMAN DEVELOPMENT ASPECT

Does the infant every wake up crying and seemingly frightened?

Does he/she ever wake up crying because of stomach pain?

Does he/she have any other sleeping problems?

Will the infant accept comforting from both mother and father?

When the infant wakes up in the morning or from a nap, is he/she usually irritable the first few minutes or cheerful?
EIGHTH VISIT

NAME OF CHILD ___________________________ DATE OF BIRTH ____________ DATE OF VISIT ____________

Observations on Sleep-Wake Cycles and Patterning

CHILD REARING ASPECT

Does the child have regular or irregular bedtime hours?

How does the mother prepare him/her for bedtime?

Does he/she sleep with the television or radio playing? If so, does that seem to disturb him/her?

How does she help him/her to get acquainted with the baby sitter?

If the child wakes and cries in the night, how does the mother know if the problem is serious?
EIGHTH VISIT  Continued)

Observations on Sleep-Wake Cycles and Patterning

CHILD REARING ASPECT

If it is serious (for example, if the child has a bad cold and cannot breathe well) what does she do?

If the crying is not from a serious cause, what does she do?

Does father sometimes put the child to bed?

Does he sometimes comfort the child in the night?

For a later visit: As the child gets older, does he sometimes resist being put to bed? How do the parents handle this?
SUMMARY OF VISIT
FIFTEENTH VISIT

NAME OF CHILD ____________________________   DATE OF BIRTH ___________   DATE OF VISIT _____________

Observations on  Sleep-Wake Cycles and Patterning

HUMAN DEVELOPMENT ASPECT

Number of hours asleep:
  Between 6 a.m. and noon
  Between noon and 6: p.m.
  Between 6 p.m. and midnight
  Between midnight and 6 a.m.

Total sleeping hours in a 24 hour period.

Characteristics of Sleep Patterning:
  Is the infant usually a quiet or restless sleeper?
  Does he/she fall asleep quickly when put to bed?
  How many times does he/she usually waken in the night?
  Does the infant ever wake up crying and frightened?
FIFTEENTH VISIT (Continued)

Observations on Sleep-Wake Cycles and Patterning

HUMAN DEVELOPMENT ASPECT

Does the infant every wake up crying and seemingly frightened?

Does he/she ever wake up crying because of stomach pain?

Does he/she have any other sleeping problems?

Will the infant accept comforting from both mother and father?

When the infant wakes up in the morning or from a nap, is he/she usually irritable the first few minutes or cheerful?
FIFTEENTH VISIT

NAME OF CHILD ___________________________ DATE OF BIRTH ____________ DATE OF VISIT ____________

Observations on Sleep-Wake Cycles and Patterning

CHILD REARING ASPECT

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How does she help him/her to get acquainted with the baby sitter?

If the child wakes and cries in the night, how does the mother know if the problem is serious?
FIFTEENTH VISIT  Continued)

Observations on Sleep-Wake Cycles and Patterning

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If it is serious (for example, if
the child has a bad cold and cannot
breathe well) what does she do?

If the crying is not from a
serious cause, what does she do?

Does father sometimes put the
child to bed?

Does he sometimes comfort the
child in the night?

For a later visit: As the child
gets older, does he sometimes
resist being put to bed? How
do the parents handle this?
The newborn infant rouses from sleep with a painful feeling inside him. His cry brings someone to him bringing relief in the form of milk. Milk fills his stomach and makes him feel comfortable again, but there is more to it than just relief of hunger. The milk is given while the infant is cradled in this person's arms. She talks to him and he gazes up at her. This happens over and over and gradually he comes to know that the person who is giving the milk and the cuddling is a very special person, his mother.

Whether mother gives him milk from her breast or from a bottle doesn't really matter, as long as she hold the baby while he is being fed, so that he experiences the feeling of being valued and loved. Naturally, there may be times when mother is just too busy to hold him during a feeding, and may prop his bottle on pillows. Once in a while in an emergency this may have to be done. As a regular thing, however, it should be borne in mind that the infant is being fed emotionally by being held, and propping the bottle deprives him of that important part of the feeding experience. Babies do not become spoiled by being held, nor will they eat too much and get fat. If they receive enough TLC (tender loving care), they will not become greedy for milk!

Some parents put their infants on a three or four hour feeding schedule, while others feed their infants when they signal by crying that they are hungry. Since babies are different in the amount they can drink at a time they will be most comfortable if they are fed on demand. A very tiny baby, for example, will be painfully hungry if required to wait four hours between feedings.

All infants are born with rooting and sucking reflexes, and know what to do with milk when it is offered. If the infant sucks well and enjoys doing it, and if the mother enjoys feeding him, both will have a rewarding experience. Sometimes, however, there are problems. Some babies have painful colic during their first months because their digestive systems are immature. Sometimes a
mother is tense because of some worries she has; she will then hold the baby in a tense way, and he then cannot relax. Sometimes a baby may have an allergy -- even to milk. As he gets older, he may dislike certain foods, and if he is forced to eat them, tension may develop between him and his mother; a child may dawdle over his meals, frustrating his mother, who wants to get at her other work.

All of these problems can be worked out. Often they can be solved if the parents put themselves in their child's place, and understand what he is feeling. Then they can make reasonable expectations of the child. Other problems may require the help of a pediatrician or other child development specialist.

Weaning can be a stressful time but the child and parents will get through it well, if it is done gradually. Even after the child can use a cup at the table, he should be allowed to have a bedtime bottle for as long as he seems to need it. This is not just a bottle, it is a reminder of mother, a very special comforter when he has to go off to bed alone.

When you visit your mother and child, observe how they respond to each other during the feeding time. In your summary, describe how the mother goes about the feeding, how she helps the infant wait while she is preparing it, whether she talks with him during the feedings, and whether he gazes at her as he feeds. Describe any problems in feeding, note if this is upsetting to the mother and what she is doing to help the child with this.

Bear in mind that the mother may not do the feedings in just the way we have described. For example, she may feel that he has to prop the bottle often, but she may find other times of the day to hold and cuddle the infant, giving him his TLC in another way.
THIRD VISIT

NAME OF CHILD ___________________________   DATE OF BIRTH ____________   DATE OF VISIT ____________

Observations on Feeding

HUMAN DEVELOPMENT ASPECT

Does the infant appear relaxed and comfortable, or tense during feeding?

Describe the infant's behavior when he is held by his mother during a feeding.

Where does he look while being fed?

Does he appear to feel close to his mother emotionally while being fed?

What food is he given?

Is his appetite good?

Does he ever resist in mother's efforts to feed him? If so, when?

Has he had colic? If so, what signals did he give his mother?
THIRD VISIT  (Continued)

Observations on **Feeding**

<table>
<thead>
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THIRD VISIT

NAME OF CHILD ___________________________   DATE OF BIRTH ____________    DATE OF VISIT_______

Observations on Feeding

CHILD REARING ASPECT

Does the mother hold the infant while feeding?

How often is the infant fed?

If she bottle feeds, does she sometimes prop the bottle?

Does she talk with the infant during the feeding?

Does she burp the baby?

Is the mother satisfied with her decision to bottle feed, or to breast feed?

Does the father sometimes feed the child?

Does the child look comfortable or tense during the feeding?
THIRD VISIT (Continued)

Observations on Feeding

CHILD REARING ASPECT

For later visits:

Has weaning been started? If so was it started gradually, or all at once?

Any problems in weaning?

If so, how were they handled?

Have there been any other feeding problems?

If so, how were they handled?

Does mother seem to enjoy feeding the child

Does the child interrupt feeding to play?

What does mother do then?
SUMMARY OF VISIT
ELEVENTH VISIT

NAME OF CHILD ___________________________   DATE OF BIRTH ____________   DATE OF VISIT ____________

Observations on Feeding

HUMAN DEVELOPMENT ASPECT

Does the infant appear relaxed and comfortable, or tense during feeding?

Describe the infant's behavior when he is held by his mother during a feeding.

Where does he look while being fed?

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What food is he given?

Is his appetite good?

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Has he had colic? If so, what signals did he give his mother?
ELEVENTH VISIT (Continued)

Observations on Feeding

For later visits:
Does he have any food allergies?

Does he dislike any foods?

Does he "allow" father or other members of the family to feed him?

Is he making efforts to feed himself?

Is he playful when eating?

Does he ever try to feed his mother, a pet or toy?
ELEVENTH VISIT

NAME OF CHILD ___________________________   DATE OF BIRTH ____________    DATE OF VISIT_______

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CHILD REARING ASPECT

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Does she talk with the infant during the feeding?

Does she burp the baby?

Is the mother satisfied with her decision to bottle feed, or to breast feed?

Does the father sometimes feed the child?

Does the child look comfortable or tense during the feeding?
ELEVENTH VISIT  (Continued)

Observations on Feeding

For later visits:

Has weaning been started?  If so was it started gradually, or all at once?

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If so, how were they handled?

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Does mother seem to enjoy feeding the child

Does the child interrupt feeding to play?

What does mother do then?
SUMMARY OF VISIT
FIFTEENTH VISIT

NAME OF CHILD ___________________________   DATE OF BIRTH ____________   DATE OF VISIT ____________

Observations on Feeding

HUMAN DEVELOPMENT ASPECT

Does the infant appear relaxed and comfortable, or tense during feeding?

Describe the infant's behavior when he is held by his mother during a feeding.

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Does she burp the baby?

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Does the father sometimes feed the child?

Does the child look comfortable or tense during the feeding?
FIFTEENTH VISIT  (Continued)

Observations on Feeding

For later visits:

Has weaning been started? If so was it started gradually, or all at once?

Any problems in weaning?

If so, how were they handled?

Have there been any other feeding problems?

If so, how were they handled?

Does mother seem to enjoy feeding the child?

Does the child interrupt feeding to play?

What does mother do then?
INFANCY (0 - 12 MONTHS)

CRYING
An infant's cry is always a communication. His message may be that he is hungry, uncomfortable, in pain, angry, sad, or anxious. He never cries for the pleasure of hearing his own voice, or to exercise his lungs. His cry is an appeal for help.

Sensitive parents listen to the tone of an infant's cry, scan his facial expression, and usually can tell why the child is in distress. Then they can help him, or if it is not possible to remove the pain, they can offer comfort to make it bearable.

If your infant is crying at the time of your visit, look at his/her face, and listen to the tone of the crying. See if you can tell whether the cry is of hunger, pain, anger, or something else. Check your own impression with the mother's.

In case the infant is not crying at the time of this visit, fill out the forms from the information the mother gives you. You may add your own observations of the infant's crying at a later visit.
FOURTH VISIT

NAME OF CHILD ____________________________   DATE OF BIRTH ___________   DATE OF VISIT ____________

Observations on CRYING

HUMAN DEVELOPMENT ASPECT

On the average, how often does the baby cry during the day?

How often during the night?

In addition to hunger, what other things cause him/her to cry?

How can you tell what the baby is crying about?

Does the baby usually quiet when you come to him/her?

When father comes?

Has the baby ever had an illness which made him/her cry a lot?
FOURTH VISIT (Continued)

Observations on CRYING

Do you think the baby always cries for a reason?

Have you ever been separated from the baby for more than a day?

Who took care of him/her?

Did he/she cry a great deal then?

Was there ever a situation when the baby cried and you could not discover what was wrong?
FOURTH VISIT

NAME OF CHILD ___________________________    DATE OF BIRTH ___________   DATE OF VISIT ___________

Observations on CRYING

CHILD REARING ASPECT

What do you do to help the baby wait while you are getting the food ready?

Do you think she sometimes cries because she/he wants to be held and cuddled? What do you do then?

What do you do to help if stomach pain is causing the crying?

What do you do if the crying is caused by pain you can't help, such as teething pain?
Observations on CRYING

For Later Visits:
What do you do if the baby gets into a rage when you put him/her to bed?

How do you help if he/she wakes crying from a frightening dream?

What do you do if he/she is crying because you are about to leave him for a while?

What do you do if the baby cries when one of your friends or relatives picks him up?
SUMMARY OF VISIT
NINTH VISIT

NAME OF CHILD ____________________________   DATE OF BIRTH ___________   DATE OF VISIT ____________

Observations on CRYING

HUMAN DEVELOPMENT ASPECT

On the average, how often does the baby cry during the day?

