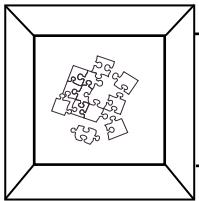


Patterns and Expectations



INQUIRY QUESTIONS

- Why is a schedule important for a baby?
- By what age do most babies establish a biological pattern?
- How can parents help their baby with a daily routine?
- What is meant by a complete feeding cycle?
- How can a parent and baby adapt so their schedules fit together?



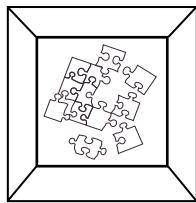
Conceptual Overview

LISTEN
TOPIC 2

1. Most babies develop a predictable pattern of eating and sleeping on their own. Usually by 3 months of age they will be sleeping one or two periods of 4 to 6 hours (hopefully at night) and eating every two and one-half to three hours. This is called a “biological rhythm.” It is common for most babies to move from state to state by themselves, in an easy, gradual manner. That is, they wake up slowly, moving from a drowsy to a quiet alert state. When alert, it is fun to talk to them and to dress them. Some babies are ready to eat when they are fully awake, and some will play a while before they express hunger. There are individual differences.
2. This predictable pattern of state regulation is considered the first developmental step. A newborn will be adjusting many biological systems in the first few months. Lungs and digestive systems have just begun to work. Temperature control, unmyelinated nerve endings and brain pathways are just developing. These bodily systems function well when there is an expected pattern or structure to the day. This pattern helps a baby’s body know when he will eat and when he will sleep.

When there is some predictability in a baby’s schedule, the baby stabilizes quickly (sometimes in 4 to 6 weeks) and starts other developmental steps like watching moving objects and stretching legs and feet. All human beings function better when they are living by a routine or expectable biological pattern of eating and sleeping. They are healthier and less anxious.

3. A baby should enjoy a complete cycle in each state of awareness: that is, a complete sleep cycle, a complete feeding cycle, an active alert play period, a quiet alert relaxed period, and a drowsy half-sleep. Very young babies usually move into the next state on their own. Parents should try to respect this ability.
4. Interrupting a particular state destabilizes the baby. It can cause a baby to become fussy and hard to manage. Babies who are constantly interrupted in their schedules will have continued trouble sleeping through the night and may become picky eaters and distractible children.
5. Parents can slowly adjust their baby’s patterns. This is accomplished gently, moving the baby toward a different schedule a little each day in order to fit the family patterns.



Tools for Presentation

Terms to Understand

- **Adapting**
changing; modifying behavior; meeting changes in one's life with suitable changes in behavior and attitude
- **Biorhythm**
an internal pattern of eating, exercising, and sleeping that the body expects to happen at almost the same time every day
- **Complete state cycle**
condition where the child defines when he or she needs to change state, for example, after having enough sleep, a baby wakes up independently
- **Equilibrium**
a midpoint between opposing forces; equal balance; a feeling of physical and emotional balance
- **Myelinate**
the process by which a nerve becomes covered with an insulating sheath
- **Pattern**
something that is repeated over and over; an expected procedure
- **Personal space**
time for oneself; a need to be left alone some of the time (even babies have this need); places, thoughts, and actions that are private and not to be shared
- **Pride**
delight arising from accomplishment
- **Rhythmicity**
an expectation that things will happen the same way over and over; the rhythms of the day or the pattern of interaction between two people; a biological pattern or a routine of eating, sleeping, waking, and eliminating

Suggested Activities

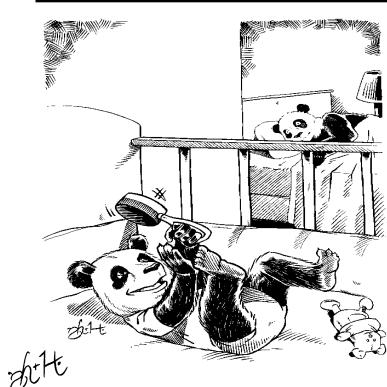
- *PIPE Activity Cards:*
17, 19, 51, 53, 83, 99, 111, 122

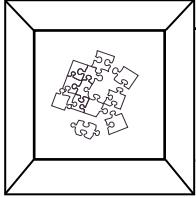
Other Materials & Supplies

- Colored pencils
- Two medium-sized baby dolls for acting out Penny and Paul scenarios [see pg. 56].

Master Pages in *Parent Handouts Notebook*

- #13 • Topic Animal Artwork
- #14 • Inquiry Questions
[also see page 45]
- #15 • Patterns or Routines Give Babies Balance
- #16 • Biorhythm Clocks for Penny and Paul
[also see page 56]
- #17 • A Good Biological Pattern for a Young Baby
[also see page 57]
- #18 • Three-Day Bioclocks: Does My Baby Have a Biological Pattern?
- #19 • A Complete Feeding Cycle
[also see page 58]
- #20 • Ready, Set, Go: Establishing a Routine for _____
- #21 • Developmental Patterns Chart: How Age Changes Routines for Young Babies
[also see page 60]
- #22 • Developmental Patterns Chart: How Age Changes Routines for Older Babies and Toddlers [also see page 61]
- #23 • Keeping My Baby in Balance
- #24 • My Baby's Schedule
- #25 • My Schedule
- #26 • Comparison Bioclocks of Parent and Baby
- #27 • Putting Parent and Baby Together
- #28 • Ready, Set, Go! A Routine for the Interactive Session
[also see page 62]
- #29 • General Directions and Hints for Doing Activities With Your Child
- #30 • “Patterns and Expectations” Review
- #31 • Balancing Biorhythms
- #32 • A 12-Hour Center Bioclock





Instructional Plan

Outcomes

- Parents will recognize the importance of biological rhythms and of establishing a routine for their baby.
- Parents will evaluate their baby's biorhythmic patterns and compare their baby's patterns to their own daily routines.
- Parents will develop techniques to help their child establish a routine based on their child's needs, individuality, and state of development.

FOUR-STEP INSTRUCTIONAL PROCESS



PRESENTATION OF CONCEPTS

INTRODUCTION OF TOPIC

■ A daily routine or pattern gives us comfort.

- In pairs, or with the parent, practice "Pease Porridge Hot" [see pg. 55] or use another hand game you have selected. Continue until you both can repeat the words and coordinate with hand movements.
Discuss how the rhythm and pattern of the hand movements set expectations of how to play the game. Discuss how we feel more comfortable and confident when we know a routine.
- Show, or use as a transparency or handout, "Patterns or Routines Give Babies Balance." Discuss how routines let babies know what to expect and give a balanced daily experience.

KEY CONCEPTS

■ One's biological pattern influences physical and psychological health [see *Conceptual Overview #2*].

- Use topic animal artwork to introduce the idea of a biological pattern or rhythm.
 - Discuss times when a person's daily pattern is interrupted (lack of sleep, missing dinner, etc.).
 - How does the person feel?
 - Discuss how patterns and expectations help us function better, feel more secure, and lead to stability and equilibrium.
- Using baby dolls, present the scenarios described in "Baby Descriptions"

[see pg. 56] and relate the scenarios to the handout “Biorhythm Clocks for Penny and Paul” [see pg. 56]. You could also make a transparency of the handout. Discuss the difference in biorhythms and behaviors for the two babies.

■ **A baby’s first developmental step is to develop an internal pattern or biological rhythm** [see *Conceptual Overview #1 and #2*].

- Show, or use as a transparency or handout, “A Good Biological Pattern for a Young Baby” [see pg. 57].
 - Why is this a good pattern?
 - Would it fit this family?
- Once babies establish a predictable pattern, they can begin focusing on other developmental tasks.
 - Discuss how biorhythms lead to stability and equilibrium, which are essential for a baby to begin learning new skills (watching hands and feet, smiling, motor control, etc.).
- Most babies will develop their own biological pattern by the age of 3 months.
 - Ask the parent about his baby’s pattern as a newborn.
 - When did the baby start developing a set pattern?
 - What helped?
 - What seemed to interrupt the pattern?
 - Use handout “Three-Day Bioclocks: Does My Baby Have a Biological Pattern?” Use colored pencils to shade in times for eating, sleeping, etc.

Discuss with each parent:

- From the 3-day bioclocks, what do you notice about your baby’s patterns of contentment and fussiness?
- When your baby is fussy, what calms your baby?
- What do you find most difficult when you are trying to organize around your baby’s patterns?
- What is the most difficult about organizing the night?
- How does knowing what to expect make caring for a baby easier?

■ **Parents can help their baby establish a daily routine or pattern**

[see *Conceptual Overview #3, #4, and #5*].

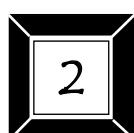
- Allowing a baby a complete cycle of sleeping, eating, and playing helps the baby establish a biological rhythm.
- Interrupting cycles destabilizes babies.

- Discuss why complete cycles are important and how interrupting cycles may cause a baby to become fussy and hard to manage.
- Use the handout to explain “A Complete Feeding Cycle” [see pg. 58].

Discuss why a daily routine or schedule is important for the baby’s learning and will make caring for the baby easier.

LISTEN TOPIC 2

- Following a set pattern for daily care activities helps a baby know what to expect.
 - Use the information in “Ready, Set, Go: A Routine for Feeding” [see pg. 59] to prepare a presentation about what a good feeding routine is and why.
 - Using the handout “Ready, Set, Go: Establishing a Routine for _____,” you or the parent fill in the blanks with information about his baby’s feeding routine.
 - Invite parents to develop a routine for another daily care activity, e.g., diapering or dressing. Using an additional copy of the handout, parents complete the worksheet “Ready, Set, Go: Establishing a Routine for _____. Any daily care routine will work well for this activity.
- A baby’s daily pattern or routine will change as the baby grows and develops.
 - Use “Developmental Patterns Chart: How Age Changes Routines for (Young Babies/Older Babies and Toddlers)” [see pgs. 60 - 61]. You can cut out the section that is appropriate to each parent’s child. Parents complete the worksheet “Keeping My Baby in Balance.”
- **Parents and babies must work together to coordinate their daily routines and adapt to one another. As a baby matures, biorhythms change** [see *Conceptual Overview #5*].
 - Hand out and invite the parent to complete the two worksheets “My Baby’s Schedule” and “My Schedule” using colored pencils, or to use “Comparison Bioclocks of Parent and Baby” to answer the questions on “Putting Parent and Baby Together.”
 - Use the worksheets to illustrate the level of synchrony between the parent and baby.
 - Using these questions, discuss each parent’s answers on the handout “Putting Parent and Baby Together.”
 - What similarities and differences did you notice between the baby’s schedule and yours?
 - What surprised you?
 - What relationship do you see between your activities and your baby’s behavior?



DEMONSTRATION

Use the steps of “Ready, Set, Go! A Routine for the Interactive Session” [see pg. 62] to show the pattern that will be used during the supervised parent-child interaction. You can use *PIPE Activity Cards* or other age-appropriate activities.



SUPERVISED PARENT-CHILD INTERACTION

WHAT?

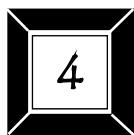
- Parents practice a set routine for the interactive session.

WHY?

- The goal of this activity is for the parent to take ownership of the activity, recognizing that a pattern for interactive play helps the parent *and* the baby know what to expect. Play becomes more fun and rewarding.

How?

- Assist the parent in selecting *PIPE Activity Cards* or other toys or games that are of interest to the baby.
- Review the information about the interactive session on pages 9 - 10 and remind the parent how to follow “Ready, Set, Go! Establishing a Routine for the Interactive Session” [see page 62].
- Parent conducts the interactive session, taking responsibility for preparing the area, creating the environment, preparing the baby, selecting and doing the activities with his baby and bringing the session to a close.



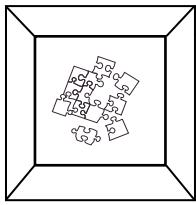
EVALUATION

EVALUATING THE PARENT-CHILD INTERACTION

- Discuss the interactive experience:
 - Did the parent follow the established routine or pattern?
 - What seemed to work well?
 - Were any difficulties encountered? If so, how did he adapt?
 - Did his baby seem to know what to expect?
 - How will following the same routine for each interactive session help make it more enjoyable for him? for his baby?

TOPIC EVALUATION AND CLOSURE

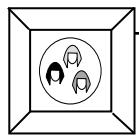
- Use the “Ready, Set, Go!” technique to develop a pattern for other daily routines, such as dressing or diapering. Notice if having a routine for daily activities helps the baby establish a more stable biological pattern. Does it make caring for the baby easier?
OR
- Discuss or parent completes “‘Patterns and Expectations’ Review.”
OR
- Discuss or have the parent complete “Balancing Biorhythms.”



Topic Enhancers & Instructional Aids

Topic Enhancers

The ideas below are optional topic extenders. Parents may like to try them (as time and interest in a concept allow), or the parenting educator may use selected activities to help a parent explore a specific concept in greater depth.

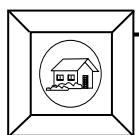


For a parent group:

- Parents color and embellish worksheets “Keeping My Baby in Balance” Display in the instructional area of childcare center.
- Each parent practices the routine he has developed for his baby’s feeding.
- After several months, parents again complete “My Baby’s Schedule” and “My Schedule.” Compare to the earlier ones. Discuss the differences.
- Parents create a bulletin board or poster: “Patterns and Routines Give Babies Balance.” Parents can interview other parents for techniques to include on the bulletin board. Parents create it together and add to it as new ideas develop.

Suggestions for the parent educator:

- Parent educator displays a copy of color-coded “12-Hour Center Bioclock.”
- Schedule a guest speaker (pediatrician or child development specialist) to discuss why patterns/routines are important for a baby’s/toddler’s development.



For parents at home:

- Parent continues practice using a routine for interactive play. How can the routine be adapted to other settings?
- Parent asks grandparents or other relatives what techniques they used for establishing a routine or pattern for their children.
- Parent practices the routine he developed for his baby’s feeding. Discuss the outcome at the next visit.
- After several months, the parent again completes “My Baby’s Schedule” and “My Schedule.” Compare to the earlier ones. Discuss the differences.

Suggestions for the parent educator:

- Explain why it is important for babies and toddlers to keep their routine when someone else is caring for them. Discuss with the parent how to help this happen.

PEASE PORRIDGE HOT

Pease Porridge Hot

Pease Porridge Cold

Pease Porridge in the Pot

Nine Days Old

Some like it hot

Some like it cold

Some like it in the pot ...

Nine days old!

DIRECTIONS

Partners are seated, facing each other.

Actions:

Pease - slap knees

porridge - clap own hands

hot - clap partner's two hands

Pease porridge cold - same actions

Pease - slap knees

porridge - clap own hands

in the - clap right hand with partner

pot - clap own hands

nine - clap left hand with partner

days - clap own hands

old - clap partner's two hands.

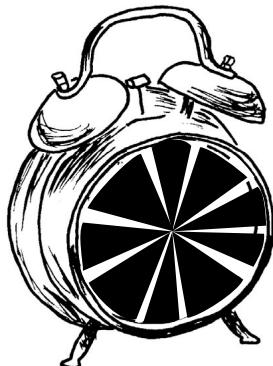


Baby Descriptions

A Comparative Case Study of Biological Rhythms

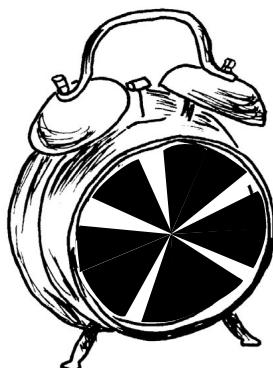
Note: For optimal effect in acting out these differing scenarios, use medium-sized baby dolls wrapped in blankets and role play each of these schedule scenarios.

Biorhythm Clocks for Penny and Paul



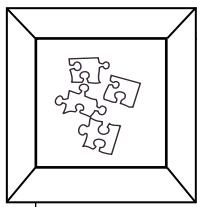
PENNY'S 24-HOUR PATTERN

Penny sleeps about 17 hours a day and eats every chance she gets — about every 2 hours. Sometimes when Penny is awake, she is groggy and cranky. She cries a lot but does not seem to want to be held. She is happy to just watch or listen to Mom's voice. It takes forever to feed and burp her.

