

KIPS to PIPE Crosswalk

Kips Behavioral Descriptions	PIPE Topics
Sensitivity of Response	<ul style="list-style-type: none"> • Cribside Communication (states of awareness)p.25 • Baby Cues (verbal and nonverbal cues)p.63 • Tune In/Tune Out (engagement and disengagement cues)p.79 • Love Needs a Safe Base (building trust by meeting babies/toddlers’ basic needs)p.203 • Attachment (responses that will enhance attachment) p.253 • Each Child is Different (sensitivity to another’s uniqueness – indicators of Temperament) p. 197
Supports Emotions	<ul style="list-style-type: none"> • Joy and Laughter (sharing emotions, positive and negative) p.219 • What Are Children Really Learning (stabilization of emotions and socialization) p.413 • Each Child is Different (understanding and managing temperament) p.185 • Music and Rhythm (regulation, used to soothe or excite) p.123 • Reading to Baby (regulation and books can teach about emotions) p.137 • Love is Sometimes a Rocky Road (ambivalent feelings about parenting) p.313 • Playing is Learning About Differences (the first 3 years are an emotional seesaw, what to do when they are off-balance and in-balance) p.377 • Learning the Do’s (the power of shared positive emotions to manage behavior) p.431 • Roadblocks to Learning (managing anger and using quiet discipline) p.447
Physical Interaction	<ul style="list-style-type: none"> • Touch Tones (touch requires trust and respect) p.241 • Each Child is Different (differences in sensitivity & attention) p.185 • Playing Stimulates the Senses (under stimulation and overstimulation) p.469 • Floor Time (playing with a child on the floor) p.91 • Love is Letting Go (allowing and respecting separation and autonomy) p. 269
Involvement in Child’s Activities	<ul style="list-style-type: none"> • Patterns and Expectations (creating a pattern for playing with your child) p.45 • Floor Time (opportunities to engage with your child) p.91 • Love is in the Palm of Your Hand (Stringing Beads of Pride, a process for playing with your child) p.171 • Playing is Learning (Blocks of Pride: Learning by Doing is the Best Way to Learn) p.361 • Baby’s First Teacher (every time a parent interacts with their child the child is learning from the parent’s face, voice and touch; every moment is a teachable moment) p.399 • Emotional Refueling (parent may need a break if detached or distracted) p.329 • Love is Sometimes a Rocky Road (parent may be detached if they have ambivalent feelings about the child) p.313
Open to Child’s Agenda	<ul style="list-style-type: none"> • Floor Time (joining a child who is playing) p.91 • Love is in the Palm of Your Hand (following the child’s lead) p.171 • Playing is Learning (following the child’s lead) p.361 • Love is Letting Go (respecting the child’s need for independence) p.267 • What are Children Really Learning (different teaching styles) p.413

<p>Language Experiences</p>	<ul style="list-style-type: none"> • Learning Language (parents are the model and mentor for their child to learn language) p.105 • Reading to Baby (reading helps babies learn language) p.137 • Baby’s First Teacher (the teaching loop includes telling your child what will happen and giving verbal feedback) p.399 • Playing is Imitation and Turn Taking (how imitation and turn taking help babies learn language) p.487 • Playing is Communicating (skills for good communication and how books teach language and convey ideas) p.501
<p>Reasonable Expectations</p>	<ul style="list-style-type: none"> • Cribside Communication (regulating states at different ages) p.25 • Patterns and Expectations (how age changes routines) p.45 • Learning Language (learning language, approximate ages and stages) p.105 • Reading to Baby (books for babies and toddlers) p.137 • Each Child is Different (temperament defines different reactions to the same situation) p.185 • Attachment (how babies show attachment in the first year) p.253 • Love is Letting Go (attachment and separation needs change with the child’s age) p.267 • Love is Sometimes a Rocky Road (developmental changes can be challenging for both parent and baby) p.313 • Playing is Learning about Differences (through play parents see changes in their child’s development, temperament and emotional needs) p.377 • Playing Stimulates the Senses (development changes sensory responses) p.469 • Playing is Imitation and Turn Taking (imitation and turn taking starts in the first three months of life) p.487 • Playing is Problem Solving (problem solving is developmental) p.517
<p>Adapts Strategies to Child</p>	<ul style="list-style-type: none"> • Tune In and Tune Out (knowing when a child needs a change or a break in an activity) p.79 • Music and Rhythm (adjusting an activity to redirect, calm stimulate or share fun) p.123 • Reading to Baby (using emotion and vocal inflection to focus your child and ideas for engaging your child in books and stories) p.137 • Each Child is Different (adapting activities to fit your child’s temperament) p.185 • Touch Tones (children learn by touching and being touched) p.241 • Floor Time (scaffolding techniques, extending and expanding their play) p.91 • Playing Stimulates the Senses (sensory overstimulation and under stimulation) p.469 • What are Children Really Learning? (teaching styles) p. 428
<p>Limits and Consequences</p>	<ul style="list-style-type: none"> • Love and Limits (rules and limits are guidelines for living safely and respectfully together & different strategies for different ages) p.283 • Joy and Laughter (using positive emotions to refocus and divert and use negative emotions sparingly to caution and alert) p.219 • Music and Rhythm (using music and rhyme to distract or redirect) p.123 • What are Children Really Learning (stability and socialization) p.413 • Learning the DO’s (learning the rules and goals of parents and changing don’ts into do’s) p.431 • Roadblocks to Learning (clear & calm limits) p.447 • Playing is Problem Solving (using pretend play to help children solve problems) p.517

Supportive Directions	<ul style="list-style-type: none"> • Love is Letting Go (fostering independence and respecting your child) p.267 • What are Children Really Learning (teaching styles and scaffolding techniques) p.413 • Playing is Problem Solving (making problems fun and breaking them into small steps, being a resource person for the child) p.517
Encouragement	<ul style="list-style-type: none"> • Patterns and Expectations (Ready, Set, Go! A Routine for the Interactive Session, being a cheerleader) p.45 • Floor Time (Techniques for Scaffolding Child-directed Play) p.91 • Love Needs a Safe Base (What Babies Need From Caregivers) p.203 • Joy and Laughter (How Shared Positive Emotions Work & Techniques to Enhance Shared Positive Emotions) p.219 • Attachment (attachment provides safety, stability and confidence) p.253
Promotes Exploration/Curiosity	<ul style="list-style-type: none"> • Floor Time (playing on the floor supports exploration and curiosity) p.91 • Love is in the Palm of Your Hand (following the child's lead and waiting for the child to show pride) p.171 • Joy and Laughter (emotions allow babies to feel effective, to be energized and motivated) p.219 • Love is Letting Go (respect and fostering independence) p.267 • Playing is Learning (from curiosity to mastery and pride) p.361 • Babies First Teacher (Every moment with a child is a teachable moment) p.399 • What are Children Really Learning (teaching styles that support or hinder learning) p.413 • Playing Stimulates the Senses (promoting sensory learning) p.469 • Playing is Communicating (parents encourage or discourage exploration and curiosity through their body language, tone of voice and facial expressions) p.501 • Playing is Problem Solving (fostering curiosity and exploration) p.517