How often during the night?

In addition to hunger, what other things cause him/her to cry?

How can you tell what the baby is crying about?

Does the baby usually quiet when you come to him/her?

When father comes?

Has the baby ever had an illness which made him/her cry a lot?
NINTH VISIT  (Continued)

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Who took care of him/her?

Did he/she cry a great deal then?

Was there ever a situation when the baby cried and you could not discover what was wrong?
NINTH VISIT

NAME OF CHILD ___________________________    DATE OF BIRTH ___________   DATE OF VISIT ___________

Observations on CRYING

CHILD REARING ASPECT

What do you do to help the baby wait while you are getting the food ready?

Do you think she sometimes cries because she/he wants to be held and cuddled? What do you do then?

What do you do to help if stomach pain is causing the crying?

What do you do if the crying is caused by pain you can't help, such as teething pain?
Observations on CRYING

For Later Visits:
What do you do if the baby gets into a rage when you put him/her to bed?

How do you help if he/she wakes crying from a frightening dream?

What do you do if he/she is crying because you are about to leave him for a while?

What do you do if the baby cries when one of your friends or relatives picks him up?
FIFTEENTH VISIT

NAME OF CHILD ____________________________   DATE OF BIRTH ___________   DATE OF VISIT ____________

Observations on CRYING

HUMAN DEVELOPMENT ASPECT

On the average, how often does the baby cry during the day?

How often during the night?

In addition to hunger, what other things cause him/her to cry?

How can you tell what the baby is crying about?

Does the baby usually quiet when you come to him/her?

When father comes?

Has the baby ever had an illness which made him/her cry a lot?
Observations on CRYING

FIFTEENTH VISIT (Continued)  HUMAN DEVELOPMENT ASPECT

Do you think the baby always cries for a reason?

Have you ever been separated from the baby for more than a day?

Who took care of him/her?

Did he/she cry a great deal then?

Was there ever a situation when the baby cried and you could not discover what was wrong?
FIFTEENTH VISIT

NAME OF CHILD ___________________________    DATE OF BIRTH ___________   DATE OF VISIT ___________

Observations on CRYING

CHILD REARING ASPECT

What do you do to help the baby wait while you are getting the food ready?

Do you think she sometimes cries because she/he wants to be held and cuddled? What do you do then?

What do you do to help if stomach pain is causing the crying?

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Observations on **CRYING**

**For Later Visits:**
What do you do if the baby gets into a rage when you put him/her to bed?

How do you help if he/she wakes crying from a frightening dream?

What do you do if he/she is crying because you are about to leave him for a while?

What do you do if the baby cries when one of your friends or relatives picks him up?
SUMMARY OF VISIT
INFANCY (0 - 12 MONTHS)

AFFECTS
HUMAN DEVELOPMENT AND CHILD REARING ASPECT OF AFFECTS

Test the theory in your observation that "affects are contagious" by:

1. Observing the mother's reaction to the affects that infant is expressing. Do you find that the mother will reflect her child's feeling tone and that the child will reflect the feeling tone of the mother?

2. Observing the feelings aroused in yourself when the infant shows distress, or when she laughs. If you find yourself responding to the infant's mood, that is your empathy at work.

3. Look closely at the ways the parent's reaction to the infant's affect, influences the child's feeling. For example, notice what happens when the infant smiles, and the mother smiles back. Notice what happens when the infant smiles at mother and she does not smile back. Notice how the baby responds when mother expresses affection. Does the mother think that if she is feeling tired or sad, her mood influences the baby in any way? If the baby bumps her head and the mother screams, what does the baby do? If the mother calmly kisses the bump and says "You're OK", how does the baby react?

Ask the mother if the infant has experienced a highly painful affect when she was sharply frightened anxious, in a panic enraged, or depressed? If so, describe it. How long did the effects of this painful experience seem to last? What did mother and father do to comfort the child, and help her recover from this traumatic event?

After your last visit, summarize: (1) How your infant has developed over the year in the number and quality of the affects she expresses, and (2) How she has developed in being "tuned in" with her mother's feelings.
OBSERVATION OF AFFECTS: AFFECTION

1st Observation: (Visit 4) NAME OF CHILD ______ AGE (in months) ______
   Describe what you see. What does it tell you about the infant is experiencing inside? What seems to have caused it? What part did the mother play in this?
   ______________________________________________________________________________________________________
   ______________________________________________________________________________________________________
   ______________________________________________________________________________________________________

2nd Observation: (Visit 9) AGE (in months) ________ (Answer above questions)
   ______________________________________________________________________________________________________
   ______________________________________________________________________________________________________
   ______________________________________________________________________________________________________

3rd Observation: (Visit 15) AGE (in months) ________ (Answer above question)
   ______________________________________________________________________________________________________
   ______________________________________________________________________________________________________
   ______________________________________________________________________________________________________
OBSERVATION OF AFFECTS: AGITATION

1st Observation: (Visit 4) NAME OF CHILD ___________ AGE (in months) __________
   Describe what you see. What does it tell you about the infant is experiencing inside? What seems to have caused it? What seems to have stopped it?
   ______________________________________________________________________________________________________  ...
   ______________________________________________________________________________________________________  ...
   ______________________________________________________________________________________________________  ...

2nd Observation: (Visit 9) AGE (in months) __________ (Answer above questions)
   ______________________________________________________________________________________________________  ...
   ______________________________________________________________________________________________________  ...
   ______________________________________________________________________________________________________  ...

3rd Observation: (Visit 15) AGE (in months) __________ (Answer above question)
   ______________________________________________________________________________________________________  ...
   ______________________________________________________________________________________________________  ...
   ______________________________________________________________________________________________________  ...
   ______________________________________________________________________________________________________  ...
OBSERVATION OF AFFECTS:  ANXIETY

1st Observation:  (Visit 4)  NAME OF CHILD _______  AGE (in months) _______
   Describe what you see.  What does it tell you about the infant is experiencing inside?  What seems to have caused it? What part the mother do?  What seemed to stop the anxiety?

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

2nd Observation:  (Visit 9)  AGE (in months) _______  (Answer above questions)

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

3rd Observation:  (Visit 15)  AGE (in months) _______  (Answer above question)

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________
OBSERVATION OF AFFECTS: CALMNESS

1st Observation: (Visit 4) NAME OF CHILD _____________ AGE (in months) __________
    Describe what you see. What does it tell you about the infant is experiencing inside? What seems to have caused it? What seemed to be the mother's mood at the time?

____________________________________________________________________________________________________

____________________________________________________________________________________________________

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____________________________________________________________________________________________________

2nd Observation: (Visit 9) AGE (in months) __________ (Answer above questions)

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____________________________________________________________________________________________________

3rd Observation: (Visit 15) AGE (in months) __________ (Answer above question)

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________
OBSERVATION OF AFFECTS: CRYING

1st Observation: (Visit 4) NAME OF CHILD _____________ AGE (in months) ____________
   Describe what you see. What does it tell you about the infant is experiencing inside? What seems to have caused it? What seemed to have stopped it?

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

2nd Observation: (Visit 9) AGE (in months) ____________ (Answer above questions)

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

3rd Observation: (Visit 15) AGE (in months) ____________ (Answer above question)

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________
OBSERVATION OF AFFECTS:  

DEPRESSION

1st Observation: (Visit 4) NAME OF CHILD ____________  AGE (in months) __________ 
  Describe what you see. What does it tell you about the infant is experiencing inside? What seems to have caused it? How did the mother try to help? Did this succeed? What seemed to be the mother's mood at the time?
____________________________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________________________

2nd Observation: (Visit 9) AGE (in months) __________  (Answer above questions)
____________________________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________________________

3rd Observation: (Visit 15) AGE (in months) __________  (Answer above question)
____________________________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________________________
OBSERVATION OF AFFECTS: EXCITEMENT

1st Observation: (Visit 4) NAME OF CHILD _____________ AGE (in months) ____________
   Describe what you see. What does it tell you about the infant is experiencing inside? What seems to have caused it? How did the mother respond to the infant's excitement?
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

2nd Observation: (Visit 9) AGE (in months) ____________ (Answer above questions)
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

3rd Observation: (Visit 15) AGE (in months) ____________ (Answer above question)
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________
OBSERVATION OF AFFECTS:  

FEAR

1st Observation:  (Visit 4)  
NAME OF CHILD ___________ AGE (in months) __________

Describe what you see. What does it tell you about the infant is experiencing inside? What seems to have caused it? What seemed to have stopped it?

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

2nd Observation: (Visit 9)  
AGE (in months) __________ (Answer above questions)

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

3rd Observation: (Visit 15)  
AGE (in months) __________ (Answer above question)

____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
OBSERVATION OF AFFECTS: GRIEF

1st Observation: (Visit 4) NAME OF CHILD _____________ AGE (in months) _____________
   Describe what you see. What does it tell you about the infant is experiencing inside? What seems to have caused it? Who tried to help the child, and how? Was the effort successful?
   ______________________________________________________________________________________________________
   ______________________________________________________________________________________________________
   ______________________________________________________________________________________________________

2nd Observation: (Visit 9) AGE (in months) _____________ (Answer above questions)
   ______________________________________________________________________________________________________
   ______________________________________________________________________________________________________
   ______________________________________________________________________________________________________

3rd Observation: (Visit 15) AGE (in months) _____________ (Answer above question)
   ______________________________________________________________________________________________________
   ______________________________________________________________________________________________________
   ______________________________________________________________________________________________________
OBSERVATION OF AFFECTS: PANIC

1st Observation: (Visit 4) NAME OF CHILD _____________ AGE (in months) _____________
   Describe what you see. What does it tell you about the infant is experiencing inside? What seems to have caused it? What seemed to have stopped it?
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

2nd Observation: (Visit 9) AGE (in months) _____________ (Answer above questions)
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

3rd Observation: (Visit 15) AGE (in months) _____________ (Answer above question)
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
OBSERVATION OF AFFECTS:  

PLEASURE

1st Observation: (Visit 4) NAME OF CHILD _____________ AGE (in months) _________  
Describe what you see. What does it tell you about the infant is experiencing inside? What seems to have caused it? Did the mother seem to share in the infant's pleasure?  
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

2nd Observation: (Visit 9) AGE (in months) _________ (Answer above questions)  
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

3rd Observation: (Visit 15) AGE (in months) _________ (Answer above question)  
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
OBSERVATION OF AFFECTS:  

SADNESS

1st Observation: (Visit 4) NAME OF CHILD _____________ AGE (in months) _____________
Describe what you see. What does it tell you about the infant is experiencing inside? What seems to have caused it? What was the mother's mood at this time? How did Mother try to help? Was she successful?
______________________________________________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________

2nd Observation: (Visit 9) AGE (in months) ____________ (Answer above questions)
______________________________________________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________

3rd Observation: (Visit 15) AGE (in months) ____________ (Answer above question)
______________________________________________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________
OBSERVATION OF AFFECTS: SCREAMING

1st Observation: (Visit 4) NAME OF CHILD ____________ AGE (in months) __________
Describe what you see. What does it tell you about the infant is experiencing inside? What seems to have caused it? What did the mother do? What seemed to have stopped it?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2nd Observation: (Visit 9) AGE (in months) __________ (Answer above questions)
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3rd Observation: (Visit 15) AGE (in months) __________ (Answer above question)
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
OBSERVATION OF AFFECTS: TENSION

1st Observation: (Visit 4) NAME OF CHILD ___________ AGE (in months) ___________
Describe what you see. What does it tell you about the infant is experiencing inside? What seems to have caused it? What seemed to have stopped it?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2nd Observation: (Visit 9) AGE (in months) _________ (Answer above questions)
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3rd Observation: (Visit 15) AGE (in months) _________ (Answer above question)
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
SUMMARY OF VISITS

VISIT 4:

VISIT 9:

VISIT 15:
INFANCY (0 - 12 MONTHS)

ATTACHMENT
**PARENTING FOR EMOTIONAL GROWTH:** UNIT 1 - 0 to 12

**LABORATORY MANUAL**

For LESSON PLANS for GRADES 9 THRU 12

**HUMAN DEVELOPMENT AND CHILD REARING ASPECT OF ATTACHMENT**

Attachment is the earliest form of emotional relationship experienced by the child. It is not too much to say that developing attachment is one of the most important tasks of his life, because attachment is the forerunner of the love relationships he will develop during infancy, and during his whole life. If he learns to attach well to his mother and other family members, he will form strong bonds of love. These, in turn, will help him value himself, and value these relationships. His strong love feelings will enable him to cope with the angers and frustrations that arise at times between himself and his family; the love feelings also will make him more receptive to learning from them what he needs to know to adapt to his world.