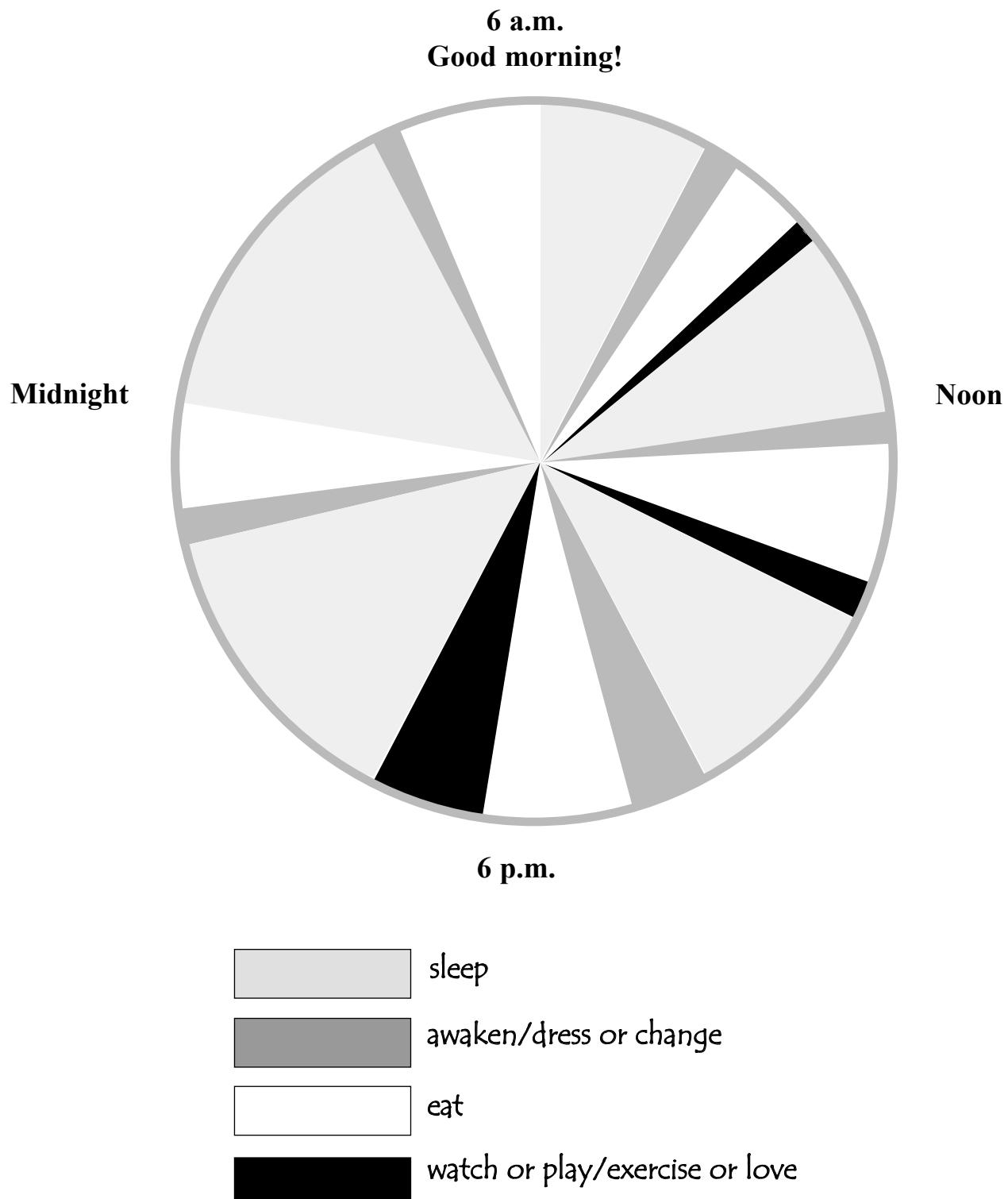


PAUL'S 24-HOUR PATTERN

Paul also sleeps for 17 hours, but for longer periods. He will sleep between 3 and 5 hours at a time, having about 5 feeding periods during a 24-hour time period. When Paul is awake, he is fully alert, and he drinks as much milk as his little stomach will hold. He often wants to be held and will cuddle with his Mom, crying only when he is hungry or wet.



A Good Biological Pattern for a Young Baby



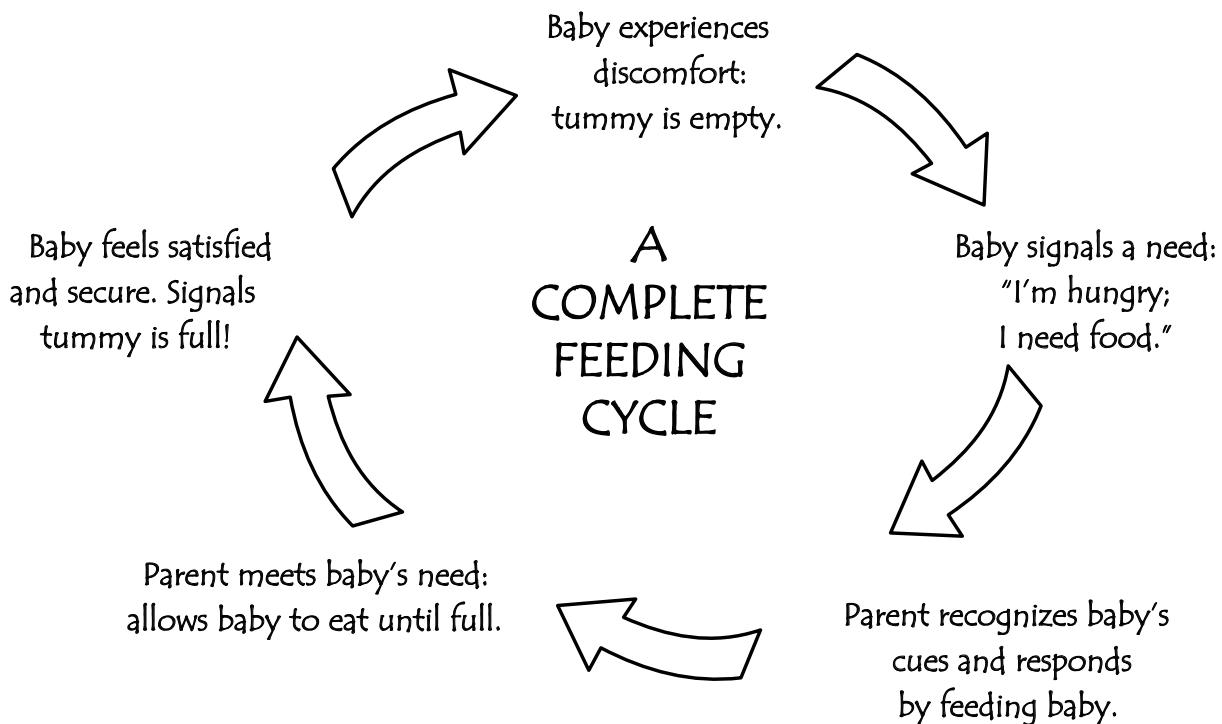


A Complete Feeding Cycle

Babies need a **complete feeding cycle**. Their digestive systems are just beginning to work and need to be stabilized. A complete feeding cycle allows a baby to experience feelings of hunger; his tummy is empty, and he signals discomfort. When his parent reads these cues and allows him to eat until his tummy is full, he feels satisfied. A connection has been made between his digestive system and his brain. This sets up a biorhythmic pattern.

Babies whose feeding cycle is inconsistent or constantly interrupted will be more fussy and harder to manage. Their biological rhythms are out-of-balance. Feeding a baby too often at any signal of discomfort does not allow baby's tummy to completely empty. These babies don't give clear hunger cues, and parents can become confused and frustrated when trying to interpret what the baby needs.

When parents satisfy a baby's need for food with a **complete feeding**, the baby feels comfort and security. This process helps build trust and closeness.



READY, SET, GO: A Routine for Feeding

A feeding routine is something that happens each time the baby is fed. It becomes a pattern or habit for the parent and the baby. Baby will begin to know what to expect and become more confident and cooperative during the feeding. Later feeding problems will be avoided. The need for a complete feeding cycle is incorporated into the feeding routine. Discourage parents from letting their baby carry bottle around or finish eating meals or snacks somewhere other than the highchair.

GET READY

Baby signals a clear hunger cue. Prepare the food or bottle. Set up the area for feeding. Whenever possible, feed in the same place or position each time. Choose a comfortable chair for breast- or bottle-feeding, a highchair for older babies. Remove distractions.

GET SET

Approach baby with expectations for feeding. Wash face and hands with a warm cloth. Get baby's attention. Tell him/her what is going to happen. "We're going to have a bottle now." "It's time to eat; today we're having bananas." "Let's sit in the chair." Position the baby for feeding. Plan enough time for a complete feeding.

GO!

Begin feeding. With younger babies, focus on good eye contact, cuddling, and closeness. Bring in interest, talk to the baby. "Open your mouth wide; here come the carrots." Give clear messages. "Now is the time to eat; we'll play with the ball later." Show baby what you want. Open your mouth as you feed. Mimic sounds "m-m-m, this is good!" Stay attentive and focused on the feeding. Don't interrupt the routine to do something else.

Let the Child Set the Pace

Relax, be patient. Give the child some "wait time" between bites, but come back and offer again. A child will have several periods of engagement and disengagement during feeding. Follow the child's lead. Allow the child to dictate amount of food. Don't force food, but help the child stay focused on the task.

Be a Cheerleader

Use positive emotions to encourage the child's efforts. Share the child's enjoyment of eating. "You really like this bottle!" Praise the child's efforts. "Look at this ... you ate almost all of your green beans!" Ignore mistakes.

REACHING THE FINISH LINE (BRINGING THE FEEDING TO A CLOSE)

A child will let you know when he or she is satisfied. When the baby or toddler's tummy is full — STOP. Have a set, age-appropriate activity to end the feeding (wash face and hands, remove from highchair, give a favorite toy, etc.). Help the child move smoothly to another activity or awareness state. Do not put a baby to bed with a bottle.



Developmental Patterns Chart

How Age Changes Routines for Young Babies

WHAT IS HAPPENING?

AT ABOUT 0-3 MONTHS

A baby's systems are learning to function.

- Lungs: *How do I breathe this air?*
- Gut: *How do I suck, swallow?*
- Eyes: *Who's that out there?*
- Ears: *Whoa! That's too loud!*

The baby's brain starts to grow.

The baby's nerves expand and myelinate.

I'm a bundle of nerves today!

AT ABOUT 3-6 MONTHS

The baby's muscles start to grow:

I can reach and stretch.

The baby knows his or her own voice:

I can screech, cough, growl, laugh.

The baby's brain develops more:

I am controlling my voice, my body.

The baby is more demanding:

I'm awake! Are you out there?

The baby learns how to affect you:

I smile; Mom smiles.

The baby begins to turn outward:

Let's get social!

SOME TIPS ON WHAT TO DO

LISTEN TO THE BABY:

- Most babies will self-schedule in about 2-3 months.
- Be patient. Be child-directed.
- Respond to the baby's call.
- Promote complete cycles.
- Try to limit your activities.
- Sleep when the baby sleeps. (2 months isn't long.)

RESPOND WITH FUN:

- Imitate any of your baby's sounds that you like.
- Play games of touch and rhyme.
- Talk and sing to the baby.
- Take the baby visiting.
- Watch for overstimulation.

BEGIN REGULATION:

- Start changing patterns to fit your life.
- Start bedtime routines: for example, music box or back rub.
- Put the baby down when he or she is tired.
- It is OK for the baby to cry, but only for 5 minutes.
- Extend time between feeding.
- Give the baby some toys for quiet time alone.
- Don't handle the baby too much.
- Ignore behaviors you don't like.

AT ABOUT 6-9 MONTHS

The baby starts to sit, roll, and crawl:

Whee! Whoa!

The baby feels need for safe home base:

Where's my Mom? I need help and protection.

The baby's brain develops more:

*I have special things that are mine!
I like my routines; I cry for them.*

BE THERE:

- Respond with fun. Fun is a regulator.
- Let the baby know you are *there*.
- Give the baby special toys or blanket when alone.
- Let the baby play alone for longer periods of time.
- Let the baby try solid foods; play while eating/diapering.
- Provide baby "floor freedom" to practice moving.
- Involve baby in imitation and rhythm games.

REGULATION:

- Patterns and routines become very important.
- The baby identifies special people who are constant.
- The baby sleeps for long stretches & eats 3-4 meals a day.
- Keep bedtime constant; night time feeding without playing.



Developmental Patterns Chart

How Age Changes Routines for Older Babies & Toddlers

WHAT IS HAPPENING?

SOME TIPS ON WHAT TO DO

AT ABOUT 9–12 MONTHS

The baby starts to walk:

Freedom is mine!

The baby babbles and makes special sounds for things:

I want to talk too!

The baby makes choices and demands things:

Do tantrums work?

The baby wants and needs special people:

Please be there; I need a model.

RESPOND WITH FUN.

- Make time for just the two of you to play every day.
- Be child-directed.
- Use more positive emotions than negative.
- Divert with fun and interest.
- Let the child share in your tasks.

REGULATION:

- Set clear, quiet limits.
- Divert or remove the child from the situation; redirect.
- Ignore behavior you don't like. It will go away.
- Use "NO" only for very important things (danger or harm).

WHEN "NO" IS USED:

- Don't say "NO" unless you can follow through.
- Give the child another chance to hear and understand. (Older babies and toddlers can concentrate so hard on a goal and not *hear* cautions.)
- Remove the child from the situation and redirect with surprise, interest, or song.
- Don't argue with a baby — the baby will win!
- Don't show extreme anger. Be clear and firm. (A parent's tantrums are models and sometimes fun for baby to watch.)

AT ABOUT 12–18 MONTHS

A period of disequilibrium and being off-balance:

I do it myself! and Hold me; help me.

The toddler has intense, uncontrolled emotions — laughs until exhausted, is sad with suffering, anger, & tantrums:

I can run away, shake my head "NO," kick, screech, and long for someone to hold me tight.

Toddlers try hard to please and understand:
Hey, slow down, I want to learn!

RESPOND WITH FUN.

- Be patient. These are tough times.
- Let the child help and give the child simple tasks.
- Take the child to interesting places.
- Read books.
- Teach through toys.
- Use every teachable moment.

REGULATION:

- The toddler will challenge your routines — be quietly firm.
- Try not to be too controlling.
- Let the child direct you whenever possible.
- Give the toddler choices whenever possible.
- Emphasize "Do's" instead of "Don'ts"
- Be clear and consistent.



Ready, Set, Go!

A Routine for the Interactive Session

■ GET READY: Preparation

Choose three activities you think your child will enjoy. If you have chosen to use any activity cards, familiarize yourself with them so you can do them without looking at the cards. Gather equipment if needed. Choose a quiet, private area for the activity. Put down a blanket or mat. Relax a few minutes; get yourself mentally prepared for the activity.

■ GET SET: Prepare your child for the activity

Make sure your child has completed his or her cycle for sleep or eating. If your child is fussy, drowsy, or crying, try moving him or her to a quiet alert state. If your child is playing, help bring that activity to a close. Tell him or her what is going to happen. Use excitement and fun in your voice. Take the child to the area you have prepared for the activity. Position your child so you can see each other; move close. Get his or her attention. Establish eye contact.

■ GO: Begin the activity

Introduce the toy or activity. Let your child explore the toy. Model play or demonstrate the activity. Show the child what you want to happen. Take turns; imitate the child. Change play slightly or demonstrate something new if the child becomes disinterested. Help when frustrated or stuck. Follow the "General Directions and Hints for Doing Activities With Your Child."

- *Let your child set the pace (follow the child's lead)*

Let your child respond to the activity in his or her own way. Continue what he or she seems to enjoy. Change the activity or let your child choose a new activity if he or she becomes bored. Let your child problem solve.