A smile may seem like a commonplace thing, but it is a smile that starts this tremendous development in motion. When you visit your infant, observe the quality of his or her smile. Does it seem to be directed specifically at the mother? How does the infant's smile make you feel? At the end of each visit when you are observing attachment, note on the summery page how strongly you think the attachment has developed between the infant and mother and any other family members present.
FIFTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on ATTACHMENT

HUMAN DEVELOPMENT AND CHILD REARING ASPECTS

Attachment behavior tells us about the state and level of developing human relationships. Because that development is essential for healthy personality development and adaptation, it is important for parents to know what the earliest attachment behaviors are and to be able to recognize and evaluate them. Note the attachment behaviors listed below, during your visits to your infant, you will not see all responses in all visits. If you do not see a response, ask the mother what she has seen and record her observations.

Age: ____________  (in days, weeks or months + days, such as, "1 mo. 12 dd.").

1. Smiling Responses:
   a. Nonsocial smiling response (a smile that shows pleasure, or well-being but does not seem to be a smile showing attachment to a special person.)

Describe the response (including a comment about how strong, and how pleasurable it seems to be):

What caused it?

The mother's reaction: (A parent can make a response to the infant's smile, such as smiling back, which will enhance the attachment tendency in an infant.) Describe what the mother does.
Observations on ATTACHMENT

b. **Social smiling responses**: (Smiles that seem to be directed to a specific person.) Describe the response (including how strong and how pleasurable it seems to be):

What caused it?

What did the mother do? Did her response encourage the infant's smiling?

What does this response mean concerning the infant's development?

2. **Stranger Responses**: Did the infant have a stranger response to you? If so, describe the response (including how strong and how uncomfortable it seems to be):

What caused it?

What did the mother do? (At some stages, reassurance and comforting are needed; at others, the child needs encouragement to learn to accept new people.)

What does this response mean concerning the infant's development?
FIFTH VISIT (Continued)

Observations on ATTACHMENT

HUMAN DEVELOPMENT AND CHILD REARING ASPECTS

3. **Separation responses:** Whether you saw an example of this, or interviewed the mother, Describe the response (including how strong and how uncomfortable it seems to be):

What caused it?

How does the mother handle this? Does she prepare the infant for separations, or slip out? What does she think is most helpful to the child?

What does this response mean concerning the infant's development?

4. **Reunion responses:** (These may express *pleasure* seeing mother again, *anger* at her for leaving, or apparent *indifference*.)
   a. **Pleasurable reunion responses:** Describe:

What caused it?

How does the mother respond to the infant, when the infant shows pleasure?
b. **Angry reunion responses**: Describe the response (including the mixture of feelings being expressed):

What caused it?

What stopped it?

How did the mother respond to this?

c. **Indifferent reunion responses**: Describe the response:

What caused it?

What stopped it?

How did the mother handle it?

What do these reunion reactions and the mother's responses mean to the infant's development during his first year, and later?
FIFTH VISIT (Continued)

Observations on ATTACHMENT

HUMAN DEVELOPMENT AND CHILD REARING ASPECTS

5. **Clinging reaction:**
   
   Describe the response (including how strong and how uncomfortable it seems to be):

   What caused it?

   Did mother accept the clinging and comfort the child? Or, did she refuse to pick him up? Or, if holding him, did she put the child down? How did she seem to feel about the clinging?

   What stopped the clinging?

   What does this response mean concerning the infant's development?
SUMMARY OF VISIT
TENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on ATTACHMENT

HUMAN DEVELOPMENT AND CHILD REARING ASPECTS

Attachment behavior tells us about the state and level of developing human relationships. Because that development is essential for healthy personality development and adaptation, it is important for parents to know what the earliest attachment behaviors are and to be able to recognize and evaluate them. Note the attachment behaviors listed below, during your visits to your infant, you will not see all responses in all visits. If you do not see a response, ask the mother what she has seen and record her observations.

Age: ____________  (in days, weeks or months + days, such as, "1 mo. 12 dd.").

1. **Smiling Responses:**
   a. **Nonsocial smiling response** (a smile that shows pleasure, or well-being but does not seem to be a smile showing attachment to a special person.)

Describe the response (including a comment about how strong, and how pleasurable it seems to be):

What caused it?

The mother's reaction: (A parent can make a response to the infant's smile, such as smiling back, which will enhance the attachment tendency in an infant.) Describe what the mother does.
b. **Social smiling responses**: (Smiles that seem to be directed to a specific person.) Describe the response (including how strong and how pleasurable it seems to be):

What caused it?

What did the mother do? Did her response encourage the infant's smiling?

What does this response mean concerning the infant's development?

2. **Stranger Responses**: Did the infant have a stranger response to you? If so, describe the response (including how strong and how uncomfortable it seems to be):

What caused it?

What did the mother do? (At some stages, reassurance and comforting are needed; at others, the child needs encouragement to learn to accept new people.)

What does this response mean concerning the infant's development?
3. **Separation responses**: Whether you saw an example of this, or interviewed the mother, describe the response (including how strong and how uncomfortable it seems to be):

What caused it?

How does the mother handle this? Does she prepare the infant for separations, or slip out? What does she think is most helpful to the child?

What does this response mean concerning the infant's development?

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   a. **Pleasurable reunion responses**: Describe:

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How does the mother respond to the infant, when the infant shows pleasure?
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What do these reunion reactions and the mother's responses mean to the infant's development during his first year, and later?
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Describe the response (including how strong and how uncomfortable it seems to be):

What caused it?

Did mother accept the clinging and comfort the child? Or, did she refuse to pick him up? Or, if holding him, did she put the child down? How did she seem to feel about the clinging?

What stopped the clinging?

What does this response mean concerning the infant's development?
SUMMARY OF VISIT
HUMAN DEVELOPMENT AND CHILD REARING ASPECTS

Attachment behavior tells us about the state and level of developing human relationships. Because that development is essential for healthy personality development and adaptation, it is important for parents to know what the earliest attachment behaviors are and to be able to recognize and evaluate them. Note the attachment behaviors listed below, during your visits to your infant, you will not see all responses in all visits. If you do not see a response, ask the mother what she has seen and record her observations.

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   Describe the response (including a comment about how strong, and how pleasurable it seems to be):

   What caused it?

   The mother's reaction: (A parent can make a response to the infant's smile, such as smiling back, which will enhance the attachment tendency in an infant.) Describe what the mother does.
Observations on **ATTACHMENT**

### HUMAN DEVELOPMENT AND CHILD REARING ASPECTS

**b. Social smiling responses:** (Smiles that seem to be directed to a specific person.) Describe the response (including how strong and how pleasurable it seems to be):

What caused it?

What did the mother do? Did her response encourage the infant's smiling?

What does this response mean concerning the infant's development?

2. **Stranger Responses:** Did the infant have a stranger response to you? If so, describe the response (including how strong and how uncomfortable it seems to be):

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- What caused it?
- What stopped it?
- How did the mother respond to this?

- c. Indifferent reunion responses: Describe the response:

- What caused it?
- What stopped it?
- How did the mother handle it?
- What do these reunion reactions and the mother's responses mean to the infant's development during his first year, and later?
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   What stopped the clinging?

   What does this response mean concerning the infant's development?
SUMMARY OF VISIT
INFANCY (0 - 12 MONTHS)

EXPLORATORY ACTIVITIES AND

THE BEGINNINGS OF AUTONOMY
Although the infant begins to explore from her earliest days, by gazing about, by listening, sucking, and touching, her movements are random and not purposeful at first. However, there is inside her an urge to move, to hold up her head, to roll over, to sit up, to pull herself up to a standing position, to crawl, and then on one important day about a year later, to start walking by herself.

When an infant can go from one spot to another by crawling, we can see that her movements have become purposeful. With great energy, perhaps even surprising energy, she tries to reach a toy, or to get to some object across the room, or to pull herself up on a couch.

When you observe locomotion and exploration during your three visits on this subject note when the child accomplishes the abilities listed above, and how strongly purposeful she seems to be in her explorations.

A child of under one year does not need to be taught to explore, some may make good use of encouragement, but she may need to be restrained when she is headed for danger or breakage. Note what the mother of the child does to help her explore her surroundings. How does she help her learn about the parts of her own body and the mother's? Does she play "name games" with her? Does Mother show her how things work?

What does Mother do when it is necessary to set limits to protect her or someone else, or the family property? The setting of limits can be very frustrating when a child has a strong urge to reach for an electrical outlet, for instance. This restraint may make a child
angry at the mother who is trying to protect her from hurt. Note how the mother handles this kind of uncomfortable situation. (If you have no chance to see this in action, ask the mother how she deals with it.)

Does the mother appear to enjoy her child's exploratory activity? Does she sometimes wish she was not so energetic about it?
SIXTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on EXPLORATORY ACTIVITIES & THE BEGINNINGS OF AUTONOMY

HUMAN DEVELOPMENT AND CHILD REARING ASPECTS

At what age did your child first roll over? (If these were answered in the prior visit, skip to point where new things need to be recorded.)

At what age did she first try to sit up?

At what age did she accomplish this?

At what age did she first try to crawl?

At what age did she accomplish this?

At what age did she first try to stand up?
SIXTH VISIT (Continued)

Observations on EXPLORATORY ACTIVITIES & THE BEGINNINGS OF AUTONOMY
HUMAN DEVELOPMENT AND CHILD REARING ASPECTS

At what age did she accomplish this?

At what age did she first walk holding on to furniture?

At what age did she take her first steps alone?

Are her movements vigorous or slow? Describe.

Does she often move with a sense of pressure and urgency?

What was her mood when she first pulled herself to a standing position?

What was her mood when she took her first step?
SIXTH VISIT (Continued)
Observations on EXPLORATORY ACTIVITIES & THE BEGINNINGS OF AUTONOMY
HUMAN DEVELOPMENT AND CHILD REARING ASPECTS

How does she respond when her mother encourages her exploring?

Before she could move around very much, how did she explore her world?

When she could not yet crawl, was she still when she was exploring? Were her arms and legs quiet at those times?

Did she show any special response to being shown a toy or having a light turned on?

Later, did she gaze at her own hand? If so, how old was she?

Did she appear to be listening when footsteps came near?
SIXTH VISIT (Continued)

Observations on EXPLORATORY ACTIVITIES & THE BEGINNINGS OF AUTONOMY
HUMAN DEVELOPMENT AND CHILD REARING ASPECTS

Did she respond differently to the arrival of different people? Describe.

As she grew older, did she use her mouth to explore? If so, how?

Does she touch her mother's face to explore her? Describe.

When she began to crawl and walk how did she explore?
Does she show good judgment about what is safe and what is not? How can you tell?

Has she gotten into trouble by climbing, or pulling things off tables? Or by pulling hair, or hurting the cat?

When she has falls or bumps, does that discourage her from exploring? (If you have seen it, describe.)
SUMMARY OF VISIT
TWELFTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on EXPLORATORY ACTIVITIES & THE BEGINNINGS OF AUTONOMY

HUMAN DEVELOPMENT AND CHILD REARING ASPECTS

At what age did your child first roll over? (If these were answered in the prior visit, skip to point where new things need to be recorded.)

At what age did she first try to sit up?

At what age did she accomplish this?

At what age did she first try to crawl?

At what age did she accomplish this?

At what age did she first try to stand up?
TWELFTH VISIT (Continued)
Observations on EXPLORATORY ACTIVITIES & THE BEGINNINGS OF AUTONOMY
HUMAN DEVELOPMENT AND CHILD REARING ASPECTS

At what age did she accomplish this?

At what age did she first walk holding on to furniture?

At what age did she take her first steps alone?

Are her movements vigorous or slow? Describe.

Does she often move with a sense of pressure and urgency?

What was her mood when she first pulled herself to a standing position?

What was her mood when she took her first step?
How does she respond when her mother encourages her exploring?

Before she could move around very much, how did she explore her world?

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Did she show any special response to being shown a toy or having a light turned on?

Later, did she gaze at her own hand? If so, how old was she?

Did she appear to be listening when footsteps came near?
TWELFTH VISIT (Continued)
Observations on EXPLORATORY ACTIVITIES & THE BEGINNINGS OF AUTONOMY
HUMAN DEVELOPMENT AND CHILD REARING ASPECTS

Did she respond differently to the arrival of different people? Describe.

As she grew older, did she use her mouth to explore? If so, how?

Does she touch her mother's face to explore her? Describe.

When she began to crawl and walk how did she explore?
TWELFTH VISIT (Continued)
Observations on **EXPLORATORY ACTIVITIES & THE BEGINNINGS OF AUTONOMY**
**HUMAN DEVELOPMENT AND CHILD REARING ASPECTS**

Does she show good judgment about what is safe and what is not? How can you tell?

Has she gotten into trouble by climbing, or pulling things off tables? Or by pulling hair, or hurting the cat?

When she has falls or bumps, does that discourage her from exploring? (If you have seen it, describe.)
SUMMARY OF VISIT
FIFTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on EXPLORATORY ACTIVITIES & THE BEGINNINGS OF AUTONOMY

HUMAN DEVELOPMENT AND CHILD REARING ASPECTS

At what age did your child first roll over? (If these were answered in the prior visit, skip to point where new things need to be recorded.)

At what age did she first try to sit up?

At what age did she accomplish this?

At what age did she first try to crawl?

At what age did she accomplish this?

At what age did she first try to stand up?
FIFTEENTH VISIT (Continued)
Observations on EXPLORATORY ACTIVITIES & THE BEGINNINGS OF AUTONOMY
HUMAN DEVELOPMENT AND CHILD REARING ASPECTS

At what age did she accomplish this?

At what age did she first walk holding on to furniture?

At what age did she take her first steps alone?

Are her movements vigorous or slow? Describe.

Does she often move with a sense of pressure and urgency?

What was her mood when she first pulled herself to a standing position?

What was her mood when she took her first step?
How does she respond when her mother encourages her exploring?

Before she could move around very much, how did she explore her world?

When she could not yet crawl, was she still when she was exploring? Were her arms and legs quiet at those times?

Did she show any special response to being shown a toy or having a light turned on?

Later, did she gaze at her own hand? If so, how old was she?

Did she appear to be listening when footsteps came near?
FIFTEENTH VISIT (Continued)

Observations on EXPLORATORY ACTIVITIES & THE BEGINNINGS OF AUTONOMY
HUMAN DEVELOPMENT AND CHILD REARING ASPECTS

Did she respond differently to the arrival of different people? Describe.

As she grew older, did she use her mouth to explore? If so, how?

Does she touch her mother's face to explore her? Describe.

When she began to crawl and walk how did she explore?
Does she show good judgment about what is safe and what is not? How can you tell?

Has she gotten into trouble by climbing, or pulling things off tables? Or by pulling hair, or hurting the cat?

When she has falls or bumps, does that discourage her from exploring? (If you have seen it, describe.)
What do you think a small person has learned by age one year, through her explorations?
INFANCY (0 - 12 MONTHS)

EMOTIONAL DEVELOPMENTAL MARKERS
### PARENTING FOR EMOTIONAL GROWTH: UNIT 1 - 0 to 12
**LABORATORY MANUAL**

For LESSON PLANS for GRADES 9 THRU 12

**EMOTIONAL DEVELOPMENTAL MARKERS**

SIXTH VISIT (ASK TEACHER FOR INSTRUCTIONS.)

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**DEPENDING FOR EMOTIONAL GROWTH: UNIT 1 - 0 to 12**

**LABORATORY MANUAL**

For LESSON PLANS for GRADES 9 THRU 12

**EMOTIONAL DEVELOPMENTAL MARKERS**

ELEVENTH VISIT  (ASK TEACHER FOR INSTRUCTIONS.)

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# Parenting for Emotional Growth: Unit 1 - 0 to 12

**Laboratory Manual**

For Lesson Plans for Grades 9 Thru 12

**Emotional Developmental Markers**

Sixteenth Visit  (Ask Teacher for Instructions.)

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INFANCY (0 - 12 MONTHS)

BASIC TRUST VERSUS BASIC MISTRUST
**PARENTING FOR EMOTIONAL GROWTH: UNIT 1 - 0 to 12**

**LABORATORY MANUAL**

For LESSON PLANS for GRADES 9 THRU 12

**HUMAN DEVELOPMENT AND CHILD REARING ASPECT OF**

**BASIC TRUST VERSUS BASIC MISTRUST**

Infants are not born with a sense of trust. This is something which normally develops gradually during the first year of life through reliable and affectionate interaction with an infant's mother and others. Trust is an absolutely necessary achievement, because it provides the building blocks for all good human relationships, for a sense of healthy self-esteem, for motivation for learning and for the development of a conscience. If an infant, or an older person has a healthy sense of trust, he/she can view the world as a place that can be friendly and where many people can be trusted.

There are two major ways we can tell that a sense of trust is developing:

1. An infant in the earliest months shows pleasure when mother comes, even though he/she may not know clearly who mother is; an infant over six months of age, will give a specific personal smile to mother, and he/she will indicate that he/she has a confident expectation of good things from her.

2. By his/her comfortable, contented mood, the infant will show that he/she feels lovable and valued by mother and others in the family. He/she will respond with affection to their affection.

On the other hand, an infant who has a depressed appearance, is unusually "fussy", cries too often, has a poor appetite, or sleeps restlessly, may be having a problem in building trust. This can happen if the mother or caregiver does not respond reliably to his signals to help, keeps him waiting too long for feedings, goes away without telling him, so that he never knows when she will disappear; also if the mother does not talk, or play with, or hold and cuddle him very much, he may have difficulties in developing self-esteem and affectionate relationships with his family.
As you observe your mother-infant pair, notice the quality of the relationship between them. How do they seem to feel when together? How successful is the mother in "reading" the infant's signals? Does she seem to respond appropriately, or inappropriately to them? Is she reliable about meeting the infant's needs, without too long delays? Note how she tries to help him cope with frustration. **During your second and third visits on "Trust"**, do you find that the infant's frustration tolerance increased? What about his feeling of "confident expectation", and his sense of self-esteem?

In the event that your infant seems to be having problems in the development of trust, describe in the summary what they are, and speculate what the reasons might be.
FIFTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH _______   DATE OF VISIT _______

Observations on BASIC TRUST

HUMAN DEVELOPMENT ASPECT

How did the infant respond when mother approached him/her?

Was the infant's reaction to her different from his/her reaction to you. If so, how?

If the infant smiled at mother, did it seem to be a general smile of pleasure, or was it a personal smile special for her?

If personal for her, at what age did the infant begin to smile this way?

If you have the chance to see the infant with Father, does he/she smile this way when he/she sees father?
Does the infant smile at any other people in a specific, personal way? If so, at whom?

Does he/she show affection? Often, sometimes, seldom?

To whom?

And how?

How did the infant seem to feel when held by mother during feeding? Describe.

On waking up?

When upset?

Does the infant become upset when mother leaves him/her? Describe.
Observations on **BASIC TRUST**

How does he/she respond when mother returns?

Does the infant become very frustrated while waiting for the food to be prepared?

Does the mother report that his/her frustration tolerance is increasing?

If the infant has a stomach-ache or other pain which mother cannot take away, how does he/she respond to mother's efforts to comfort him/her?

(If the child is between 6-12 months of age) how does the child respond if mother has to frustrate him/her by taking something dangerous out of his/her hand?
FIFTH VISIT (Continued)

Observations on BASIC TRUST

What ways does the child use to signal that he wants to be held and cuddled?

In observing the expression of the child's face, do you have the impression that he/she confidently expects that mother will meet his/her needs? Describe.

Does he seem to feel that he is a valued person? Say what signs and behaviors make you think so?

Did you observe any problems in the infant's development of trust? If so, describe.
FIFTH VISIT

NAME OF CHILD ___________________________ DATE OF BIRTH __________ DATE OF VISIT __________

Observations on BASIC TRUST

CHLDRN REARING ASPECT

How can the mother tell what her infant wants from her?

During your visit, did the infant signal some need? If so, what was it, and how did the mother respond?

What was the infant's response to what she did?

If the infant was upset for any reason during your visit, was the mother successful in comforting him/her? If so, how did she do it? If not, what might have been the reason?

What does the mother do to show the child that he/she is lovable, and very important to her?
Observations on BASIC TRUST

FIFTH VISIT (Continued)

CHILD REARING ASPECT

Does the mother pick up and cuddle the infant when he/she seems to be asking for that?

Does she worry about spoiling?

Does she enjoy doing this?

Does the mother explain to the infant what she is going to do, e.g., leave the house for a while? If not, why not?

If she does so, does she think the infant understands her words? Her reassuring tone of voice?

Does mother report that the infant is showing a preference for her, compared with other people? If so how?
FIFTH VISIT (Continued)  

Observations on **BASIC TRUST**

**CHILD REARING ASPECT**

Do you have the impression that mother tries to be reliable about such things as feeding the infant at the regular time? Give evidence.

If it is necessary for other people to take care of the infant part of the time how does the mother help the infant accept this?

How does she help him cope with frustration, e.g., when she sets limits?

Does the mother have the feeling that the infant trusts her? Does she think he/she trusts others?

Does mother report any special problems - such as anxiety, or prolonged crying, or sleepiness?
SUMMARY OF VISIT
TENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on BASIC TRUST

HUMAN DEVELOPMENT ASPECT

How did the infant respond when mother approached him/her?

Was the infant's reaction to her different from his/her reaction to you. If so, how?

If the infant smiled at mother, did it seem to be a general smile of pleasure, or was it a personal smile special for her?

If personal for her, at what age did the infant begin to smile this way?

If you have the chance to see the infant with Father, does he/she smile this way when he/she sees father?
TENTH VISIT  (Continued)

Observations on **BASIC TRUST**

**HUMAN DEVELOPMENT ASPECT**

Does the infant smile at any other people in a specific, personal way? If so, at whom?

Does he/she show affection? Often, sometimes, seldom?

To whom?

And how?

How did the infant seem to feel when held by mother during feeding? Describe.

On waking up?

When upset?

Does the infant become upset when mother leaves him/her? Describe.
HUMAN DEVELOPMENT ASPECT

TENTH VISIT  (Continued)

Observations on BASIC TRUST

How does he/she respond when mother returns?

Does the infant become very frustrated while waiting for the food to be prepared?

Does the mother report that his/her frustration tolerance is increasing?

If the infant has a stomach-ache or other pain which mother cannot take away, how does he/she respond to mother's efforts to comfort him/her?

(If the child is between 6-12 months of age) how does the child respond if mother has to frustrate him/her by taking something dangerous out of his/her hand?
Observe the child's facial expression and behavior as you approach. Do you have the impression that he/she confidently expects you to meet his/her needs? Describe.

Does he seem to feel that he is a valued person? Say what signs and behaviors make you think so?

Did you observe any problems in the infant's development of trust? If so, describe.
TENTH VISIT

NAME OF CHILD ___________________________  DATE OF BIRTH __________  DATE OF VISIT __________

Observations on BASIC TRUST

CHILD REARING ASPECT

How can the mother tell what her infant wants from her?

During your visit, did the infant signal some need? If so, what was it, and how did the mother respond?

What was the infant's response to what she did?

If the infant was upset for any reason during your visit, was the mother successful in comforting him/her? If so, how did she do it? If not, what might have been the reason?

What does the mother do to show the child that he/she is lovable, and very important to her?
TENTH VISIT (Continued)  

Observations on **BASIC TRUST**

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**CHILD REARING ASPECT**

Does the mother pick up and cuddle the infant when he/she seems to be asking for that?