- *Be a cheerleader (encourage your child's efforts)*

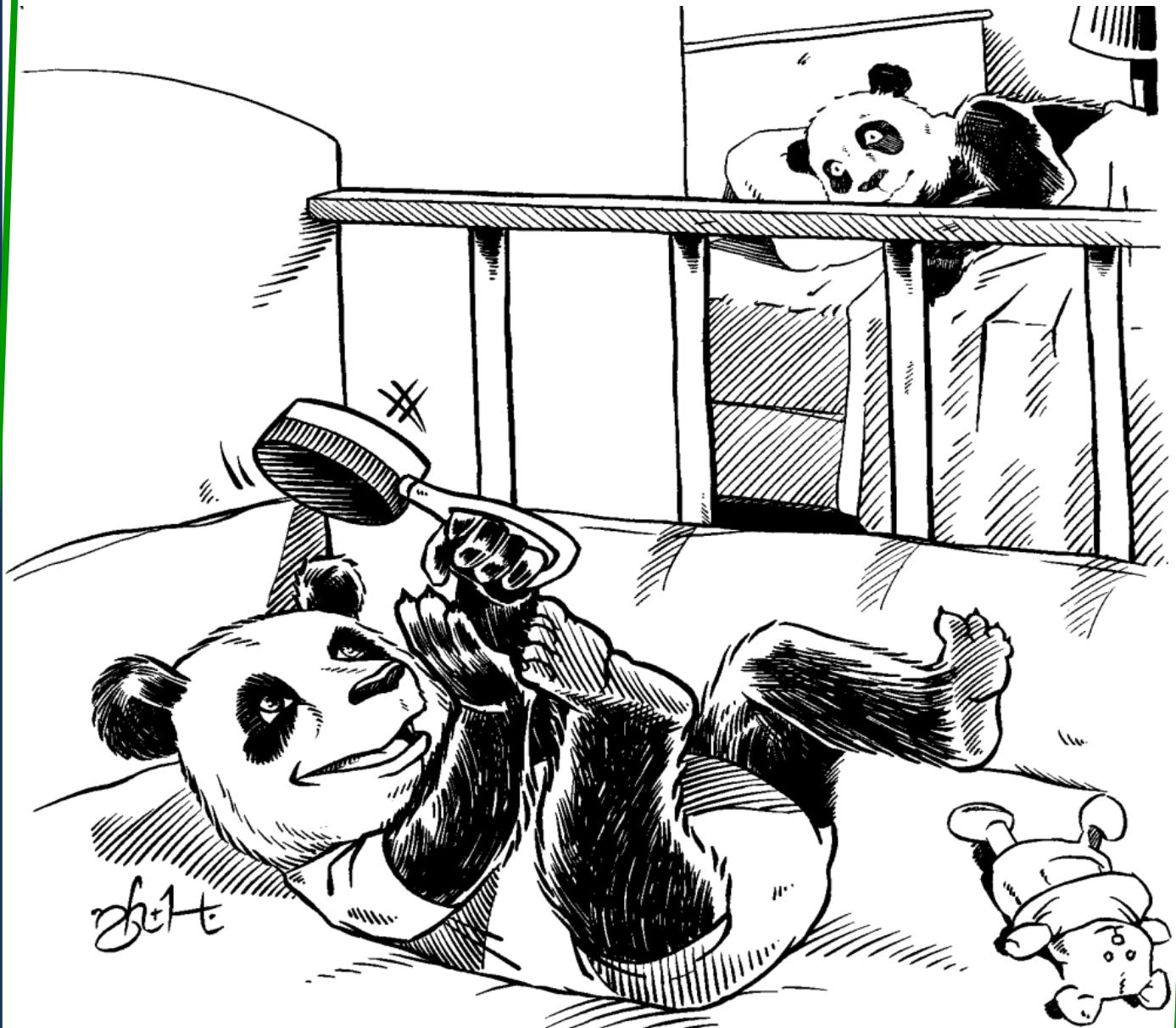
Share interest, excitement and joy. Encourage your child with each step of the task: "That's it! Grab the rattle!" or "You've almost got it!" If your child masters a task, wait for him or her to show delight and pride in his or her accomplishment. When the child looks at you, then congratulate with love and joy. "You did it! Look at you. You're holding the rattle!"

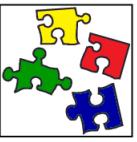
■ REACHING THE FINISH LINE: (bringing the activity to a close)

Stop when your child seems tired or not interested in any of the activities. Let him or her know the activity has ended. Praise your child's efforts. "You are so smart." "You keep trying and trying." "You turned so many pages." Have the child help pick up and put items away if appropriate. Either return your child to the childcare area or to another safe place. Put all materials and/or equipment away.



Patterns and Expectations





Topic 2: Patterns and Expectations

INQUIRY QUESTIONS

- Why is a routine important for a baby?
- By what age do most babies establish a biological pattern?
- How can parents help their baby with a daily routine?
- What is meant by a complete feeding cycle?
- How can a parent and baby adapt so their routines fit together?



Patterns or Routines Give Babies Balance

- ➊ Patterns repeat the same thing over and over.
- ➋ Patterns are simply routines.
- ➌ Patterns let you know what to expect.
- ➍ Clear expectations give you security.
- ➎ Security gives you confidence.
- ➏ Confidence gives you balance.
- ➐ Balance lets you grow.



Too little
routine

Too much
routine



Biorhythm Clocks for Penny and Paul

PENNY'S
24-hour pattern



PAUL'S
24-hour pattern

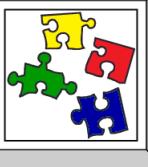


asleep



awake





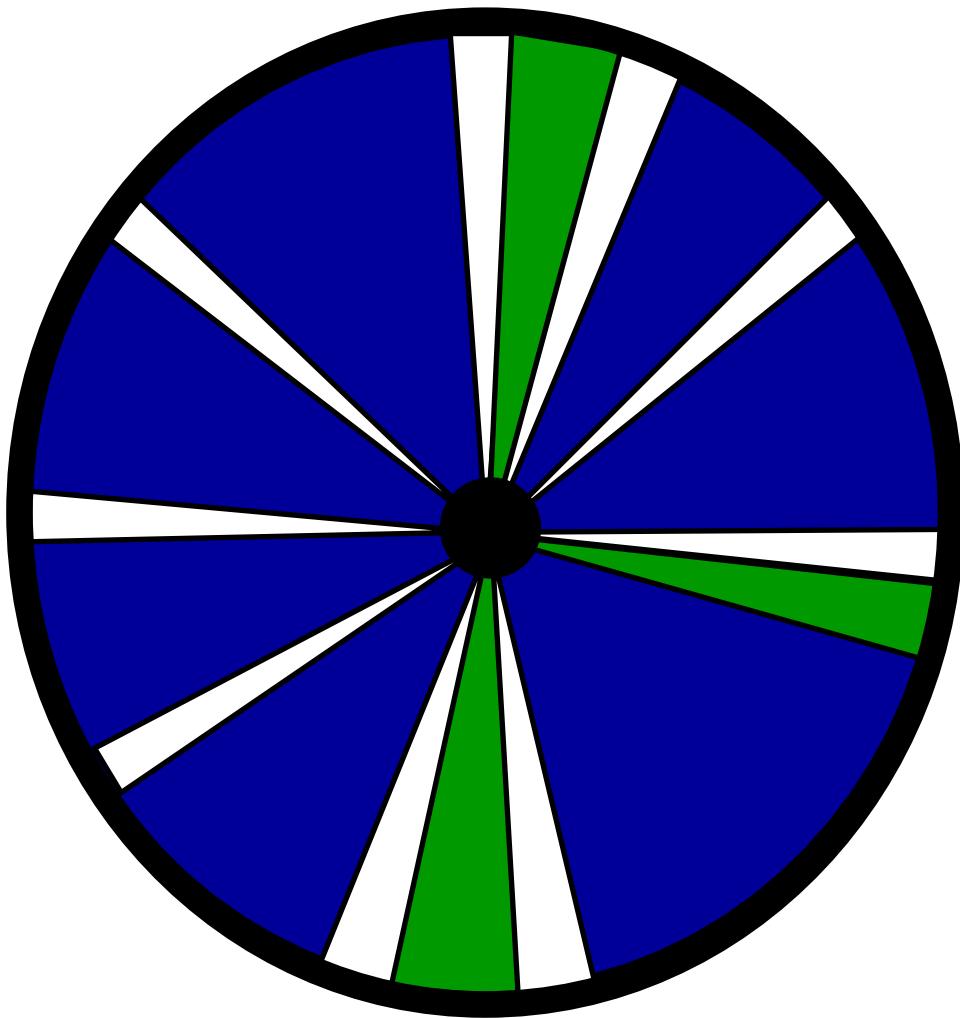
A Good Biological Pattern for a Young Baby

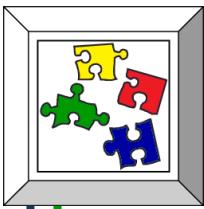
6 a.m.
Good morning!

Midnight

Noon

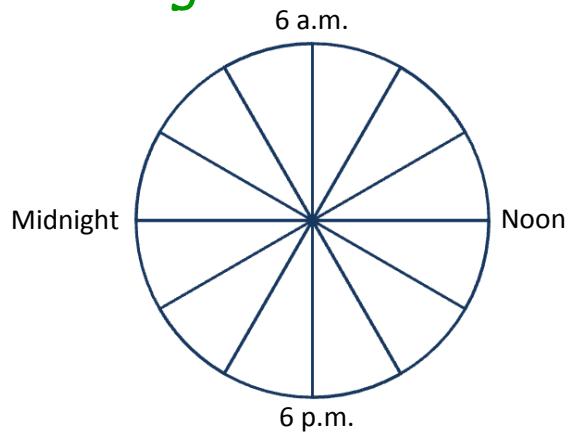
6 p.m.



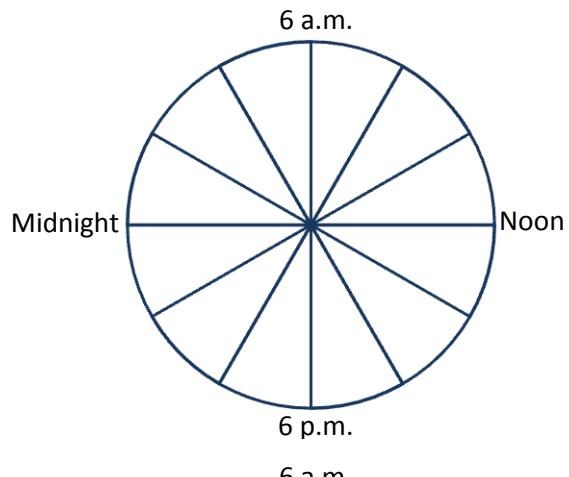


Three-day Bioclocks: Does My Baby Have a Biological Pattern?

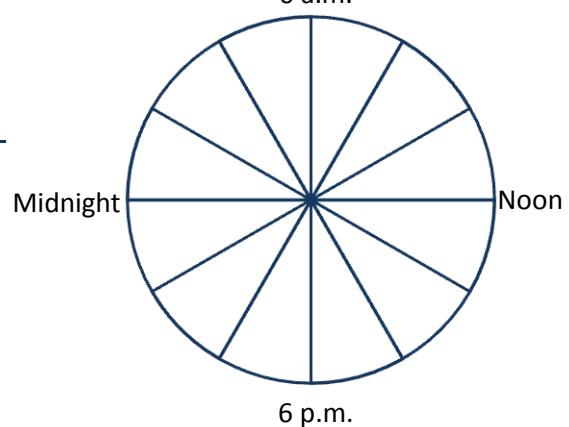
Day One _____
Date _____



Day Two _____
Date _____

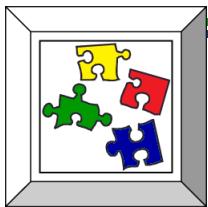


Day Three _____
Date _____



- ❖ Babies need routines to feel secure. Routines help their bodies know what to expect, so they can stabilize and start to grow.
- ❖ Parents need a schedule so they can have some free time and some rest for themselves.

Baby's Name: _____ Age: _____ Parent's Name: _____

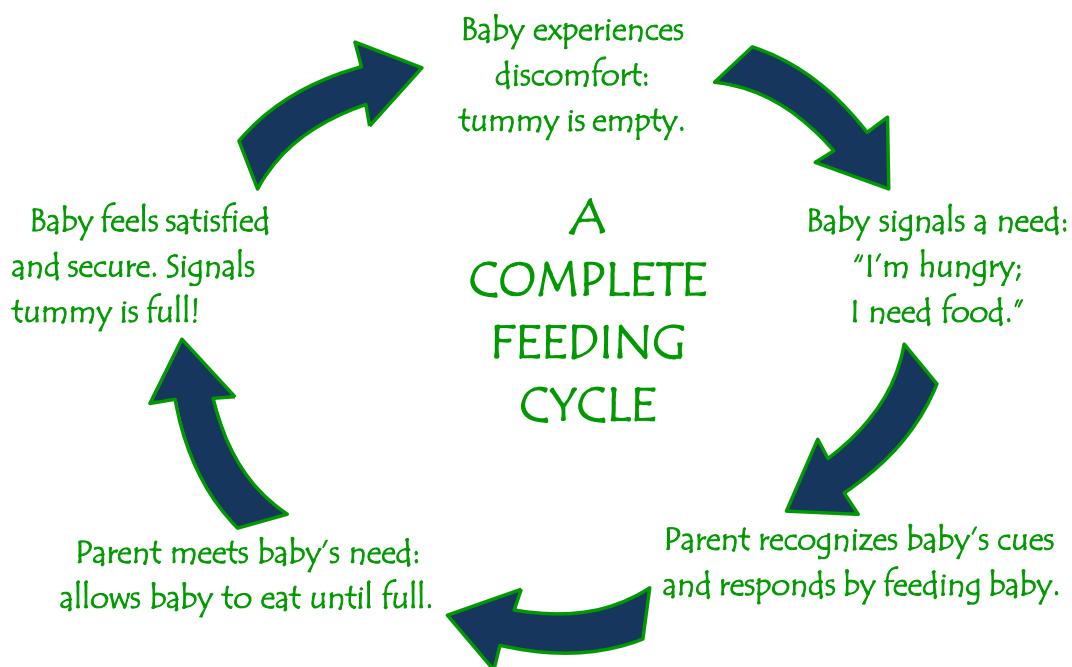


A Complete Feeding Cycle

Babies need a complete feeding cycle. Their digestive systems are just beginning to work and need to be stabilized. A complete feeding cycle allows baby to experience feelings of hunger; his tummy is empty, and he signals discomfort. When his parent reads these cues and allows him to eat until his tummy is full, he feels satisfied. A connection has been made between his digestive system and his brain. This sets up a biorhythmic pattern.

Learning to read baby's hunger cues correctly is important. Not all cues of discomfort signal hunger. Feeding a baby at any signal of discomfort does not allow the baby to have a complete feeding cycle. When a feeding cycle is not completed the baby may become confused and may not give clear hunger cues. Parents may become frustrated when trying to interpret what baby needs.

When parents satisfy a baby's need for food with a complete feeding, the baby feels comfort and security. This process helps build trust and closeness.





Ready, Set, Go!