Does she worry about spoiling?

Does she enjoy doing this?

Does the mother explain to the infant what she is going to do, e.g., leave the house for a while? If not, why not?

If she does so, does she think the infant understands her words? Her reassuring tone of voice?

Does mother report that the infant is showing a preference for her, compared with other people? If so how?
Observations on **BASIC TRUST**

**CHILD REARING ASPECT**

Do you have the impression that mother tries to be reliable about such things as feeding the infant at the regular time? Give evidence.

If it is necessary for other people to take care of the infant part of the time how does the mother help the infant accept this?

How does she help him cope with frustration, e.g., when she sets limits?

Does the mother have the feeling that the infant trusts her? Does she think he/she trusts others?

Does mother report any special problems - such as anxiety, or prolonged crying, or sleepiness?
SUMMARY OF VISIT
SIXTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH _______   DATE OF VISIT _______

Observations on BASIC TRUST

HUMAN DEVELOPMENT ASPECT

How did the infant respond when mother approached him/her?

Was the infant's reaction to her different from his/her reaction to you. If so, how?

If the infant smiled at mother, did it seem to be a general smile of pleasure, or was it a personal smile special for her?

If personal for her, at what age did the infant begin to smile this way?

If you have the chance to see the infant with Father, does he/she smile this way when he/she sees father?
SIXTEENTH VISIT  (Continued)

Observations on **BASIC TRUST**

**HUMAN DEVELOPMENT ASPECT**

Does the infant smile at any other people in a specific, personal way? If so, at whom?

Does he/she show affection? Often, sometimes, seldom?

To whom?

And how?

How did the infant seem to feel when held by mother during feeding? Describe.

On waking up?

When upset?

Does the infant become upset when mother leaves him/her? Describe.
Observations on BASIC TRUST

HUMAN DEVELOPMENT ASPECT

SIXTEENTH VISIT (Continued)

How does he/she respond when mother returns?

Does the infant become very frustrated while waiting for the food to be prepared?

Does the mother report that his/her frustration tolerance is increasing?

If the infant has a stomach-ache or other pain which mother cannot take away, how does he/she respond to mother's efforts to comfort him/her?

(If the child is between 6-12 months of age) how does the child respond if mother has to frustrate him/her by taking something dangerous out of his/her hand?
What ways does the child use to signal that he wants to be held and cuddled?

In observing the expression of the child's face, do you have the impression that he/she confidently expects that mother will meet his/her needs? Describe.

Does he seem to feel that he is a valued person? Say what signs and behaviors make you think so?

Did you observe any problems in the infant's development of trust? If so, describe.
SIXTEENTH VISIT

NAME OF CHILD ___________________________  DATE OF BIRTH __________   DATE OF VISIT __________

Observations on BASIC TRUST

CHILD REARING ASPECT

How can the mother tell what her infant wants from her?

During your visit, did the infant signal some need? If so, what was it, and how did the mother respond?

What was the infant's response to what she did?

If the infant was upset for any reason during your visit, was the mother successful in comforting him/her? If so, how did she do it? If not, what might have been the reason?

What does the mother do to show the child that he/she is lovable, and very important to her?
SIXTEENTH VISIT  (Continued)  

Observations on BASIC TRUST  

CHILD REARING ASPECT 

Does the mother pick up and cuddle the infant when he/she seems to be asking for that?

Does she worry about spoiling?

Does she enjoy doing this?

Does the mother explain to the infant what she is going to do, e.g., leave the house for a while? If not, why not?

If she does so, does she think the infant understands her words? Her reassuring tone of voice?

Does mother report that the infant is showing a preference for her, compared with other people? If so how?
SIXTEENTH VISIT (Continued)

Observations on BASIC TRUST

CHILD REARING ASPECT

Do you have the impression that mother tries to be reliable about such things as feeding the infant at the regular time? Give evidence.

If it is necessary for other people to take care of the infant part of the time how does the mother help the infant accept this?

How does she help him cope with frustration, e.g., when she sets limits?

Does the mother have the feeling that the infant trusts her? Does she think he/she trusts others?

Does mother report any special problems - such as anxiety, or prolonged crying, or sleepiness?
SUMMARY OF VISIT
INFANCY

THE ORAL PHASE (OF SEXUAL - REPRODUCTIVE LIFE)
During the first year of an infant's life and well into the second year, the mouth is of special importance.

Through it the infant communicates his needs to his mother.

It is an efficient food intake and sucking apparatus that frees him from the pain of hunger.

The child soon learns that sucking an object such as his thumb or a pacifier will give him pleasure and comfort.

By putting objects into his mouth, he can explore how large or small, hard or soft they are.

He gradually learns to express affection by giving kisses. He sometimes expresses anger with his mouth by biting.

Sometimes he bites to ease the pain of teething.

In your summary of observation, note all the ways your infant has used his mouth during your visit. Note how his mother responds to the ways he uses his mouth. E.g., does she allow him to comfort himself through using a pacifier, and to explore by putting objects in his mouth? Or do these practices worry her and lead her to restrain him often? Would you say that your infant enjoys using his mouth (except when having teething pain?)
THIRD VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE ORAL PHASE

HUMAN DEVELOPMENT ASPECT

____________________________________________________________________________________________________

Does the baby enjoy eating?

How does he show that?

Has he ever had any problems in sucking, or in digesting his food? If so, describe.

Does he like to suck, even after his stomach is full? If so, why?

Does he sometimes suck his thumb? If so, what does mother think about that?

Does he have a pacifier?

When he feels upset, does he use his thumb or a pacifier to comfort himself? Describe.

Does he put things into his mouth to explore them? What things?

Has he ever gotten into trouble by swallowing something harmful?
Observations on **THE ORAL PHASE**  

**HUMAN DEVELOPMENT ASPECT**

Is he beginning to use his mouth to communicate by making word-like sounds, babbling, or trying to say words?

Does he try to kiss mother and other family members? Who?

At what age did he get his first tooth?  
Does his mouth appear to give him pain when he is teething? How does Mother know?

How does he seem to try to ease the pain of teething?

Does he sometimes bite? If so, what things?

If weaning has been started, how has he reacted to that?

Is he completely weaned from his daytime bottles or breast-feeding?

Does he still have a nighttime bottle?
THIRD VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE ORAL PHASE

CHILD REARING ASPECT

____________________________________________________________________________________________________

How does mother handle feedings:
    Does she prop the bottle, or hold the baby?

    Does she talk with him while he is feeding?
    Is feeding a pleasant time for both?

If he has had any problems with eating, how has she handled them?

Does mother allow the baby to suck his thumb?  Does she worry that this will make his teeth crooked?

Does she allow him to use a pacifier?
    What does she think it does for him?

What does she do when he picks up objects off the floor and puts them in his mouth?
Observations on THE ORAL PHASE

Does she worry about germs?

When he uses his mouth to signal for help, does she respond as promptly as she can? Describe.

When he uses his mouth to try to say words, what does she do? Describe.

When he cries because his mouth hurts from teething, what does she do?

When he bites her, what does she do? Does she know why he bites her? (Most commonly because of teething pain.)

Has she taught him to express affection by kissing? Does she kiss him to express how much she loves him?

If weaning has been started, how does mother describe the experience?

Does she give the baby a night bottle? Why or why not?
SUMMARY OF VISIT
ELEVENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE ORAL PHASE

HUMAN DEVELOPMENT ASPECT

______________________________________________________________________________________________________

Does the baby enjoy eating?

How does he show that?

Has he ever had any problems in sucking, or in digesting his food? If so, describe.

Does he like to suck, even after his stomach is full? If so, why?

Does he sometimes suck his thumb? If so, what does mother think about that?

Does he have a pacifier?

When he feels upset, does he use his thumb or a pacifier to comfort himself? Describe.

Does he put things into his mouth to explore them? What things?

Has he ever gotten into trouble by swallowing something harmful?
ELEVENTH VISIT (Continued)

Observations on **THE ORAL PHASE**

**HUMAN DEVELOPMENT ASPECT**

Is he beginning to use his mouth to communicate by making word-like sounds, babbling, or trying to say words?

Does he try to kiss mother and other family members? Who?

At what age did he get his first tooth?
Does his mouth appear to give him pain when he is teething? How does Mother know?

How does he seem to try to ease the pain of teething?

Does he sometimes bite? If so, what things?

If weaning has been started, how has he reacted to that?

Is he completely weaned from his daytime bottles or breast-feeding?

Does he still have a nighttime bottle?
ELEVENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE ORAL PHASE

CHILD REARING ASPECT

How does mother handle feedings:
   Does she prop the bottle, or hold the baby?

   Does she talk with him while he is feeding?
   Is feeding a pleasant time for both?

If he has had any problems with eating, how has she handled them?

Does mother allow the baby to suck his thumb? Does she worry that this will make his teeth crooked?

Does she allow him to use a pacifier?
   What does she think it does for him?

What does she do when he picks up objects off the floor and puts them in his mouth?
Observations on **THE ORAL PHASE**

**CHILD REARING ASPECT**

Does she worry about germs?

When he uses his mouth to signal for help, does she respond as promptly as she can? Describe.

When he uses his mouth to try to say words, what does she do? Describe.

When he cries because his mouth hurts from teething, what does she do?

When he bites her, what does she do? Does she know why he bites her? (Most commonly because of teething pain.)

Has she taught him to express affection by kissing? Does she kiss him to express how much she loves him?

If weaning has been started, how does mother describe the experience?

Does she give the baby a night bottle? Why or why not?
SUMMARY OF VISIT
SIXTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE ORAL PHASE

HUMAN DEVELOPMENT ASPECT

__________________________________________________________

Does the baby enjoy eating?

How does he show that?

Has he ever had any problems in sucking, or in digesting his food? If so, describe.

Does he like to suck, even after his stomach is full? If so, why?

Does he sometimes suck his thumb? If so, what does mother think about that?

Does he have a pacifier?

When he feels upset, does he use his thumb or a pacifier to comfort himself? Describe.

Does he put things into his mouth to explore them? What things?

Has he ever gotten into trouble by swallowing something harmful?
SIXTEENTH VISIT (Continued)

Observations on \textbf{THE ORAL PHASE}

\textbf{HUMAN DEVELOPMENT ASPECT}

Is he beginning to use his mouth to communicate by making word-like sounds, babbling, or trying to say words?

Does he try to kiss mother and other family members? Who?

At what age did he get his first tooth?
Does his mouth appear to give him pain when he is teething? How does Mother know?

How does he seem to try to ease the pain of teething?

Does he sometimes bite? If so, what things?

If weaning has been started, how has he reacted to that?

Is he completely weaned from his daytime bottles or breast-feeding?

Does he still have a nighttime bottle?
SIXTEENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on THE ORAL PHASE

CHILD REARING ASPECT

How does mother handle feedings:
   Does she prop the bottle, or hold the baby?

   Does she talk with him while he is feeding?
   Is feeding a pleasant time for both?

If he has had any problems with eating, how has she handled them?

Does mother allow the baby to suck his thumb?  Does she worry that this will make his teeth crooked?

Does she allow him to use a pacifier?
   What does she think it does for him?

What does she do when he picks up objects off the floor and puts them in his mouth?
Does she worry about germs?

When he uses his mouth to signal for help, does she respond as promptly as she can? Describe.

When he uses his mouth to try to say words, what does she do? Describe.

When he cries because his mouth hurts from teething, what does she do?

When he bites her, what does she do? Does she know why he bites her? (Most commonly because of teething pain.)

Has she taught him to express affection by kissing? Does she kiss him to express how much she loves him?

If weaning has been started, how does mother describe the experience?

Does she give the baby a night bottle? Why or why not?
SUMMARY OF VISIT
INFANCY (0 - 12 MONTHS)

AGGRESSION
In your visits to observe aggression, you will see considerable development between your first and last visits. As we discussed in class, these are the types of aggression to look for:

**Destructive** aggression

1. **Non-hostile** kind -- e.g., chewing, pulling things apart to see what is inside.

2. **Hostile destructiveness** with obvious **pleasure** -- e.g., enjoying breaking things or teasing or outright hurting people or animals. (This may not be seen until the end of the first year of life.)

3. **Hostile destructiveness** with clear **unpleasure** experiencing -- such as when the infant is feeling overly hurt. He screams in protest of physical or emotional pain, and is calling for comfort and help.

**Non-destructive** aggression (or assertiveness) -- This positive form of aggression is seen when a child energetically lets what he wants be known, explores his environment, shows eagerness to learn, and pushes and reaches out to do things or relate to others.

When you see episodes of any of the above forms of aggression, try to detect what caused the aggressive response, tell how the infant expressed his feelings, what the mother did to help him and what the outcome was. Bearing in mind that anger from moderate unpleasure can grow into hostility unless it is responded to helpfully, do you see any worrisome signs of this? Or, on the other hand, does the mother seem successful in removing the pain, calming the child, and reestablishing an affectionate relationship (even when
she has to set a limit?) Note also the child's level of nondestructive or assertive behavior -- would you describe him as placid and unassertive, of medium nondestructive aggressive energy level, or very energetic nondestructive aggressive level child? Describe what the mother and other family members do to help the child become assertive in a reasonable way.

From what you see now, do you think your child is angered too often, is having a problem in coping with unpleasure, and stays angry too long? Do you think he is too morose? Does he have rage reactions? Is he developing the ability to experience anger and not be overwhelmed by it? Is his mother helping him to express anger reasonably, and to develop confidence that she is there to help. If you see rage reactions, how is the mother handling these? (Be sympathetic; it is very difficult to deal with.)

Is he beginning to assert himself as a self-respecting little person?

Use the observation summary sheet to write an evaluation of your child's level of aggression.
SIXTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on AGGRESSION

HUMAN DEVELOPMENT ASPECT

Does the mother think that the baby has any "unpleasure" experiences? (It is unavoidable even in the best of life conditions.)
What have been some of the mildly unpleasurable experiences?

Has the baby experienced intensely unpleasurable experiences? If so, what are they?

Can the mother tell from the baby's cry when he is really angry? How does she describe it?

Did you see the baby, in this visit, or in an earlier one, when he was really angry? If yes, describe (facial and vocal expressions, gestures, acts, etc.)

Could you feel the baby's anger?

Did he cry as if something very miserable was happening to him? Describe.
SIXTH VISIT (Continued)

HUMAN DEVELOPMENT ASPECT

Observations on AGGRESSION

Ask mother how old the infant was when he first cried "in a rage". What caused this?

At his present age, what experiences make him angry? (Whatever they are, there is always some degree of pain, physical or emotional.)

What does he do when the pain stops?

Does he recover quickly or stay angry for a long time?

How does he react when his mother restrains him from taking another child's toy or grabbing a cup of coffee?

Does he ever seem to want to hurt his mother, or other person, when angry? If so, how does he show this?

When he is recovering from anger, does he want to be comforted? If so, how does he show that?

Did you observe any examples of teasing behavior in which the baby seemed to enjoy hurting someone or breaking something? If so, describe.
Observations on AGGRESSION

Did you observe any examples of non-hostile destructive activity (e.g., chewing, pulling something apart to examine it)? If so, describe.

How does your infant assert his wishes?
  When hungry?

  When having pain?

  When he wants to be held?

When he wanted to explore, did he do it with energy and persistence? (He was being "aggressive" but not destructive.) If he/she did so, describe what you saw.

If the infant seemed lacking in aggression energy (maybe appearing "lazy"), describe that.
SIXTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on AGGRESSION

CHILD REARING ASPECT

Does Mother think that when the baby gets angry, there is always a reason? If not, how does she explain it?

How does Mother try to prevent unnecessary "unpleasure" experiences from happening to her infant?

If the baby goes into a rage because Mother is unavoidably late for a feeding, how does she help him get over it?

Did you observe an episode when Mother tried to remove the baby's pain? If so, describe.

What does she do if the baby tries to hit her when angry?

Does she think he is "bad" when he does this?

What does she do if she feels irritated by the baby's behavior? Does she let him know how she feels?
Observations on AGGRESSION

CHILD REARING ASPECT

Does mother comfort the baby when he is angry, but holds out his arms to be held? If she does not, what does she do?

If she does this, does she believe that comforting prevents the anger from intensifying and becoming hostility?

Does it ever seem to her that he is crying for no reason?

What does she do if she can't get him to stop crying?

Does she feel that threatening to spank would make him stop?

When mother has to frustrate the baby to prevent him from getting into danger, or grabbing an object he may not have, how does she handle it?

How does she help him to control himself when in a rage?
Observations on AGGRESSION

Does she think it helps to explain reasons to him, even if he doesn't understand all the words she says? If so, why?

Does mother seem to enjoy seeing him assert his rights? Describe what you see.

Does she respond to his signals reasonably promptly when he is asserting them? Describe.

What ways does she find to encourage him to be assertive and to achieve things on his own?

How do other members of the family help him with both feelings of anger and hostility and feelings of asserting himself?
SUMMARY OF VISIT
TWELFTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH ________   DATE OF VISIT ________

Observations on AGGRESSION

HUMAN DEVELOPMENT ASPECT

Does the mother think that the baby has any "unpleasure" experiences? (It is unavoidable even in the best of life conditions.) What have been some of the mildly unpleasurable experiences?

Has the baby experienced intensely unpleasurable experiences? If so, what are they?

Can the mother tell from the baby's cry when he is really angry? How does she describe it?

Did you see the baby, in this visit, or in an earlier one, when he was really angry? If yes, describe (facial and vocal expressions, gestures, acts, etc.)

Could you feel the baby's anger?

Did he cry as if something very miserable was happening to him? Describe.
TWELFTH VISIT (Continued)

Observations on AGGRESSION

Ask mother how old the infant was when he first cried "in a rage". What caused this?

At his present age, what experiences make him angry? (Whatever they are, there is always some degree of pain, physical or emotional.)

What does he do when the pain stops?

Does he recover quickly or stay angry for a long time?

How does he react when his mother restrains him from taking another child's toy or grabbing a cup of coffee?

Does he ever seem to want to hurt his mother, or other person, when angry? If so, how does he show this?

When he is recovering from anger, does he want to be comforted? If so, how does he show that?

Did you observe any examples of teasing behavior in which the baby seemed to enjoy hurting someone or breaking something? If so, describe.
Observations on AGGRESSION

TWELFTH VISIT (Continued)

HUMAN DEVELOPMENT ASPECT

Did you observe any examples of non-hostile destructive activity (e.g., chewing, pulling something apart to examine it)? If so, describe.

How does your infant assert his wishes?
  When hungry?

  When having pain?

  When he wants to be held?

When he wanted to explore, did he do it with energy and persistence? (He was being "aggressive" but not destructive.) If he/she did so, describe what you saw.

If the infant seemed lacking in aggression energy (maybe appearing "lazy"), describe that.
TWELFTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on AGGRESSION

CHILD REARING ASPECT

Does Mother think that when the baby gets angry, there is always a reason? If not, how does she explain it?

How does Mother try to prevent unnecessary "unpleasure" experiences from happening to her infant?

If the baby goes into a rage because Mother is unavoidably late for a feeding, how does she help him get over it?

Did you observe an episode when Mother tried to remove the baby's pain? If so, describe.

What does she do if the baby tries to hit her when angry?

Does she think he is "bad" when he does this?

What does she do if she feels irritated by the baby's behavior? Does she let him know how she feels?
TWELFTH VISIT (Continued)

Observations on AGGRESSION

Does mother comfort the baby when he is angry, but holds out his arms to be held? If she does not, what does she do?

If she does this, does she believe that comforting prevents the anger from intensifying and becoming hostility?

Does it ever seem to her that he is crying for no reason?

What does she do if she can't get him to stop crying?

Does she feel that threatening to spank would make him stop?

When mother has to frustrate the baby to prevent him from getting into danger, or grabbing an object he may not have, how does she handle it?

How does she help him to control himself when in a rage?
TWELFTH VISIT (Continued)

Observations on AGGRESSION

Does she think it helps to explain reasons to him, even if he doesn't understand all the words she says? If so, why?

Does mother seem to enjoy seeing him assert his rights? Describe what you see.

Does she respond to his signals reasonably promptly when he is asserting them? Describe.

What ways does she find to encourage him to be assertive and to achieve things on his own?

How do other members of the family help him with both feelings of anger and hostility and feelings of asserting himself?
SUMMARY OF VISIT
SIXTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH _________   DATE OF VISIT _________

Observations on AGGRESSION

HUMAN DEVELOPMENT ASPECT

Does the mother think that the baby has any "unpleasure" experiences? (It is unavoidable even in the best of life conditions.)
   What have been some of the mildly unpleasurable experiences?

   Has the baby experienced intensely unpleasurable experiences? If so, what are they?

   Can the mother tell from the baby's cry when he is really angry? How does she describe it?

   Did you see the baby, in this visit, or in an earlier one, when he was really angry? If yes, describe (facial and vocal expressions, gestures, acts, etc.)

   Could you feel the baby's anger?

   Did he cry as if something very miserable was happening to him? Describe.
SIXTEENTH VISIT (Continued)

Observations on AGGRESSION

Ask mother how old the infant was when he first cried "in a rage". What caused this?

At his present age, what experiences make him angry? (Whatever they are, there is always some degree of pain, physical or emotional.)

What does he do when the pain stops?

Does he recover quickly or stay angry for a long time?

How does he react when his mother restrains him from taking another child's toy or grabbing a cup of coffee?

Does he ever seem to want to hurt his mother, or other person, when angry? If so, how does he show this?

When he is recovering from anger, does he want to be comforted? If so, how does he show that?

Did you observe any examples of teasing behavior in which the baby seemed to enjoy hurting someone or breaking something? If so, describe.
Did you observe any examples of **non-hostile destructive** activity (e.g., chewing, pulling something apart to examine it)? If so, describe.

How does your infant assert his wishes?
- When hungry?
- When having pain?
- When he wants to be held?

When he wanted to explore, did he do it with energy and persistence? (He was being "aggressive" but not destructive.) If he/she did so, describe what you saw.

If the infant seemed lacking in aggression energy (maybe appearing "lazy"), describe that.
SIXTEENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on AGGRESSION

CHILD REARING ASPECT

Does Mother think that when the baby gets angry, there is always a reason? If not, how does she explain it?

How does Mother try to prevent unnecessary "unpleasure" experiences from happening to her infant?

If the baby goes into a rage because Mother is unavoidably late for a feeding, how does she help him get over it?

Did you observe an episode when Mother tried to remove the baby's pain? If so, describe.

What does she do if the baby tries to hit her when angry?

Does she think he is "bad" when he does this?

What does she do if she feels irritated by the baby's behavior? Does she let him know how she feels?
SIXTEENTH VISIT (Continued)

Observations on AGGRESSION

CHILD REARING ASPECT

Does mother comfort the baby when he is angry, but holds out his arms to be held? If she does not, what does she do?

If she does this, does she believe that comforting prevents the anger from intensifying and becoming hostility?

Does it ever seem to her that he is crying for no reason?

What does she do if she can't get him to stop crying?

Does she feel that threatening to spank would make him stop?

When mother has to frustrate the baby to prevent him from getting into danger, or grabbing an object he may not have, how does she handle it?

How does she help him to control himself when in a rage?
SIXTEENTH VISIT (Continued)

Observations on AGGRESSION

Does she think it helps to explain reasons to him, even if he doesn't understand all the words she says? If so, why?

Does mother seem to enjoy seeing him assert his rights? Describe what you see.

Does she respond to his signals reasonably promptly when he is asserting them? Describe.

What ways does she find to encourage him to be assertive and to achieve things on his own?

How do other members of the family help him with both feelings of anger and hostility and feelings of asserting himself?
SUMMARY OF VISIT
INFANCY (0 - 12 MONTHS)

DEPENDENCE AND SELF-RELIANCE
**Parenting for Emotional Growth: Unit 1 - 0 to 12**  
**Laboratory Manual**  

For Lesson Plans for Grades 9 thru 12  

**Human Development and Child Rearing Aspects of Dependence and Self-reliance**

Human beings have dependency needs all their lives long. These needs are at their highest point during the first year of life. When they are adequately gratified, the child is able gradually to replace some of these needs with self-reliant, autonomous, independent actions. This process continues until in adulthood, the normal person can take care of him/herself self-reliantly, in most ways. In one respect, however, a person never outgrows a need to be dependent. There will always remain a need for supportive, loving relationships with the people close to him, first his parents and siblings, then other relatives, friends, and eventually with his/her own mate.