Establishing a Routine for _____

GET READY: (prepare for the activity)

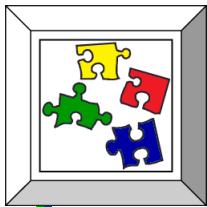
GET SET: (get your child ready for the activity)

GO: (begin the activity)

Let your child set the pace (follow your child's lead)

Be a cheerleader (encourage your child's efforts)

REACH THE FINISH LINE: (bring the activity to a close)



Carta de las Pautas del Desarrollo

Como Cambia la Edad las Rutinas de los Bebés Pequeños

¿QUÉ ESTÁ SUCERIENDO?	ALGUNOS CONSEJOS SOBRE LO QUE HAY QUE ACER
<p>Alrededor de los 0 a los 3 meses Los sistemas del bebé están aprendiendo a funcionar.</p> <ul style="list-style-type: none">- Pulmones: <i>¿Cómo voy a respirar este aire?</i>- Entrañas: <i>¿Cómo chupo, cómo me paso todo?</i>- Ojos: <i>¿Quién es ése que está ahí?</i>- Oídos: <i>¡Guau! ¡Eso está muy fuerte!</i> <p>El cerebro del bebé empieza a desarrollarse. Los nervios del bebé se están expandiendo, y reforzando. <i>¡Hoy estoy hecho un manojo de nervios!</i></p>	<p>ESCUCHE AL BEBÉ</p> <ul style="list-style-type: none">- La mayoría de los bebés se autoprograman en alrededor de los 2 a 3 meses.- Sea paciente. Sea niño-dirigido- Responda al llamado del bebé.- Fomente ciclos completos.- Trate de limitar la vida y las actividades de usted.- Duerma cuando duerme el bebé. (2 meses se pasan pronto.)
<p>Alrededor de los 3 a los 6 meses Los músculos del bebé empiezan a desarrollarse: <i>Puedo extenderme y estirarme.</i></p> <p>El bebé conoce su propia voz: <i>Puedo rechinar, toser, refunfuñar, reír.</i></p> <p>El cerebro del bebé se desarrolla más: <i>Estoy controlando mi voz, mi cuerpo.</i></p> <p>El bebé es más exigente: <i>¡Estoy despierto! ¿Están ahí?</i></p> <p>El bebé aprehende cómo puede tener un efecto en usted: <i>Yo sonrío; mamá sonríe.</i></p> <p>El bebé empieza a ser extrovertido: <i>¡Vamos a ser sociables!</i></p>	<p>RESPONDA CON DIVERSIÓN</p> <ul style="list-style-type: none">- Imita los sonidos de su bebé que a usted le gusten.- Haga juegos de tocar y hacer una rima.- Hablele y cántele al bebé.- Lleve al bebé de visita.- Tenga cuidado con la sobreestimulación. <p>EMPIECE LA REGULACIÓN</p> <ul style="list-style-type: none">- Los padres pueden adaptar suavemente las rutinas de su bebé para que se ajusten a las pautas de la familia.- Empiece las rutinas de la hora de dormir: por ejemplo, una cajita de música o frotar la espalda.- Acueste al bebé cuando esté cansado.- Está bien que el bebé llore, pero sólo durante 5 minutos.- Conforme su bebé crece, puede alimentarse con menos frecuencia y con más rapidez.- Dele al bebé algunos juguetes para que pase un tiempo solo y tranquilo.- Ignore los comportamientos que a usted no le gustan.- Ofrezca oportunidades para que su bebé se tranquilice a sí mismo.
<p>Alrededor de los 6 a los 9 meses El bebé empieza a sentarse, a rodar, a gatear: <i>¡Güiiiii! ¡Guau!</i></p> <p>El bebé siente la necesidad de una base segura: <i>¿Dónde está mi mamá? ¿Necesito ayuda y protección?</i></p> <p>El cerebro del bebé se desarrolla más: <i>¡Tengo cosas especiales que son mías!</i> <i>Me gustan mis rutinas; lloro por ellas.</i></p>	<p>"Esté Ahí"</p> <ul style="list-style-type: none">- Responda con diversión. La diversión es un regulador.- El bebé quiere a mamá/papá, necesita saber que mamá está ahí.- Al bebé le gusta un juguete o cobija especial cuando está solo.- Juega solo durante períodos más largos.- Empieza con los alimentos sólidos; juega mientras come y le cambian de pañal.- Necesita "libertad en el piso" para practicar su movilidad.- Le encantan los juegos de imitación y de ritmo. <p>REGULACIÓN</p> <ul style="list-style-type: none">- Las pautas y las rutinas se vuelven muy importantes.- El bebé identifica a personas especiales que son constantes.- El bebé duerme largos ratos y come 3 ó 4 alimentos al día.- Mantenga constante la hora de dormir; el alimento nocturno <u>sin</u> jugar.



Developmental Patterns Chart

How Age Changes Routines for Young Babies

WHAT IS HAPPENING?	SOME TIPS ON WHAT TO DO!
<p>At about 0-3 months</p> <p>A baby's systems are learning to function...</p> <ul style="list-style-type: none">- Lungs: <i>How do I breathe this air?</i>- Gut: <i>How do I suck, swallow?</i>- Eyes: <i>Who's that out there?</i>- Ears: <i>Whoa! That's too loud!</i> <p>The baby's brain starts to grow...</p> <p>The baby's nerves expand and myelinate: <i>I'm a bundle of nerves today!</i></p>	<p>LISTEN TO THE BABY:</p> <ul style="list-style-type: none">- Most babies will self-schedule in about 2-3 months.- Be patient. Be child-directed.- Respond to the baby's call.- Promote complete cycles.- Try to limit your activities.- Sleep when the baby sleeps. (2 months isn't long.)
<p>At about 3-6 months</p> <p>The baby's muscles start to grow: <i>I can reach and stretch.</i></p> <p>The baby knows his or her own voice: <i>I can screech, cough, growl, and laugh.</i></p> <p>The baby's brain develops more: <i>I am controlling my voice, my body.</i></p> <p>The baby is more demanding: <i>I'm awake! Are you out there?</i></p> <p>The baby learns how to affect you: <i>I smile; Mom smiles.</i></p> <p>The baby begins to turn outward: <i>Let's get social.</i></p>	<p>RESPOND WITH FUN:</p> <ul style="list-style-type: none">- Imitate any of your baby's sounds that you like.- Play games of touch and rhyme.- Talk and sing to the baby.- Take the baby visiting.- Watch for overstimulation. <p>BEGIN REGULATION:</p> <ul style="list-style-type: none">- Parents can gently adapt their baby's routine to fit family patterns.- Start bedtime routines: for example, music box or back rub.- Put the baby down when he or she is tired.- As your baby grows she may feed less often and quickly.- Give the baby some toys for quiet time play.- Ignore behaviors you don't like.- Provide opportunities for baby to self soothe.
<p>At about 6-9 months</p> <p>The baby starts to sit, roll, and crawl: <i>Wee! Whoa!</i></p> <p>The baby feels need for safe home base: <i>Where's my Mom? I need help and protection.</i></p> <p>The baby's brain develops more: <i>I have special things that are mine! I like my routines; I cry for them.</i></p>	<p>BE THERE:</p> <ul style="list-style-type: none">- Respond with fun. Fun is a regulator.- Let the baby know you are <i>there</i>.- Give the baby special toys or blanket when alone.- Let the baby play alone for longer periods of time.- Let the baby try solid foods; play while eating/diapering.- Provide baby "floor freedom" to practice moving.- Involve baby in imitation and rhythm games. <p>REGULATION:</p> <ul style="list-style-type: none">- Patterns and routines become very important.- The baby identifies special people who are constant.- The baby sleeps for long stretches & eats 3-4 meals a day.- Keep bedtime constant; night time feeding without playing



Developmental Patterns Chart

How Age Changes Routines for Older Babies and Toddlers

WHAT IS HAPPENING?

At about 9-12 months

The baby starts to walk:

Freedom is mine!

The baby babbles and makes special sounds for things:

I want to talk too!

The baby makes choices and demands things:

Do tantrums work?

The baby wants and needs special people:

Please be there; I need a model.

SOME TIPS ON WHAT TO DO!

RESPOND WITH FUN:

- Make time for just the two of you to play every day.
- Be child-directed.
- Use more positive emotions than negative.
- Divert with fun and interest.
- Let the child share in your tasks.

REGULATION:

- Set clear, quiet limits.
- Divert or remove the child from the situation; redirect.
- Ignore behavior you don't like. It will go away.
- Use "NO" only for very important things (danger or harm).

At about 12-18 months

A period of disequilibrium and being off balance:

I do it myself! and Hold me; help me.

The toddler has intense, uncontrolled emotions - laughs until exhausted, is sad with suffering, anger, & tantrums:
I can run away, shake my head no, kick, screech, and long for someone to hold me tight.

Toddlers try hard to please and understand:
Hey, slow down, I want to learn!

WHEN "NO" IS USED:

- Don't say "NO" unless you can follow through.
- Give the child another chance to hear and understand. (Older babies and toddlers can concentrate so hard on a goal and not hear cautions.)
- Remove the child from the situation and redirect with surprise, interest, or song.
- Don't argue with a baby — the baby will win!
- Don't show extreme anger. Be clear and firm. (A parent's tantrums are models and sometimes fun for baby to watch.)

RESPOND WITH FUN:

- Be patient. These are tough times.
- Let the child help and give the child simple tasks.
- Take the child to interesting places.
- Read books.
- Teach through toys.
- Use every teachable moment.

REGULATION:

- The toddler will challenge your routines - be quietly firm.
- Try not to be too controlling.
- Let the child direct you whenever possible.
- Give the toddler choices whenever possible.
- Emphasize "Do's" instead of "Don'ts"
- Be clear and consistent.



Developmental Patterns Chart

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Keeping My Baby in Balance

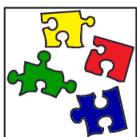


My baby needs
more time for

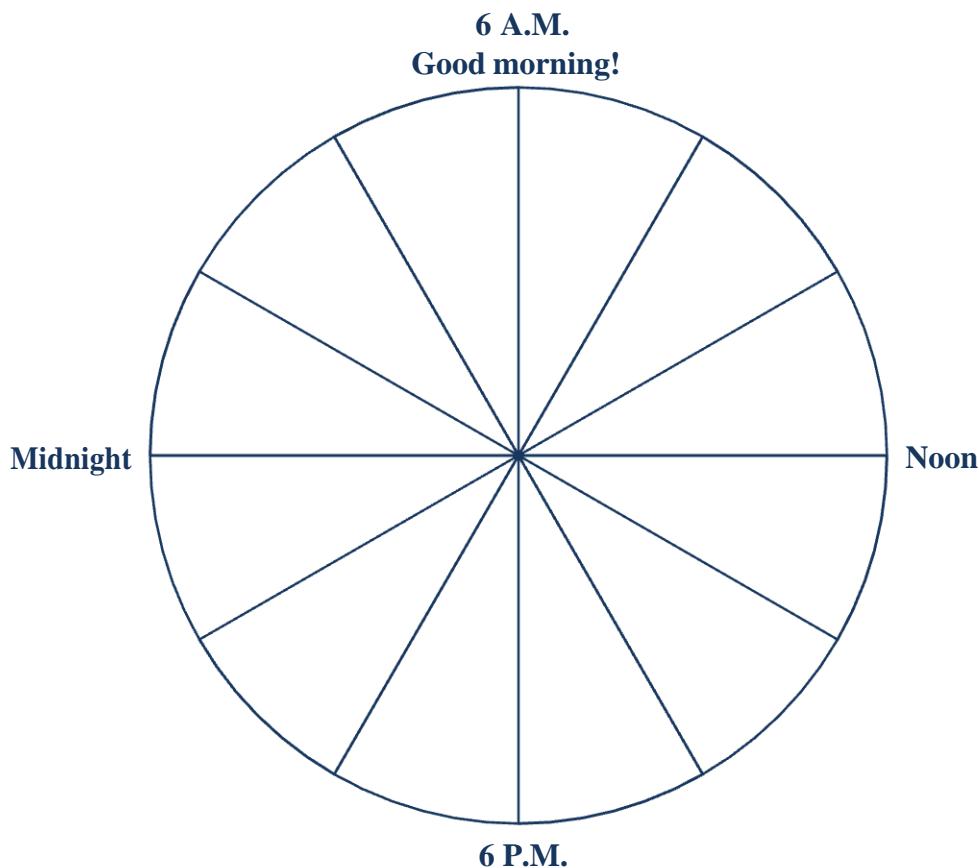
My baby needs
less time for

WHAT CAN
I DO?

- 1.
- 2.
- 3.
- 4.
- 5.



My Baby's Routine



Color In the Times When Your Baby Is ...

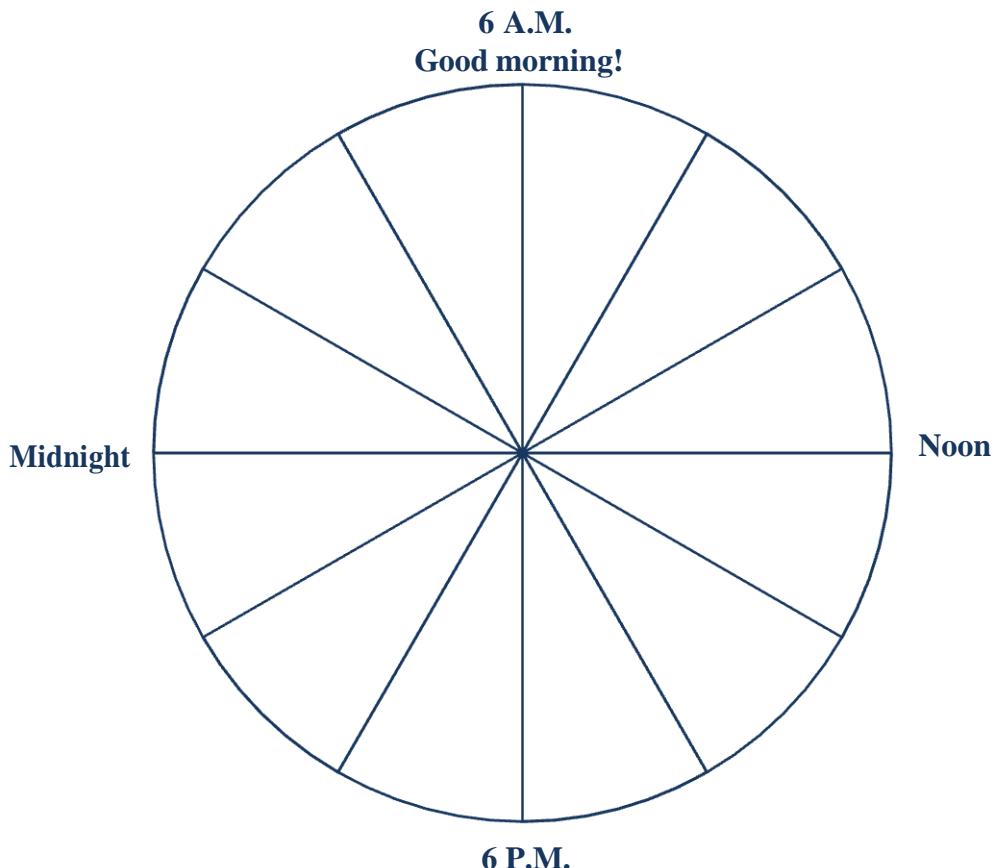
- | | |
|--|-----------|
| Sleeping | Blue |
| Drinking Milk or Eating Solid Food | Green |
| Bathing..... | Turquoise |
| Diaper Change/Dressing..... | Pink |
| Playing with Someone..... | Orange |
| Exercising..... | Yellow |
| Quiet Closeness with Someone..... | Purple |

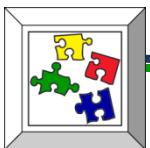


My Routine

Color In the Times When You Are...

Sleeping	Blue
Drinking or Eating	Green
Bathing.....	Turquoise
Dressing.....	Pink
Leisure Activities	Orange
Exercising.....	Yellow
Quiet Closeness with Someone.....	Purple





Comparison Bio-clocks of Parent and Baby

Time	Baby	Parent
Good morning!		
6 A. M.		
7 A. M.		
8 A. M.		
9 A. M.		
10 A. M.		
11 A. M.		
12 Noon		
1 P. M.		
2 P. M.		
3 P. M.		
4 P. M.		
5 P. M.		
Good evening!		
6 P. M.		
7 P. M.		
8 P. M.		
9 P. M.		
10 P.M.		
11 P. M.		
12 Midnight		
1 A. M.		
2 A. M.		
3 A. M.		
4 A. M.		
5 A. M.		



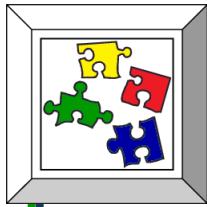
Putting Parent and Baby Together

Directions: Answer the following questions about you and your baby.

Parent's Routine

Baby's Routine

I like to wake up about...		Approximately what time does your baby wake each morning?	
How much sleep do you need per night?		How many hours at a time does your baby sleep?	
Do you have a slow or tired time during the day? A time when you feel exhausted? WHEN?		How long does your baby nap in the morning and in the afternoon?	a.m. p.m. ----- -----
What time do you like to go to bed?		What time do you usually put your baby to bed each night?	
When do you eat?		When does your baby eat?	a.m. p.m. ----- -----
When do you make time for your recreation?		When do you play with your baby?	
When do you like to shower?		When do you give your baby a bath?	
What time of day do you feel more tense or anxious?		When is your baby's "fussy" time?	
When are you in the best mood?		What time of day does your baby seem to be in the best mood?	



Ready, Set, Go!

A Routine for the Interactive Session

■ GET READY: Preparation

Choose three activities you think your child will enjoy. If you have chosen to use any activity cards, familiarize yourself with them so you can do them without looking at the cards. Gather equipment if needed. Choose a quiet, private area for the activity. Put down a blanket or mat. Relax a few minutes; get yourself mentally prepared for the activity.

■ GET SET: Prepare your child for the activity

Make sure your child has completed his or her cycle for sleep or eating. If your child is fussy, drowsy, or crying, try moving him or her to a quiet alert state. If your child is playing, help bring that activity to a close. Tell him or her what is going to happen. Use excitement and fun in your voice. Take the child to the area you have prepared for the activity. Position your child so you can see each other; move close. Get his or her attention. Establish eye contact.

■ GO: Begin the activity

Introduce the toy or activity. Let your child explore the toy. Model play or demonstrate the activity. Show the child what you want to happen. Take turns; imitate the child. Change play slightly or demonstrate something new if the child becomes disinterested. Help when frustrated or stuck. Follow the "General Directions and Hints for Doing Activities With Your Child."

Let your child set the pace (follow the child's lead)

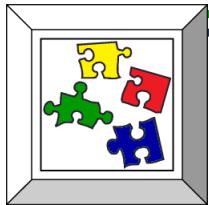
Let your child respond to the activity in his or her own way. Continue what he or she seems to enjoy. Change the activity or let your child choose a new activity if he or she becomes bored. Let your child problem solve.

Be a cheerleader (encourage your child's efforts)

Share interest, excitement and joy. Encourage your child with each step of the task: "That's it! Grab the rattle!" or "You've almost got it!" If your child masters a task, wait for him or her to show delight and pride in his or her accomplishment. When the child looks at you, then congratulate with love and joy. "You did it! Look at you. You're holding the rattle!"

■ REACHING THE FINISH LINE: (bringing the activity to a close)

Stop when your child seems tired or not interested in any of the activities. Let him or her know the activity has ended. Praise your child's efforts. "You are so smart." "You keep trying and trying." "You turned so many pages." Have the child help pick up and put items away if appropriate. Either return your child to the childcare area or to another safe place. Put all materials and/or equipment away.



General Directions and Hints for Doing Activities With Your Child

- Talk to your child.
- Always use encouraging words.
- If your child does not seem interested, then try a different activity.
- Be sensitive to the needs and feelings of your child; sometimes activities just don't work.
- Occasionally try activities suited to an age different from your child's.
- If your child seems to be getting frustrated, quit.
- Be flexible and follow your child's lead.
- Children love repetition. Be prepared to repeat some activities as many as 10 to 20 times!



"Patterns and Expectations" Review

1. Why is having a daily pattern or routine important for your baby?
(List three reasons.)

- 1.
- 2.
- 3.

2. At what age do most babies settle into a predictable pattern or routine?

3. What are five things parents can do to help their baby establish a routine or a biological rhythm?

- 1.
- 2.
- 3.
- 4.
- 5.



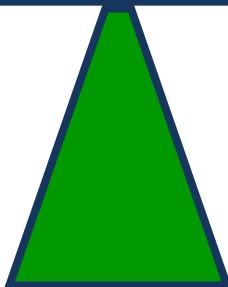
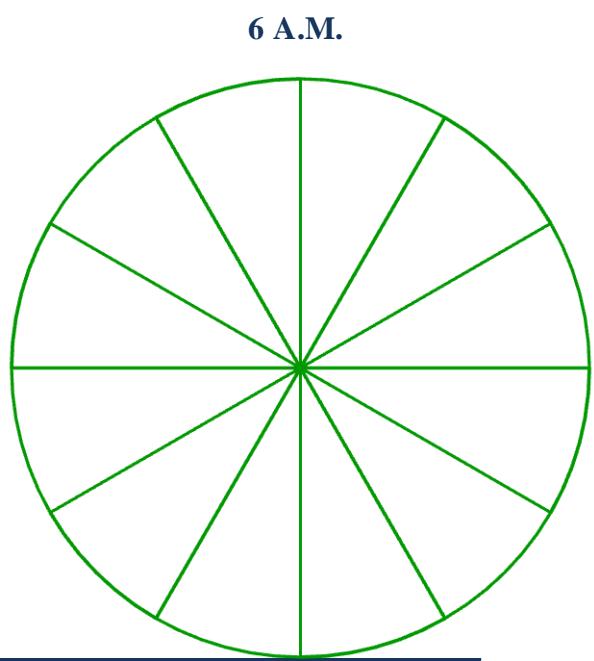
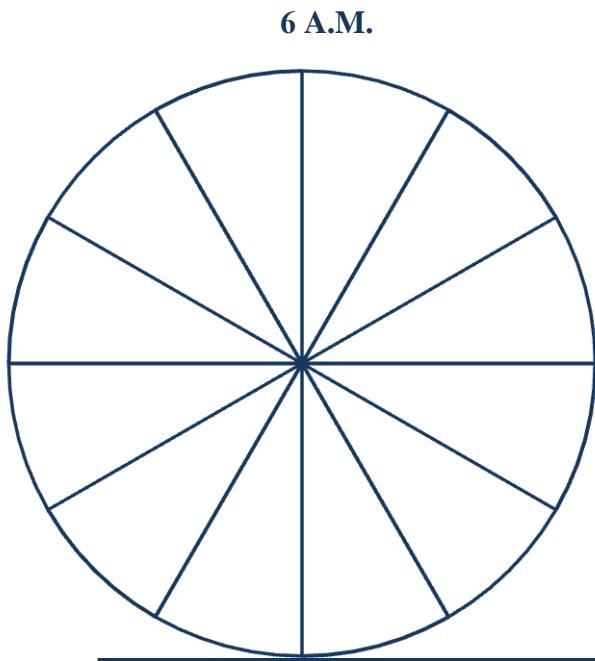


Balancing Biorhythms

What changes can I make so my baby and I are balanced?

Develop bio-clocks for you and for your baby to show how your daily patterns could fit together.

(Refer to the color codes on "My Baby's Routine" and "My Routine.")



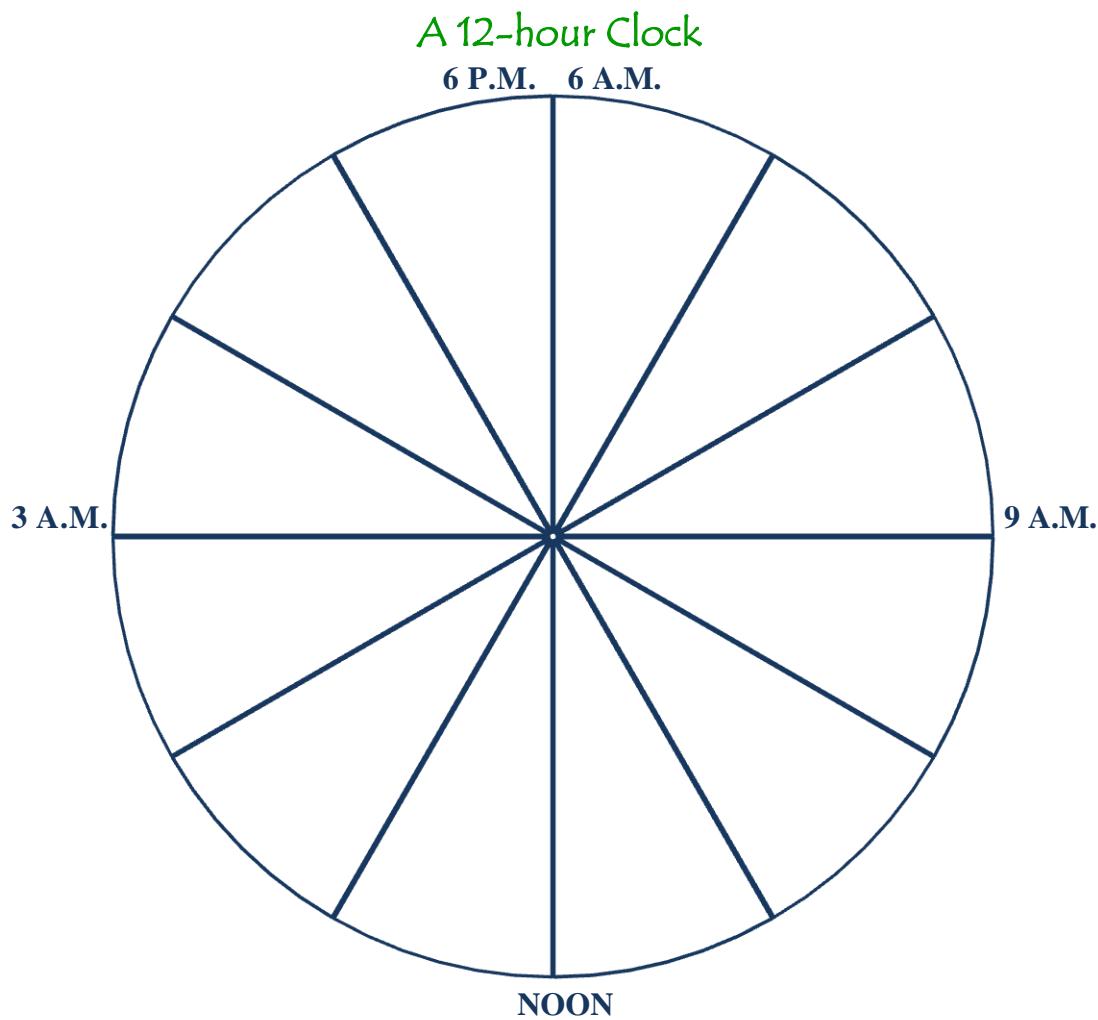


A 12-Hour Center Bio-clock

Childcare Routine or Rhythm

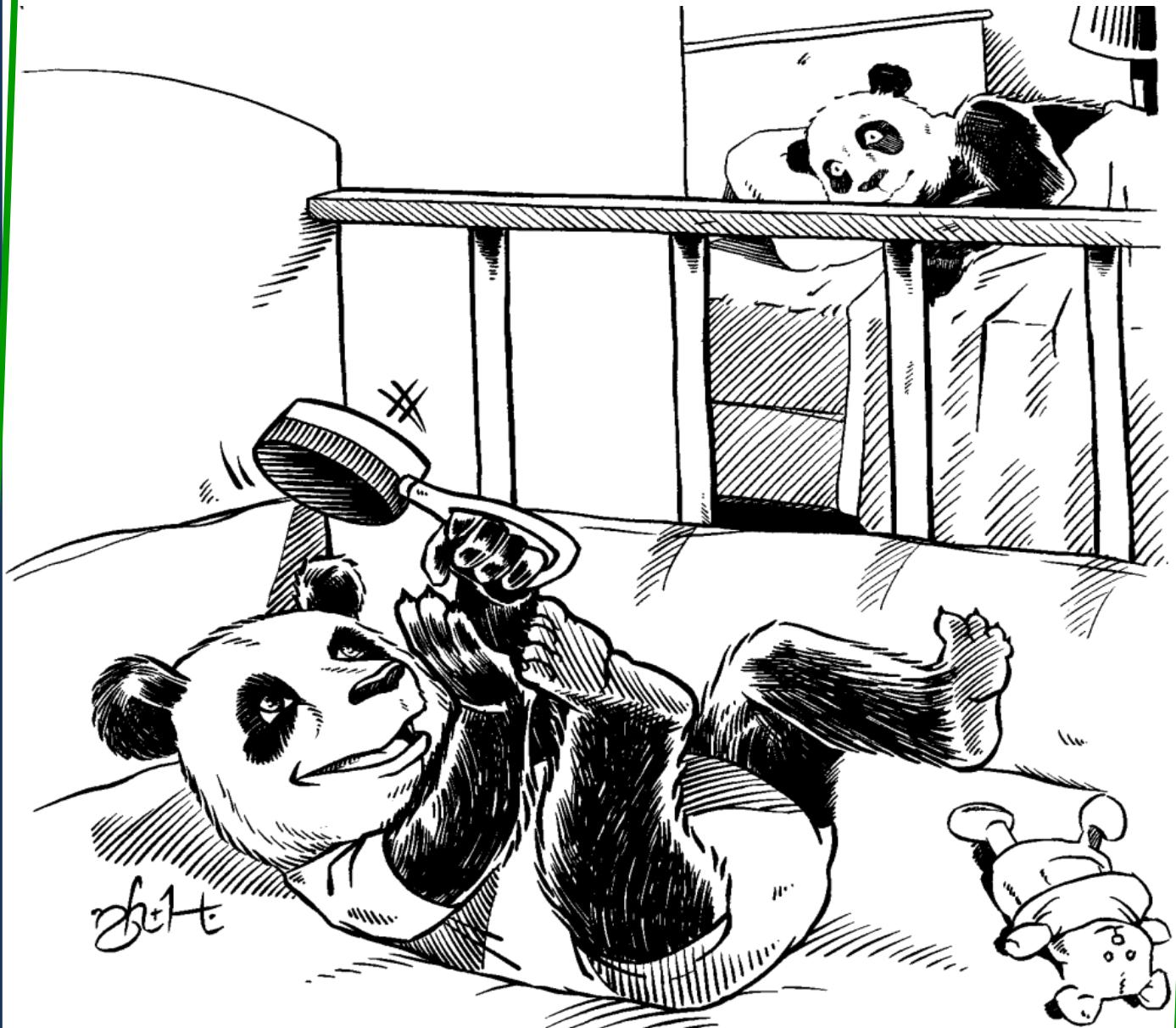
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|--|-----------|
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| Drinking Milk or Eating Solid Food | Green |
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| Diaper Change/Dressing..... | Pink |
| Playing with Someone..... | Orange |
| Exercising..... | Yellow |
| Quiet Closeness with Someone..... | Purple |





Pautas y Expectativas





Tema 2: Pautas y Expectativas

PREGUNTAS DE INVESTIGACIÓN

- ¿Por qué es importante para el bebé tener una rutina?
- ¿A qué edad establece la mayoría de los bebés un patrón biológico?
- ¿Cómo pueden los padres ayudar a su bebé con la rutina diaria?
- ¿Qué se quiere decir con un ciclo completo de alimentación?
- ¿Cómo pueden adaptarse la madre o el padre y el bebé, de modo que sus rutinas se acoplen?



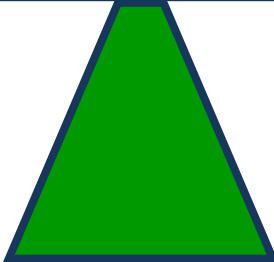
Las Pautas o Rutinas les Dan Equilibrio a los Bebés

- ➊ Las pautas repiten la misma cosa una y otra vez.
- ➋ Las pautas son simplemente rutinas.
- ➌ Las pautas hacen que sepas qué es lo que te espera.
- ➍ Las expectativas claras te dan seguridad.
- ➎ La seguridad te da confianza.
- ➏ La confianza te da equilibrio.
- ➐ El equilibrio te permite crecer.