As we discussed in class, there are three basic areas where the infant has very strong dependency needs:

1. For physical care  
2. For emotional nurture  
3. For help in developing adaptation skills

When observing your infant, note what she/he can and cannot do for himself. How has her/his dependency level changed, if at all, from her/his first days of life? How does she/he react when mother responds to her/his signals for help or comforting? How does she/he react if Mother for some reason has to delay responding to the baby?

Does the mother seem to enjoy this almost-total dependence on her? Does she look forward to the time when the infant will be more independent? Does she seem tuned in with her infant's needs and signals?

In your summary, include your opinion of how well you think the child's dependency needs are being met, and to what extent you see signs of gradual movements toward self-reliance, autonomy, independence.
SEVENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEPENDENCE

HUMAN DEVELOPMENT ASPECT

When the baby was born, was he one hundred percent dependent on his parents? (Did he depend on her for feeding? Digesting his food? Breathing? Keeping warm? Etc.)

Has this changed at all? If so, what can he do for himself now that he couldn't at birth?

How does he show that he depends on Mother and/or Father emotionally?

Does he signal very often that he wants to be held and cuddled?

How does he react when you do this?
Observations on DEPENDENCE

SEVENTH VISIT (Continued)  
HUMAN DEVELOPMENT ASPECT

How does he react when he wants to be picked up and Mother or Father is too busy to do it then?

Have Mother and Father started to teach him things? If so, what?

Has he begun to show signs of wanting to do things for himself? Describe.

In what ways does he depend on other members of the family?
Observations on **DEPENDENCE**  

HUMAN DEVELOPMENT ASPECT

When the baby signals that he wants to do something himself for example feed himself with a spoon, what does mother do?

Have you observed mother playing with the baby? If so, how do you think this meets some of his dependency needs?

Have you observed mother teaching something to the baby? If so, describe what she taught, and how the baby responded.
Observations on DEPENDENCE

CHILD REARING ASPECT

Does the mother seem to enjoy responding to all the dependency needs of the baby? To some, yes, and to some, no? Describe.

Does she sometimes find the 24 hour-a-day dependence on her exhausting?

What does mother do when the baby signals that he wants to be held?

What does she think holding does for a baby?

Does she ever worry that holding him often will spoil him, or make him too dependent on her?
SUMMARY OF VISIT
THIRTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEPENDENCE

HUMAN DEVELOPMENT ASPECT

When the baby was born, was he one hundred percent dependent on his parents? (Did he depend on her for feeding? Digesting his food? Breathing? Keeping warm? Etc.)

Has this changed at all? If so, what can he do for himself now that he couldn't at birth?

How does he show that he depends on Mother and/or Father emotionally?

Does he signal very often that he wants to be held and cuddled?

How does he react when you do this?
THIRTEENTH VISIT (Continued)

Observations on **DEPENDENCE**

**HUMAN DEVELOPMENT ASPECT**

How does he react when he wants to be picked up and Mother or Father is too busy to do it then?

Have Mother and Father started to teach him things? If so, what?

Has he begun to show signs of wanting to do things for himself?

In what ways does he depend on other members of the family?
THIRTEENTH VISIT (Continued)

Observations on **DEPENDENCE**

When the baby signals that he wants to do something himself for example feed himself with a spoon, what does mother do?

Have you observed mother playing with the baby? If so, how do you think this meets some of his dependency needs?

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THIRTEENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEPENDENCE

CHILD REARING ASPECT

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What does mother do when the baby signals that he wants to be held?

What does she think holding does for a baby?

Does she ever worry that holding him often will spoil him, or make him too dependent on her?
SUMMARY OF VISIT
SIXTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEPENDENCE

HUMAN DEVELOPMENT ASPECT

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Has this changed at all? If so, what can he do for himself now that he couldn't at birth?

How does he show that he depends on Mother and/or Father emotionally?

Does he signal very often that he wants to be held and cuddled?

How does he react when you do this?
SIXTEENTH VISIT (Continued)

Observations on **DEPENDENCE**

**HUMAN DEVELOPMENT ASPECT**

How does he react when he wants to be picked up and Mother or Father is too busy to do it then?

Have Mother and Father started to teach him things? If so, what?

Has he begun to show signs of wanting to do things for himself?

In what ways does he depend on other members of the family?
When the baby signals that he wants to do something himself for example feed himself with a spoon, what does mother do?

Have you observed mother playing with the baby? If so, how do you think this meets some of his dependency needs?

Have you observed mother teaching something to the baby? If so, describe what she taught, and how the baby responded.
SIXTEENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEPENDENCE

CHILD REARING ASPECT

Does the mother seem to enjoy responding to all the dependency needs of the baby? To some, yes, and to some, no? Describe.

Does she sometimes find the 24 hour-a-day dependence on her exhausting?

What does mother do when the baby signals that he wants to be held?

What does she think holding does for a baby?

Does she ever worry that holding him often will spoil him, or make him too dependent on her?
SUMMARY OF VISIT
INFANCY (0 - 12 MONTHS)

THE DEVELOPMENT OF INTELLIGENCE
One thing modern child development specialists have proved beyond a doubt: An infant is not, as formerly thought, "a blank page" on which parents can write instructions on how to grow up.

As a matter of fact, infants already are learning even while in the mother's uterus. Before birth, it is now believed, they learn to recognize their mother's voice. At birth they arrive with their senses alert, ready to take in, in a gradual way, information about their families and the world around them.

By the time they are two, with the help of their parents, they have become intelligent little people with a surprising amount of knowledge, a number of skills, and with well-developed memories. Even during the first twelve months they will have learned probably more new information than in any other twelve month period of their lives.

When you observe your mother and child, remember Piaget's finding that learning during this first year occurs primarily through the infant's senses and muscular systems; and Piaget's further conviction that successful learning is tied in with good emotional development. Observe whether the mother is being supportive of the child's emotional development as she teaches the child, and observe the quality of the child's mood as he responds to what the mother is teaching. In your summary, note whether the child seems to be as far along in mental development as you would expect for his age. If he is a bit slow, why do you think this is? If he is advanced, why? (Remember, children do mature at different rates; their inborn dispositions determine the rate of maturation, but parental handling can facilitate or retard any child's developmental rate.)
SEVENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on  BEGINNINGS OF INTELLIGENCE (including MEMORY)

HUMAN DEVELOPMENT ASPECT

How old was the child when Mother/Father first had the feeling that he was "taking in" some information about his environment?

What was he doing to make the parent think that?

How does he use his eyes for learning at the age he is now?

Can you and the infant's mother tell when he is listening and trying to understand? Can you and Mother describe how you/she can tell? What is his expression like then?

How does he use his hands to explore?
SEVENTH VISIT (Continued)
Observations on  BEGINNINGS OF INTELLIGENCE (including MEMORY)  HUMAN DEVELOPMENT ASPECT

Does he use his mouth to explore? Describe.

Have you seen him exploring his own hands and feet? Describe.

Have you seen him exploring his mother's body? Describe.

Have you seen him examining a toy? How does he do this?

If he sees a toy and wants to reach it, can he organize his movement to go after it?
SEVENTH VISIT (Continued)

Observations on **BEGINNINGS OF INTELLIGENCE** (including **MEMORY**)

**HUMAN DEVELOPMENT ASPECT**

Have you seen any goal-directed activity on his part? (Intending to do something, and doing it.) If so describe.

Do you see any evidence of his learning **cause and effect** relationships? (E.g., push a toy off the bed, and watch it fall.)

Does he recognize members of his family who do not live with him, but visit often?

If he loves his bottle, do you think he can picture it in his mind? Does he reach for it?

Does he like to play peek-a-boo?

Does that teach him anything, as well as being fun? If you think it does, what do you think it is?
SEVENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on  BEGINNINGS OF INTELLIGENCE (including MEMORY)

CHILD REARING ASPECT

______________________________________________________________________________________________________

Does Mother or Father encourage the child to explore?  If so, how?

How does she/he protect the child from getting into dangerous explorations?  Describe.

How does she/he handle it when his learning results in messes (e.g. he learns if he turns his cup upside down, the milk will spill?)

How does she/he know when the infant **intends** to do something (like spilling his milk) and when his "experiments" result in something unexpected and undesirable?

Does the baby try to feed himself?  Does Mother or Father encourage this?
SEVENTH VISIT (Continued)

Observations on BEGINNINGS OF INTELLIGENCE (including MEMORY)  CHILD REARING ASPECT

Does the child know parts of his body? (E.g., will he point to his nose and eyes when asked to do so? If so, how did mother teach him this?)

How does she teach him about things he can't see -- like the meaning of the word "hot"?

How does she help him develop his evocative memory?

What does father teach the baby? How?

What and how do the siblings (if any) teach him?
THIRTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on  BEGINNINGS OF INTELLIGENCE (including MEMORY)

HUMAN DEVELOPMENT ASPECT

How old was the child when Mother/Father first had the feeling that he was "taking in" some information about his environment?

What was he doing to make the parent think that?

How does he use his eyes for learning at the age he is now?

Can you and the infant's mother tell when he is listening and trying to understand?  Can you and Mother describe how you/she can tell?  What is his expression like then?

How does he use his hands to explore?
THIRTEENTH VISIT (Continued)
Observations on BEGGINNINGS OF INTELLIGENCE (including MEMORY) HUMAN DEVELOPMENT ASPECT

Does he use his mouth to explore? Describe.

Have you seen him exploring his own hands and feet? Describe.

Have you seen him exploring his mother's body? Describe.

Have you seen him examining a toy? How does he do this?

If he sees a toy and wants to reach it, can he organize his movement to go after it?
THIRTEENTH VISIT (Continued)

Observations on BEGINNINGS OF INTELLIGENCE (including MEMORY)  

HUMAN DEVELOPMENT ASPECT

Have you seen any goal-directed activity on his part? (Intending to do something, and doing it.) If so describe.

Do you see any evidence of his learning cause and effect relationships? (E.g., push a toy off the bed, and watch it fall.) Describe.

Does he recognize members of his family who do not live with him, but visit often?

If he loves his bottle, do you think he can picture it in his mind? Does he reach for it?

Does he like to play peek-a-boo?

Does that teach him anything, as well as being fun? If you think it does, what do you think it is?
THIRTEENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on BEGINNINGS OF INTELLIGENCE (including MEMORY)

CHILD REARING ASPECT

Does Mother or Father encourage their child to explore? If so, how?

How does she/he protect him from getting into dangerous explorations? Describe.

How does she/he handle it when his learning results in messes (e.g. he learns if he turns his cup upside down, the milk will spill?)

How does she/he know when the infant intends to do something (like spilling his milk) and when his "experiments" result in something unexpected and undesirable?

Does the baby try to feed himself? Does Mother encourage this? Does Father?
THIRTEENTH VISIT (Continued)

Observations on BEGINNINGS OF INTELLIGENCE (including MEMORY) CHILD REARING ASPECT

Does the child know parts of his body? (E.g., will he point to his nose and eyes when asked to do so? If so, how did mother teach him this?

How does Mother or Father teach him about things he can't see -- like the meaning of the word "hot"?

How does she help him develop his evocative memory?

What does father teach the baby? How?

What and how do the siblings (if any) teach him?
SIXTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on BEGNNINGS OF INTELLIGENCE (including MEMORY)

HUMAN DEVELOPMENT ASPECT

How old was the child when Mother/Father first had the feeling that he was "taking in" some information about his environment?

What was he doing to make the parent think that?

How does he use his eyes for learning at the age he is now?

Can you and the infant's mother tell when he is listening and trying to understand? Can you and Mother describe how you/she can tell? What is his expression like then?