Muy poca
rutina

Demasiada
rutina





Relojes del RitmoBiológico para Penny y Paul

PATRÓN DE
24 HORAS
DE PENNY



PATRÓN DE
24 HORAS
DE PAUL

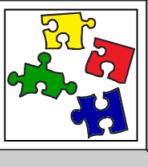


dormido

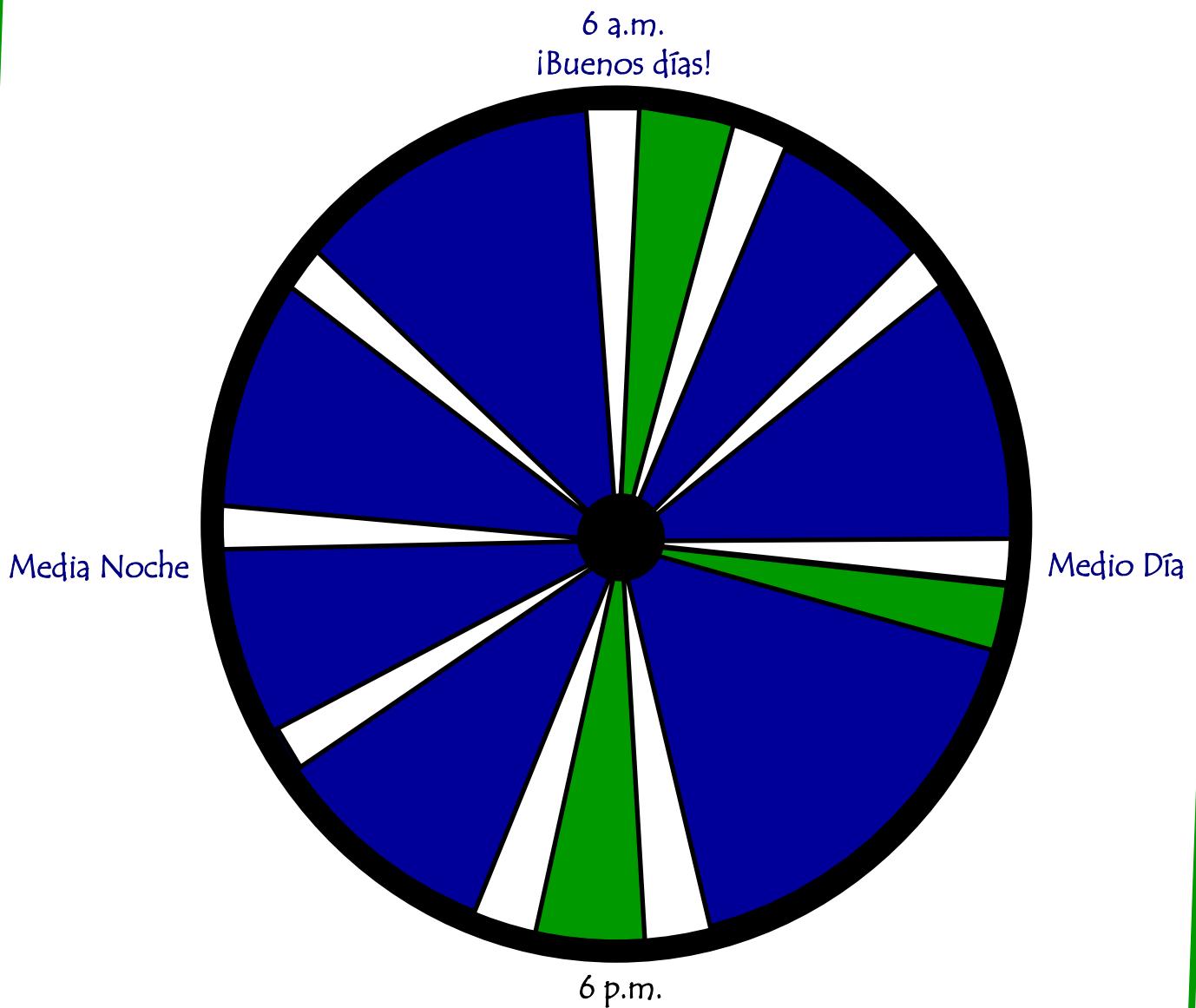


despierto





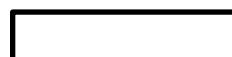
Un Buen Patrón Biológico para un Bebé Pequeño



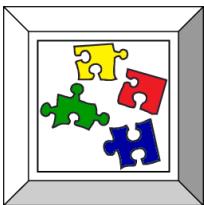
dormido



despierto/vestirse o cambiarse

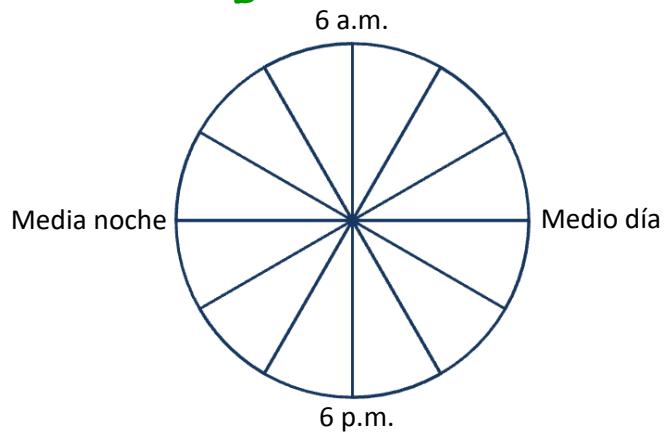


comer

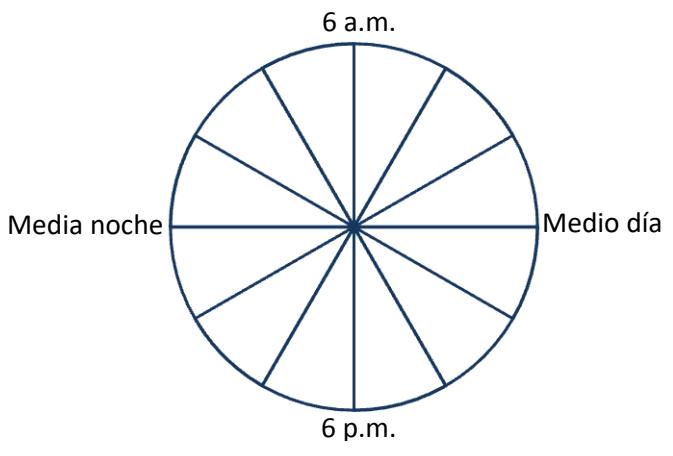


Relojes Biológicos de Tres Días: ¿Tiene Mi Bebé un Patrón Biológico?

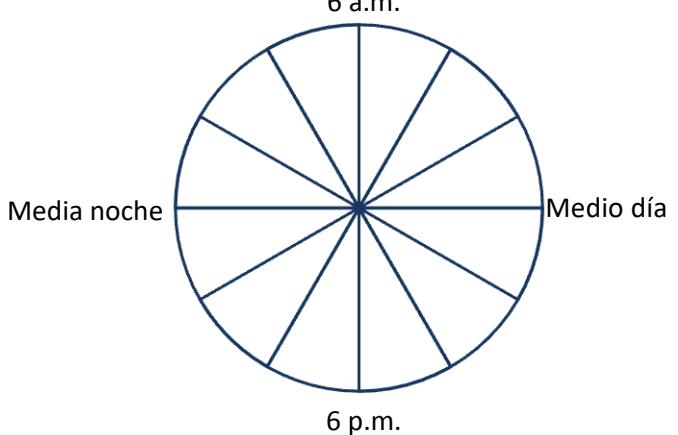
Día 1 _____
fecha



Día 2 _____
fecha



Día 3 _____
fecha

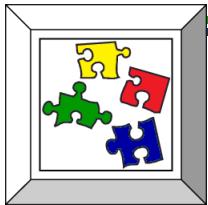


💡 Los bebés necesitan un horario para sentirse seguros. Los horarios le ayudan a su cuerpo a saber qué deben esperar, de modo que puedan estabilizarse y empezar a desarrollarse.

💡 Los padres necesitan un horario para que puedan tener algún tiempo libre y descanso.

Nombre del Bebé _____ Edad _____

Nombre de la madre o el padre _____

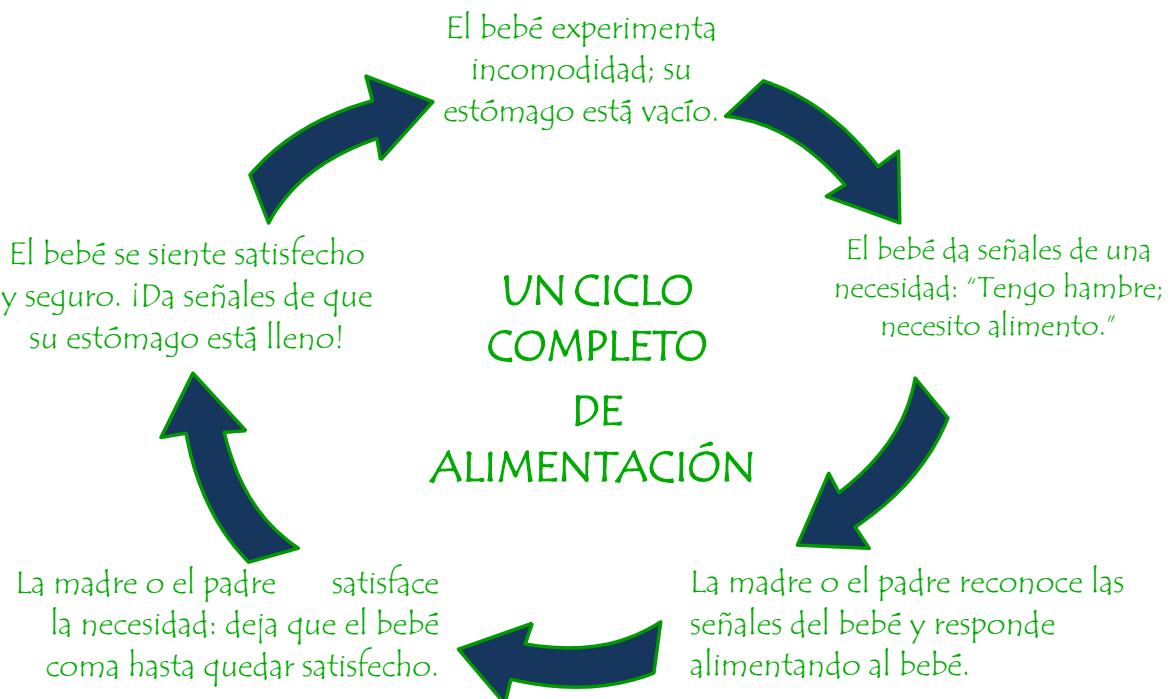


Un Ciclo Completo de Alimentación

Los bebés necesitan un ciclo completo de alimentación. Su sistema digestivo está apenas comenzando a funcionar y necesita estabilizarse. Un ciclo completo de alimentación permite que el bebé experimente una sensación de hambre; su estómago está vacío y muestra incomodidad. Cuando la madre o el padre lee estas señales y deja que coma hasta que llene el estómago, se siente satisfecho. Ha tenido lugar una conexión entre sus sistema digestivo y su cerebro. Esto establece un patrón de ritmo biológico.

Es importante leer correctamente las señales de hambre del bebé. No todas las señales de incomodidad indican hambre. Alimentar al bebé a la menor señal de incomodidad no permite que tenga un ciclo de alimentación completo. Cuando no se cumple un ciclo de alimentación, el bebé puede sentirse confundido y no dar señales claras de hambre. Los padres se pueden llegar a sentir frustrados al tratar de interpretar lo que necesita el bebé.

Cuando los padres satisfacen la necesidad del bebé por comer con una alimentación completa, el bebé siente consuelo y seguridad. Este proceso ayuda a formar confianza y cercanía.





¡En Sus Marcas, Listos, Fuera!

Establecimiento de una Rutina para _____

EN SUS MARCAS: (PREPARACIÓN PARA LA ACTIVIDAD)

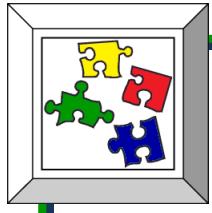
LISTOS: (ALISTE A SU HIJO PARA LA ACTIVIDAD)

FUERA: (EMPIECE LA ACTIVIDAD)

DEJE QUE SU HIJO LLEVE EL RITMO: [SIGA LA INICIATIVA DE SU HIJO]

SEA UNA PORRISTA: [ANIME LOS ESFUERZOS DE SU HIJO]

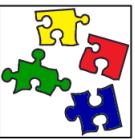
LLEGANDO A LA META: (EL CIERRE DE LA ACTIVIDAD)



Carta de las Pautas del Desarrollo

Como Cambia la Edad las Rutinas de los Bebés Pequeños

¿QUÉ ESTÁ SUcediendo?	ALGUNOS CONSEJOS SOBRE LO QUE HAY QUE ACER
<p>Alrededor de los 0 a los 3 meses</p> <p>Los sistemas del bebé están aprendiendo a funcionar.</p> <ul style="list-style-type: none">- Pulmones: <i>¿Cómo voy a respirar este aire?</i>- Entrañas: <i>¿Cómo chupo, cómo me paso todo?</i>- Ojos: <i>¿Quién es ése que está ahí?</i>- Oídos: <i>¡Guau! ¡Eso está muy fuerte!</i> <p>El cerebro del bebé empieza a desarrollarse.</p> <p>Los nervios del bebé se están expandiendo, y reforzando: <i>¡Hoy estoy hecho un manojo de nervios!</i></p>	<p>ESCUCHE AL BEBÉ</p> <p>La mayoría de los bebés se autoprograman alrededor de los 2 a 3 meses.</p> <p>Sea paciente. Sea niño-dirigido</p> <p>Responda al llamado del bebé.</p> <p>Fomente ciclos completos.</p> <p>Trate de limitar la vida y las actividades de usted.</p> <p>Duerma cuando duerme el bebé. (2 meses pasan pronto.)</p>
<p>Alrededor de los 3 a los 6 meses</p> <p>Los músculos del bebé empiezan a desarrollarse:</p> <p><i>Puedo extenderme y estirarme.</i></p> <p>El bebé conoce su propia voz:</p> <p><i>Puedo rechinar, toser, refunfuñar, reír.</i></p> <p>El cerebro del bebé se desarrolla más:</p> <p><i>Estoy controlando mi voz, mi cuerpo.</i></p> <p>El bebé es más exigente:</p> <p><i>¡Estoy despierto! ¿Están ahí?</i></p> <p>El bebé aprehende cómo puede tener un efecto en usted:</p> <p><i>Yo sonrío; mamá sonríe.</i></p> <p>El bebé empieza a ser extrovertido:</p> <p><i>¡Vamos a ser sociables!</i></p>	<p>RESPONDA CON DIVERSIÓN</p> <p>Imite los sonidos de su bebé que a usted le gusten.</p> <p>Haga juegos de tocar y hacer una rima.</p> <p>Háblele y cántele al bebé.</p> <p>Lleve al bebé de visita.</p> <p>Tenga cuidado con la sobreestimulación.</p> <p>EMPIECE LA REGULACIÓN</p> <p>Los padres pueden adaptar suavemente las rutinas de su bebé para que se ajusten a las pautas de la familia.</p> <p>Empiece las rutinas de la hora de dormir: por ejemplo, una cajita de música o frotar la espalda.</p> <p>Acueste al bebé cuando esté cansado.</p> <p>Está bien que el bebé llore, pero sólo durante 5 minutos.</p> <p>Conforme su bebé crece, puede alimentarse con menos frecuencia y con más rapidez.</p> <p>Dele al bebé algunos juguetes para que pase un tiempo solo y tranquilo.</p> <p>Ignore los comportamientos que a usted no le gustan.</p> <p>Ofrezca oportunidades para que su bebé se tranquilice a sí mismo.</p>
<p>Alrededor de los 6 a los 9 meses</p> <p>El bebé empieza a sentarse, a rodar, a gatear: <i>¡Güiiii! ¡Guau!</i></p> <p>El bebé siente la necesidad de una base segura: <i>¿Dónde está mi mamá? ¿Necesito ayuda y protección?</i></p> <p>El cerebro del bebé se desarrolla más: <i>¡Tengo cosas especiales que son mías! Me gustan mis rutinas; lloro por ellas.</i></p>	<p>"ESTÉ AHÍ"</p> <p>Responda con diversión. La diversión es un regulador.</p> <p>El bebé quiere a mamá/papá, necesita saber que mamá está ahí.</p> <p>Al bebé le gusta un juguete o cobija especial cuando está solo.</p> <p>Juega solo durante períodos más largos.</p> <p>Empieza con los alimentos sólidos; juega mientras come y le cambian de pañal.</p> <p>Necesita "libertad en el piso" para practicar su movilidad.</p> <p>Le encantan los juegos de imitación y de ritmo.</p> <p>REGULACIÓN</p> <p>Las pautas y las rutinas se vuelven muy importantes.</p> <p>El bebé identifica a personas especiales que son constantes.</p> <p>El bebé duerme largos ratos y come 3 ó 4 alimentos al día.</p> <p>Mantenga constante la hora de dormir; el alimento nocturno sin jugar.</p>



Carta de las Pautas del Desarrollo

Como Cambia la Edad las Rutinas de los Bebés Pequeños

¿QUÉ ESTÁ SUcediendo?