How does he use his hands to explore?
SIXTEENTH VISIT (Continued)
Observations on BEGINNINGS OF INTELLIGENCE (including MEMORY) HUMAN DEVELOPMENT ASPECT

Does he use his mouth to explore? Describe.

Have you seen him exploring his own hands and feet? Describe.

Have you seen him exploring his mother's body? Describe.

Have you seen him examining a toy? How does he do this?

If he sees a toy and wants to reach it, can he organize his movement to go after it?
SIXTEENTH VISIT (Continued)

Observations on BEGINNINGS OF INTELLIGENCE (including MEMORY)  HUMAN DEVELOPMENT ASPECT

Have you seen any goal-directed activity on his part? (Intending to do something, and doing it.) If so describe.

Do you see any evidence of his learning cause and effect relationships? (E.g., push a toy off the bed, and watch it fall.)

Does he recognize members of his family who do not live with him, but visit often?

If he loves his bottle, do you think he can picture it in his mind? Does he reach for it?

Does he like to play peek-a-boo?

Does that teach him anything, as well as being fun? If you think it does, what is it?
SIXTEENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on  BEGINNINGS OF INTELLIGENCE (including MEMORY)

CHILD REARING ASPECT

____________________________________________________________________________________________________

Does Mother encourage her child to explore? If so, how?

How does she protect him from getting into dangerous explorations? Describe.

How does she handle it when his learning results in messes (e.g. he learns if he turns his cup upside down, the milk will spill?)

How does she know when the infant **intends** to do something (like spilling his milk) and when his "experiments" result in something unexpected and undesirable?

Does the baby try to feed himself? Does mother encourage this?
SIXTEENTH VISIT (Continued)
Observations on BEGINNINGS OF INTELLIGENCE (including MEMORY)  CHILD REARING ASPECT

Does the child know parts of his body? (E.g., will he point to his nose and eyes when asked to do so? If so, how did mother teach him this?

How does she teach him about things he can't see -- like the meaning of the word "hot"?

How does she help him develop his evocative memory?

What does father teach the baby?  How?

What and how do the siblings (if any) teach him?
SUMMARY OF VISIT
INFANCY (0 - 12 MONTHS)

THE DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS
**PARENTING FOR EMOTIONAL GROWTH: UNIT 1 - 0 to 12**

**LABORATORY MANUAL**

For LESSON PLANS for GRADES 9 THRU 12

**HUMAN DEVELOPMENT AND CHILD REARING ASPECTS OF**

**INTRODUCTION TO THE DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS**

Given normal average expectable inborn givens, reasonably safe, comfortable enough and responsible living conditions, the child's emotional relationships to his mother and father (and other primary caregiver such as a live-in grandmother, for instance) are the most important factors that determine his present as well as his future well being. These relationships determine the quality of the child's trust, sense of autonomy, sense of initiative, sense of industry, and his stable self-identity and individuality. The better the child's first year, from the first days of life on, the greater the probability that the development of the self will be of good quality.

There is a direct cause and effect relationship. If the parents interact with their infant during the first years in a loving, respectful and helpful way, the child will respond to them and later to others, in the way he has learned from them. If a child is not fortunate enough to have this kind of relationship with his parents, he is more likely than the well cared for child to be headed for later problems as he tries to relate to peers and others. He may well require some special help to get his relationships with himself and with others, on the right track.

As you observe your mother-infant pair, note especially the quality of the interaction between them. Does it seem to be comfortable and emotionally warm? Do you see confirmation that the infant is in what Dr. Mahler called the Symbiotic Phase, when he has such a close attachment to his mother that he seems to feel as if they were one? How can you tell that he is attached to her in a special way?

Do you see signs that he is beginning to pull away in order to do things on his own? If so, describe his experiments in "separating.
EIGHTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

HUMAN DEVELOPMENT ASPECT

________________________________________________________

At what age did the baby first smile?

Did the first smile seem to be "for" anyone?

Was it a "feeling good" type of smile? (If you can't be sure, say that.)

When did he first beam a smile especially for Mother?
And for Father?
And for siblings (if he has any)?

At what age did he begin to show stranger responses?
Were these intense, moderate, or almost not visible? Describe.

Were some more intense for certain people? Detail.

Were some more intense when in certain places? Detail.
EIGHTH VISIT (Continued)

Observations on DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

HUMAN DEVELOPMENT ASPECT

When having stranger responses, how did he react to being **re-united** with his mother?

At what age did he show a reaction to being **separated** from mother?

Describe his reaction to **separation**. (Ask the mother and/or observe it when, on your request, Mother leaves **for one minute**.)

Describe his (**reunion**) reaction when mother returns.

At the time of observation, is he still upset when separation from Mother or Father occurs? Describe.

Have you seen the child pull away from his mother, or try to slide off her lap, or crawl away as if to test how it feels to be separated from her?
EIGHTH VISIT (Continued)

Observations on DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

HUMAN DEVELOPMENT ASPECT

Have you seen him come back to her for a "re-fueling" hug? Describe.

Have you seen him touch his mother's nose, eyes, and hair as if exploring? If you have, what do you think this means?

If he is old enough to crawl or toddle, does he appear to enjoy exploring? Describe.

At this point, can you tell whether he is aware that he is a different person from his mother? If so, how?

Have you seen the child interacting with other members of his family? If so, is there any difference in the way he relates to them, as compared with his mother?

To whom does he turn for comforting?
EIGHTH VISIT (Continued)

Observations on DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

HUMAN DEVELOPMENT ASPECT

To whom does he turn for playing?

Does he seem to feel valued by his mother? How does he show this?

By his father? How does he show this?

How does he show it when he is feeling comfortable in the interaction with his mother?

With others?

How does he show it if there are uncomfortable moments in the interaction with her?

With others?

Do you think by now he is experiencing a Secondary Relationship with you? If so, describe.
EIGHTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

CHILD REARING ASPECT

Describe Mother's response when her child smiles at her.

How does she respond when he has a "stranger reaction?"

How does she help him learn to get used to and accept new people?

How does she prepare him when she has to leave him for a time?

Has she ever had to be separated from him for more than a day? If so, how did she handle his reaction to the separation?

How does the mother feel about her child's moving off her lap, and showing signs of wanting to do things on his own?

How does she respond when he needs to come back for emotional re-fueling?
EIGHTH VISIT (Continued)

Observations on DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

CHILD REARING ASPECT

Does Mother encourage her child to interact with Father? (This can be very important.) Describe.

And with others in the family?

Does Father hold, diaper, play with and talk with the baby? Describe.

What does Mother do to help the baby feel that he is a very valued person?

What does Father do?

Have parents begun teaching him how people and pets like to be touched and treated? How are they doing this?

Are they teaching him how not to treat people and pets? How?

Are they affectionate with him, and does he seem to be affectionate with them?
SUMMARY OF VISIT
HUMAN DEVELOPMENT ASPECT

At what age did the baby first smile?

Did the first smile seem to be "for" anyone?

Was it a "feeling good" type of smile? (If you can't be sure, say that.)

When did he first beam a smile especially for Mother?
And for Father?
And for siblings (if he has any)?

At what age did he begin to show stranger responses?
Were these intense, moderate, or almost not visible? Describe.

Were some more intense for certain people? Detail.

Were some more intense when in certain places? Detail.
THIRTEENTH VISIT (Continued)

Observations on DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

HUMAN DEVELOPMENT ASPECT

When having stranger responses, how did he react to being re-united with his mother?

At what age did he show a reaction to being separated from mother?

Describe his reaction to separation. (Ask the mother and/or observe it when, on your request, Mother leaves for one minute.)

Describe his (reunion) reaction when mother returns.

At the time of observation, is he still upset when separation from Mother or Father occurs? Describe.

Have you seen the child pull away from his mother, or try to slide off her lap, or crawl away as if to test how it feels to be separated from her?
THIRTEENTH VISIT (Continued)

Observations on DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

HUMAN DEVELOPMENT ASPECT

Have you seen him come back to her for a "re-fueling" hug? Describe.

Have you seen him touch his mother's nose, eyes, and hair as if exploring? If you have, what do you think this means?

If he is old enough to crawl or toddle, does he appear to enjoy exploring? Describe.

At this point, can you tell whether he is aware that he is a different person from his mother? If so, how?

Have you seen the child interacting with other members of his family? If so, is there any difference in the way he relates to them, as compared with his mother?

To whom does he turn for comforting?
THIRTEENTH VISIT (Continued)

Observations on DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

HUMAN DEVELOPMENT ASPECT

To whom does he turn for playing?

Does he seem to feel valued by his mother? How does he show this?

By his father? How does he show this?

How does he show it when he is feeling comfortable in the interaction with his mother?

With others?

How does he show it if there are uncomfortable moments in the interaction with her?

With others?

Do you think by now he is experiencing a Secondary Relationship with you? If so, describe.
THIRTEENTH VISIT (Continued)

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

CHILD REARING ASPECT

Describe Mother's response when her child smiles at her.

How does she respond when he has a "stranger reaction?"

How does she help him learn to get used to and accept new people?

How does she prepare him when she has to leave him for a time?

Has she ever had to be separated from him for more than a day? If so, how did she handle his reaction to the separation?

How does the mother feel about her child's moving off her lap, and showing signs of wanting to do things on his own?

How does she respond when he needs to come back for emotional re-fueling?
THIRTEENTH VISIT (Continued)

Observations on DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

CHILD REARING ASPECT

Does Mother encourage her child to interact with Father? (This can be very important.) Describe.

And with others in the family?

Does Father hold, diaper, play with and talk with the baby? Describe.

What does Mother do to help the baby feel that he is a very valued person?

What does Father do?

Have parents begun teaching him how people and pets like to be touched and treated? How are they doing this?

Are they teaching him how not to treat people and pets? How?

Are they affectionate with him, and does he seem to be affectionate with them?
SUMMARY OF VISIT
SIXTEENTH VISIT

NAME OF CHILD _______________________________   DATE OF BIRTH __________   DATE OF VISIT __________

Observations on DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

HUMAN DEVELOPMENT ASPECT

__________________________

At what age did the baby first smile?

Did the first smile seem to be "for" anyone?

Was it a "feeling good" type of smile? (If you can't be sure, say that.)

When did he first beam a smile especially for Mother?
And for Father?
And for siblings (if he has any)?

At what age did he begin to show stranger responses?
Were these intense, moderate, or almost not visible? Describe.

Were some more intense for certain people? Detail.

Were some more intense when in certain places? Detail.
SIXTEENTH VISIT (Continued)

Observations on DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

When having stranger responses, how did he react to being **re-united** with his mother?

At what age did he show a reaction to being **separated** from mother?

Describe his reaction to **separation**. (Ask the mother and/or observe it when, on your request, Mother leaves **for one minute**.)

Describe his (**reunion**) reaction when mother returns.

At the time of observation, is he still upset when separation from Mother or Father occurs? Describe.

Have you seen the child pull away from his mother, or try to slide off her lap, or crawl away as if to test how it feels to be separated from her?
SIXTEENTH VISIT (Continued)

Observations on DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

HUMAN DEVELOPMENT ASPECT

Have you seen him come back to her for a "re-fueling" hug? Describe.

Have you seen him touch his mother's nose, eyes, and hair as if exploring? If you have, what do you think this means?

If he is old enough to crawl or toddle, does he appear to enjoy exploring? Describe.

At this point, can you tell whether he is aware that he is a different person from his mother? If so, how?

Have you seen the child interacting with other members of his family? If so, is there any difference in the way he relates to them, as compared with his mother?

To whom does he turn for comforting?
To whom does he turn for playing?

Does he seem to feel valued by his mother? How does he show this?

By his father? How does he show this?

How does he show it when he is feeling comfortable in the interaction with his mother?

With others?

How does he show it if there are uncomfortable moments in the interaction with her?

With others?

Do you think by now he is experiencing a Secondary Relationship with you? If so, describe.
SIXTEENTH VISIT (Continued)

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Observations on DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

CHILD REARING ASPECT

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How does she respond when he has a "stranger reaction?"

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SIXTEENTH VISIT (Continued)

Observations on DEVELOPMENT OF SELF AND HUMAN RELATIONSHIPS

CHILD REARING ASPECT

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SUMMARY OF VISIT