ALREDEDOR DE LOS 9 A LOS 12 MESES

El bebé empieza a caminar:

¡La libertad es mía!

El bebé balbucea, hace sonidos especiales para las cosas:

¡Yo también quiero hablar!

El bebé tiene preferencias y exige cosas:

¿Funcionan los berrinches?

El bebé quiere y necesita a personas especiales:

Por favor, está ahí; yo necesito un modelo.

ALGUNOS CONSEJOS SOBRE LO QUE HAY QUE ACER

RESPONDA CON DIVERSIÓN

Aparte un tiempo para jugar con su bebé todos los días; sólo ustedes dos.

Actúe como bebé.

Use más emociones positivas que negativas.

Distraiga con diversión y con interés.

Deje que el bebé comparta los que haceres de usted.

Fije límites claros, sencillos.

Distraiga o ponga al bebé en otro lugar; señale una dirección nueva.

Ignore el comportamiento que no le gusta a usted. Ya pasará.

Use el NO solamente para unas pocas cosas importantes (peligrosas o dañinas).

Ignore los comportamientos que a usted no le gustan.

ALREDEDOR DE LOS 12 A LOS 18 MESES

Un período de desequilibrio y de estar fuera de balance:

Déjenme hacerlo yo solo y cárgame; ayúdame.
El pequeño que empieza a caminar tiene emociones fuertes que son incontrolables- ríe hasta que se agota, está triste con sufrimiento, se enoja, hace berrinches:

Los pequeños tratan arduamente de agradar y de entender:

Puedo escaparme, decir NO moviendo la cabeza, dar puntapiés, dar chillidos y querer con ansias que alguien me abrace apretadamente.

Los pequeños tratan arduamente de agradar y de entender:

¡Hey, con calma, quiero aprender!

CUÁNDO SE USA EL "NO"

Dele al niño una segunda oportunidad para que oiga y entienda. (Los bebés mayores y los pequeños se pueden concentrar tanto en algo que no oyen las advertencias

Si no funciona la diversión, retire al bebé y póngalo "Tiempo Fuera."

No diga NO a menos de que usted se mantenga en lo dicho.

No discuta con un bebé — ¡El bebé ganará!

No muestre enojo extremo. Sea claro y firme.(Los berrinches de los padres son ejemplo y a veces los bebés se divierten al verlos.)

RESPONDA CON DIVERSIÓN

Sea paciente. Esos son tiempos difíciles

Deje que el niño ayude y dele tareas sencillas.

Lleve al niño a lugares interesantes.

Lea libros.

Enseñe por medio de los juguetes.

Use cada momento posible para enseñar.

REGULATION

El pequeño desafiará sus rutinas — sea tranquilamente firme. Trate de no controlar demasiado.

Deje que el niño le señale el camino siempre que le sea posible.

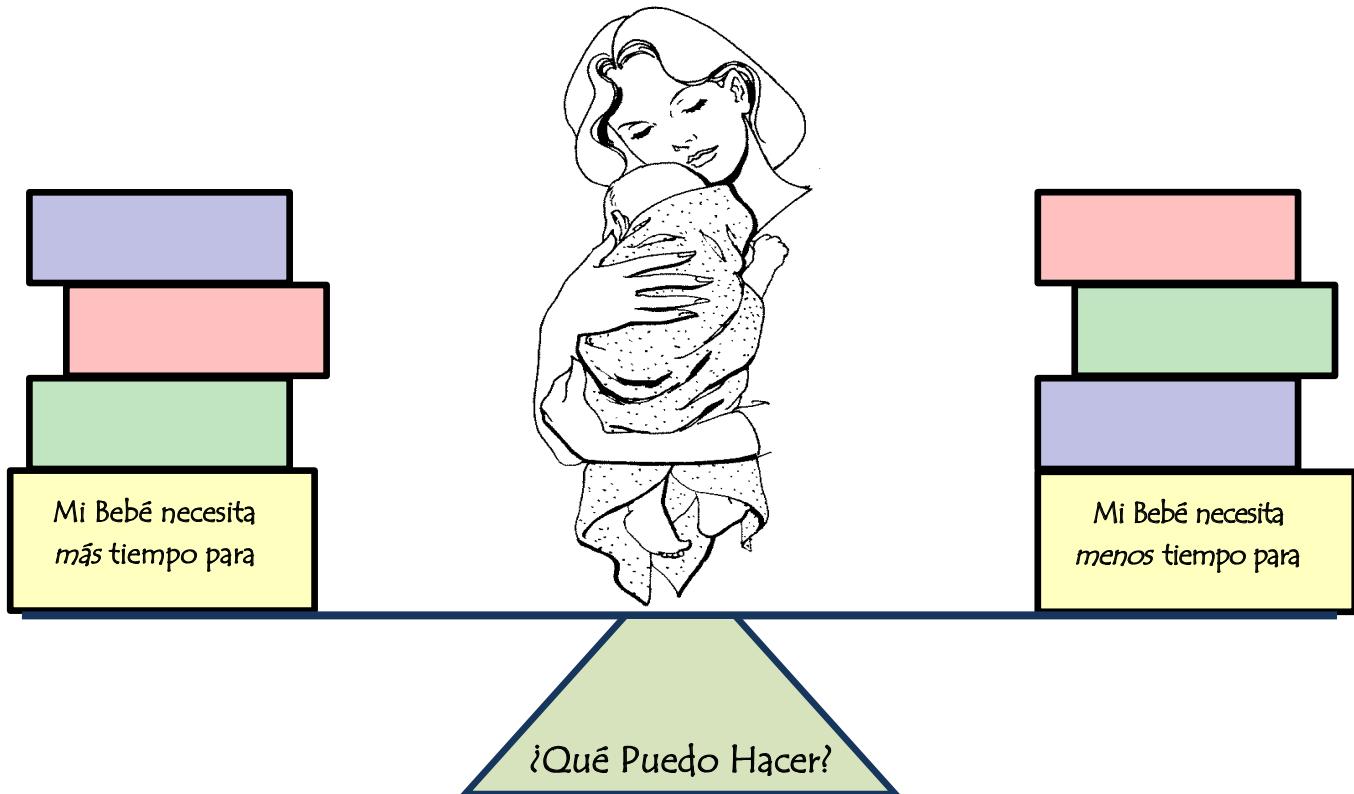
Dele opciones al niño siempre que le sea posible.

Ponga énfasis en "lo que debe" en vez de en "lo que no debe hacerse."

Sea claro y consistente.



Mantener a Mi Bebé en Equilibrio



1.

2.

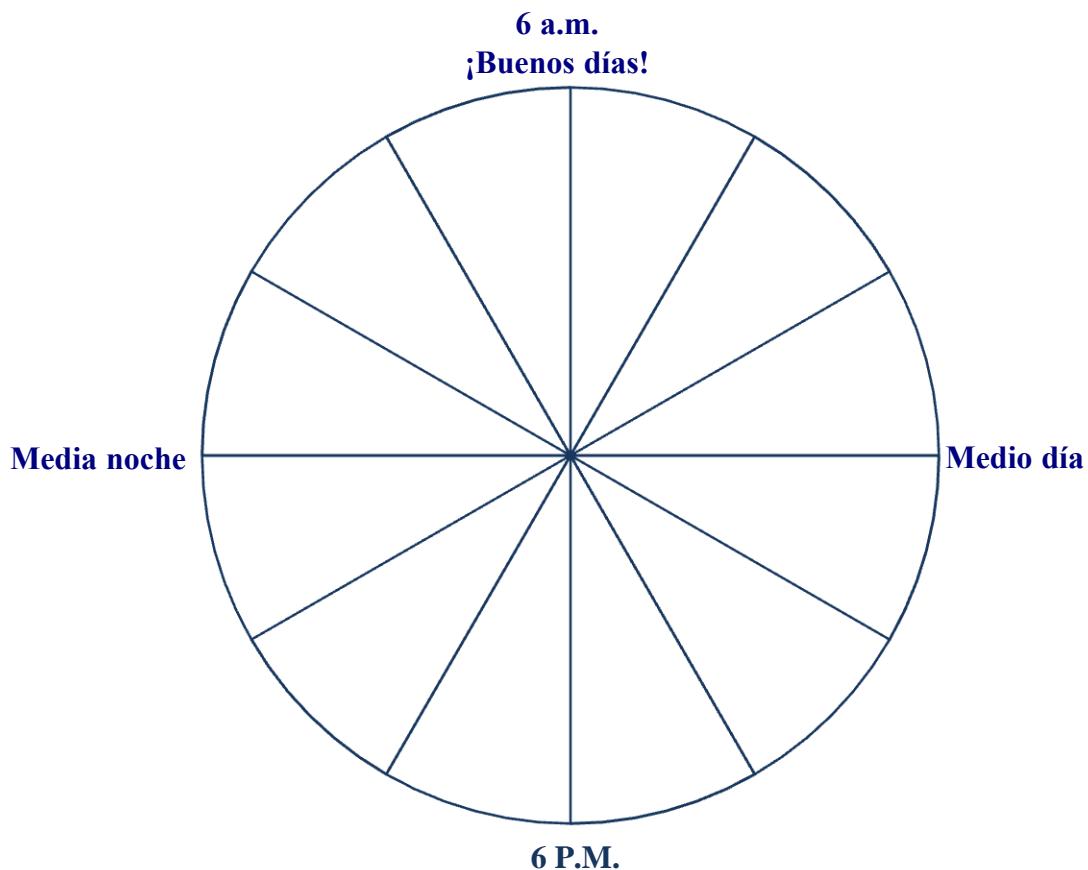
3.

4.

5.

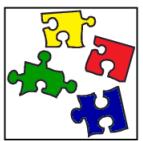


El Horario de Mi Bebé



Coloree la Hora en que el Bebé Está ...

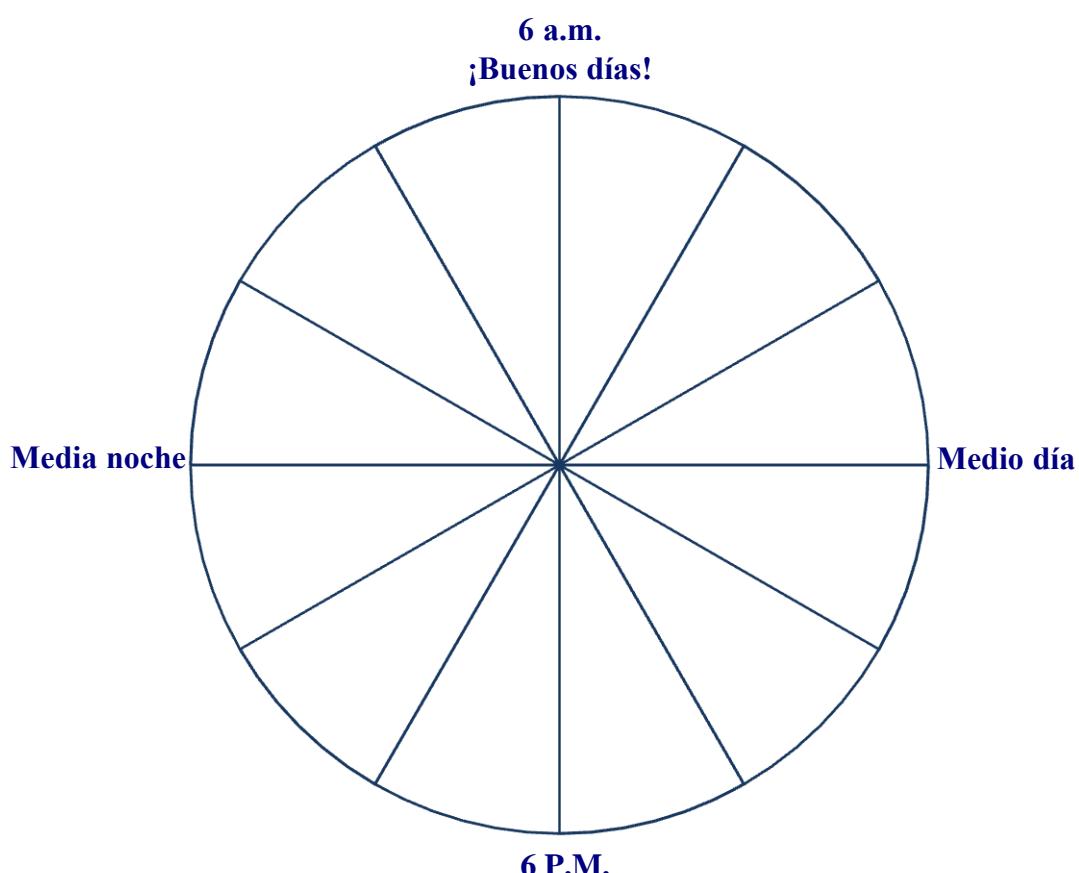
- | | |
|--|------------|
| Durmiendo | Azul |
| Tomando leche comiendo alimentos sólidos | Verde |
| Bañándose | Turquesa |
| Cambiando de pañales/vistiéndose | Rosado |
| Jugando con alguien | Anaranjado |
| Haciendo ejercicio | Amarillo |
| Tranquilo muy cerca de alguien | Morado |

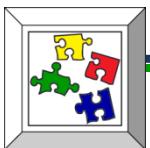


Mi Horario

Coloree la Hora en que Usted Est a ...

- | | |
|---|------------|
| Durmiendo | Azul |
| Tomando leche comiendo alimentos s olidos | Verde |
| Ba  ndose | Turquesa |
| Visti  ndose..... | Rosa |
| Actividades de tiempo libre..... | Anaranjado |
| Haciendo ejercicio..... | Amarillo |
| Tranquilo muy cerca de alguien | Morado |





Relojes Biológicos de Comparación de la Madre/Padre y del Bebé

Hora	Bebé	Madre/Padre
iBuenos días!		
6 A. M.		
7 A. M.		
8 A. M.		
9 A. M.		
10 A. M.		
11 A. M.		
12 Medio día		
1 P. M.		
2 P. M.		
3 P.M.		
4 P.M.		
5 P. M.		
iBuenas noches!		
6 P.M.		
7 P.M.		
8 P.M.		
9 P.M.		
10 P.M.		
11 P.M.		
12 Media noche		
1 A. M.		
2 A. M.		
3 A. M.		
4 A. M.		
5 A. M.		



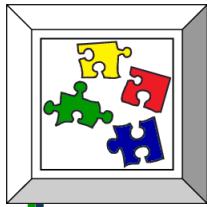
Poniendo Juntos a la Madre/Padre y al Bebé

Instrucciones: Conteste las preguntas siguientes que se refieren a usted y a su bebé.

Pauta que sigue la madre o el padre

Pauta que sigue el bebé

Me gusta despertar alrededor de las		¿Aproximadamente a qué hora despierta su bebé todas las mañanas?	
¿Cuánto necesita usted dormir cada noche?		¿Cuántas horas seguidas duerme su bebé?	
¿Tiene usted alguna hora en que se siente lenta o cansada durante el día? ¿Un rato en que se siente agotada? ¿A QUÉ HORA?		¿Durante cuánto tiempo toma siesta su bebé en la mañana? ¿durante la tarde?	a.m. p.m.
¿A qué hora le gusta a usted irse a dormir?		¿Normalmente a qué hora lleva a su bebé a la cama para dormir todas las noches?	
¿A qué hora come usted?		¿A qué hora come su bebé?	a.m. p.m.
¿A qué hora se da usted tiempo para divertirse?		¿A qué horas juega usted con su bebé?	
¿A qué hora le gusta a usted darse un baño?		¿A qué hora baña usted a su bebé?	
¿A qué hora del día se siente usted más tensa o ansiosa?		¿Qué hora es la hora de los “berrinches” (mal humor) de su bebé?	
¿A qué hora se siente usted de mejor humor?		¿A qué hora del día parece que su bebé está de mejor humor?	



En Sus Marcas, Listos, ¡Fuera!

Una rutina para la sesión de interacción

■ EN SUS MARCAS: Preparación

Escoja tres actividades que usted piense que va a disfrutar su hijo. Si ha escogido usted usar tarjetas para actividades, familiarícese con ellas de modo que pueda usted hacerlas sin tener que ver las tarjetas.

Reúna el equipo que necesite. Seleccione un área tranquila para la actividad. Extienda una manta o un tapete. Relájese durante unos minutos; prepárese mentalmente para la actividad.

■ LISTOS: Prepare su hijo para la actividad

Asegúrese de que su hijo haya terminado su ciclo de dormir o comer. Si su hijo está irritado, soñoliento o está llorando, trate de cambiarlo a un estado tranquilo de ánimo. Si su hijo está jugando, ayúdolo para que termine esa actividad. Dígale qué es lo que va a pasar. Use expresiones de entusiasmo y diversión en su voz. Lleve al niño al área que ha preparado usted para la actividad. Coloque a su hijo de modo que se puedan ver usted y él; acérquese.

Obtenga su atención. Haga contacto visual.

■ FUERA: Empiece la actividad

Presente el juguete o la actividad. Deje que su hijo explore el juguete. Modele o demuestre la actividad. Enséñele al niño lo que usted quiere que suceda. Háganlo por turnos; imite al niño. Cambie ligeramente el juego o muestre algo nuevo si el niño deja de interesarse. Ayude cuando se frustre o se atore. Siga las "Instrucciones y Sugerencias Generales para Hacer Actividades con Su Hijo."

- *Deje que su hijo fije el ritmo (siga la iniciativa del niño)*

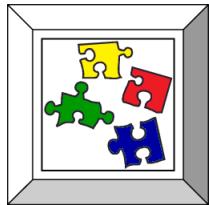
Permita que su hijo responda a la actividad a su manera. Continúe lo que él parezca disfrutar. Cambie la actividad o deje que su hijo escoja una actividad nueva si se aburre. Deje que su hijo resuelva los problemas.

- *Conviértase en animadora (animel los esfuerzos de su hijo)*

Comparta el interés, la emoción y el disfrute. Anime a su hijo con cada paso de la tarea: "¡Eso es! Coge la sonaja!" o "¡Ya casi la tienes!" Si su hijo domina alguna actividad, espere a que él muestre su satisfacción por haberlo logrado. Cuando el niño le ve a usted, entonces felicítelo con amor y gozo. "¡Lo lograste! Mira nada más. ¡Estás cogiendo la sonaja!"

■ LEGANDO A LA META FINAL: (cierre de la actividad)

Deténgase cuando su hijo parezca que está cansado o que ya no le interese ninguna de las actividades. Dígale que la actividad ha terminado. Aplauda los esfuerzos de su hijo. "Eres tan listo." "Nunca dejas de intentarlo." "Le diste vuelta a tantas páginas." Haga que el niño ayude a recoger y guardar las cosas si eso es apropiado. Devuelva a su hijo al área donde se le da atención o a algún otro lugar seguro. Guarde todo los materiales o el equipo.



Instrucciones y Sugerencias Generales para Hacer Actividades con Su Hijo

-  Hable con su hijo.
-  Use siempre palabras de ánimo.
-  Si su hijo parece no interesarse, entonces intente hacer alguna actividad diferente.
-  Sea sensible con las necesidades y sentimientos de su hijo; algunas veces esas actividades sencillamente no funcionan.
-  Intente ocasionalmente hacer actividades apropiadas a una edad diferente de la de su hijo.
-  Si pareciera que su hijo se está frustrando, deje la actividad.
-  Sea flexible y siga la iniciativa de su hijo.
-  A los niño les encanta la repetición. Esté preparado para repetir algunas actividades — ¡hasta 10 a 20 veces!



Reaso: "Pautas y Expectativas"

1. ¿Por qué es importante para el bebé tener una pauta o rutina para todos los días?
(Enumere tres razones.)

- 1.
- 2.
- 3.

2. ¿A qué edad la mayor parte de los bebés llegan a establecer una pauta o rutina fácil de predecir?

3. ¿Cuáles son cinco cosas específicas que los padres pueden hacer para ayudar al bebé a establecer una rutina o ritmo biológico?

- 1.
- 2.
- 3.
- 4.
- 5.



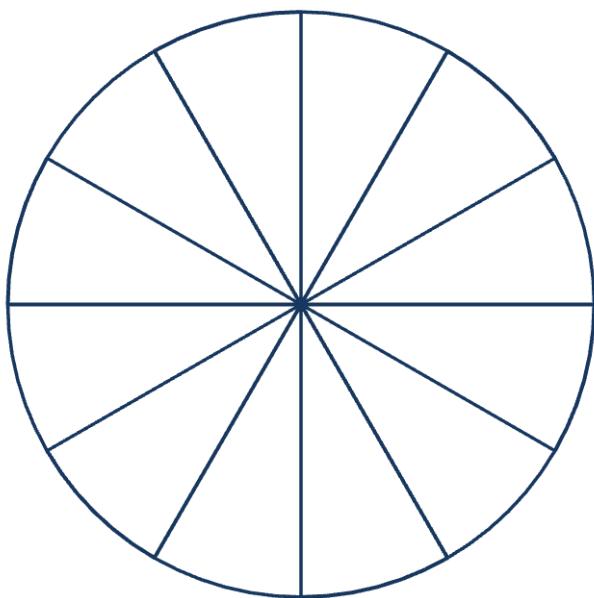


El Equilibrio de los Ritmos Biológicos

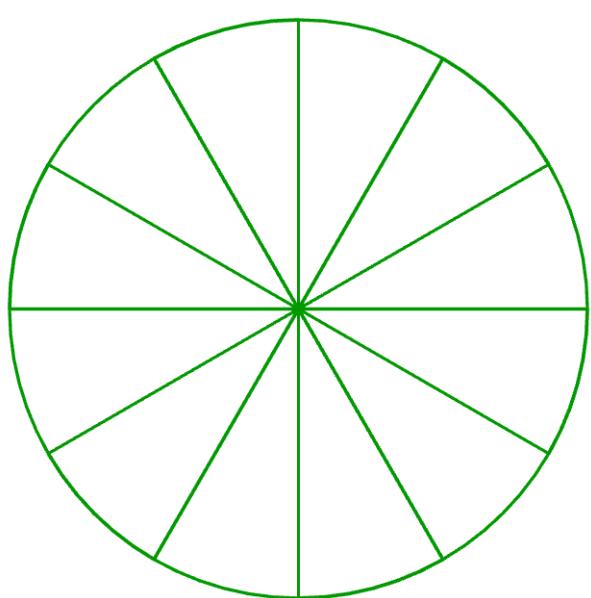
*¿Qué cambios puedo hacer de modo que mi bebé
y yo estemos equilibrados?*

Elabore relojes biológicos para usted y para su bebé, que muestren la forma en que sus rutinas diarias pudieran ajustarse.
(Consulte las claves de los colores en las páginas
en "El Horario de Mi Bebé" y "Mi Horario.")

6 A.M.



6 A.M.





Un Reloj Biológico de Doce Horas

Rutina o Ritmo del Cuidado al Niño

Use ya sea la rutina del centro de cuidado infantil o la rutina de su casa.

Coloree con los Colores Apropiados.

- | | |
|--|------------|
| Dormir..... | Azul |
| Tomar leche o comer alimentos sólidos..... | Verde |
| Bañarlo..... | Turquesa |
| Cambio de pañales/Vestirlo..... | Rosa |
| Jugar con alguien..... | Anaranjado |
| Hacer ejercicio..... | Amarillo |
| Tranquilo cerca de alguien..... | Morado |

Reloj de DOCE HORAS

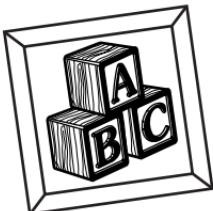
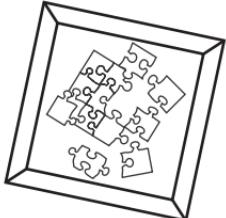
6 P.M. 6 A.M.

3 A.M.

9 A.M.

MEDÍO DÍA

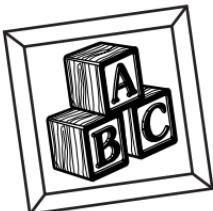
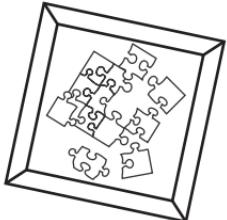
BUBBLE BLOWING



Materials: Bottle of bubbles and a bubble wand

Directions: Blow bubbles gently so that baby can see them float past. Make sure that bubbles do not land on the baby's face because they can sting her/his eyes. Talk about the bubbles — for example, how big or how small they are. Tell your baby about all of the pretty colors. Show your baby how you can catch them in your hands.

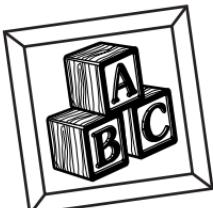
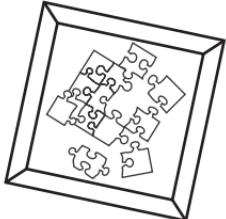
BUBBLE BLOWING



Materials: Bottle of bubbles and a bubble wand

Directions: Blowing bubbles is magic to your toddler. Blow the bubbles so that they will float down around your toddler. Older toddlers may be able to blow them with a little help. Make sure and tell them it tastes “yucky.”

FIVE LITTLE SPECKLED FROGS

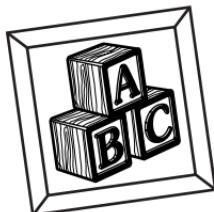
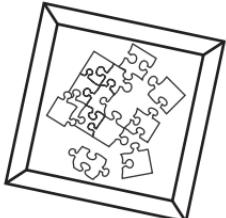


Directions: Sit with baby/toddler in your lap or sit facing each other and sing this song.

Five little speckled frogs
Sitting on a speckled log (hold up five fingers)
Eating some most delicious bugs
Yummmmm, Yummmmm (rub your tummy)
One jumped into the pool
Where it was nice and cool (wipe your brow)
Then there were four speckled frogs
Rib bit, rib bit.

Continue verse counting down to one speckled frog.

MY DOG RAGS



Directions: As you say this verse to baby/toddler, make movements with your hands to go along with the action in the verse. Pretend your hands are floppy ears, wiggle your hips when his tail wigwags, add shoulder wiggle to hip wiggle when he walks zig zag.

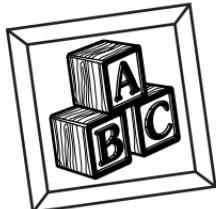
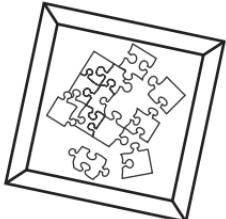
I have a dog and his name is Rags
He eats so much that his tummy sags
His ears flip flop
And his tail wigwags
And when he walks he goes zig zag.

He goes flipflop, wigwag, zig zag
He goes flipflop, wigwag, zig zag
He goes flipflop, wigwag, zigzag.

I love Rags and he loves me
I love Rags and he loves me.

My dog Rags, he loves to play
He rolls around in the mud all day
I whistle but he won't obey
He always runs the other way.

THE WHEELS ON THE BUS



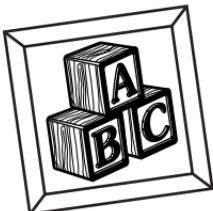
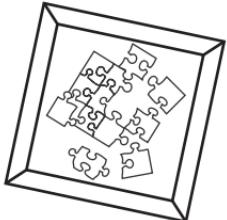
Directions: As you sing this song to baby/toddler, make movements with your hands to go along with the action in the verses. Pretend your hands are wheels going round and round or wipers going from side to side. Older babies and Toddlers will enjoy participating with their own hands. You may make up additional verses if you like.

The wheels on the bus go round and round, round and round, round and round
The wheels on the bus go round and round, all through the town.

The horn on the bus goes beep beep beep, beep beep beep, beep beep beep
The horn on the bus goes beep beep beep, all through the town.

The wipers on the bus go swish swish swish, swish swish swish, swish swish swish
The wipers on the bus go swish swish swish, all through the town.

TO MARKET, TO MARKET



Directions: Sit with baby/toddler facing you, on your knees. Hold baby/toddler securely as you gently bounce your knees up and down. Sing this riding rhyme.

To market, to market, to buy a fat pig.

Home again, home again, jiggety-jig.

To market, to market to buy a fat hog.

Home again, home again, jiggety-jog.

To market, to market, to buy a plum bun.

Home again, home again, marketing's done.

GIDDY UP LITTLE PONY

Directions: Sit with baby facing you and bounce up and down on your knees.

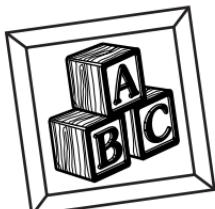
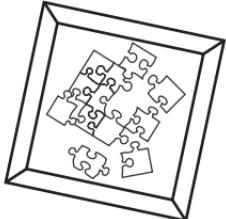
Giddy up, little pony
To Bethel we go
Tomorrow and the next day
Are holidays, you know?

Giddy up, giddy up, giddy up
We can't be late, oh no

There's something, special
Waiting there for me:
Fine sheep in a thatched hut
One... two... three!

One sheep gives me milk to drink
Another gives me wool
Another gives me butter
A whole week's full

Little white pony, Let's gallop away
Take me to my hometown, My birth place today



LITTLE FROG TAIL

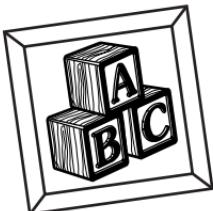
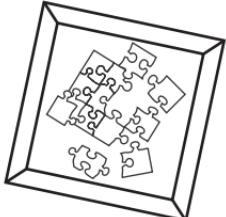
Directions: Use this rhyme to help comfort a baby's/toddler's hurt.

Get well, get well, little frog tail,

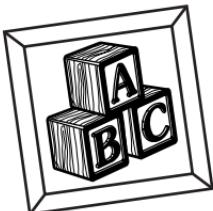
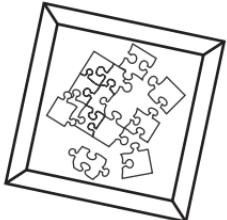
If you don't get well now,

You will get well tomorrow.

(Rub hurt away with circular motion.)



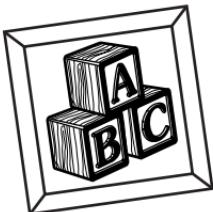
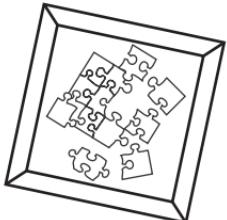
HACER BURBUJAS



Materiales: Botella de burbujas y el palito para hacer burbujas

Instrucciones: Sople burbujas suavemente para que su bebé las vea flotar en el aire. No deje que las burbujas le caigan al bebé en la cara ya que pueden arderle los ojos. Hable de las burbujas – por ejemplo, qué grandes o pequeñas son. Háblele de todos los lindos colores. Enséñele a su bebé cómo tomarlas en las manos.

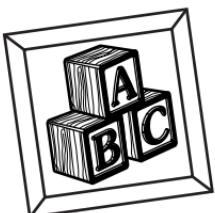
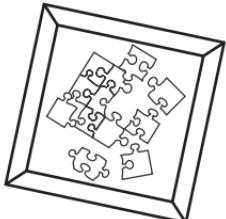
HACER BURBUJAS



Materiales: Botella de burbujas y el palito para hacer burbujas

Instrucciones: Hacer burbujas es algo mágico para un niño.
Sople las burbujas para que caigan alrededor del niño.
Un niño más grande quizás pueda hacer burbujas con un poco de ayuda.
Adviértale que saben feo.

TRES COCODRILOS EN EL AGUA



Instrucciones: Siéntese enfrente de su niño. Este rima de acción se cuenta al revés hasta cero. A los niños les encantará hacer este con usted mientras que a los bebés les encanta la repetición y la mirada del movimiento.

Tres cocodrilos en el agua (sostengan tres dedos derechos)

Flotando como troncos (mueva su mano de acá para allá como si estuviera flotando.)

Esperaban su comida.

Uno muy hambriento,

Vio un pez y se zambulló, (esconda uno de los dedos)

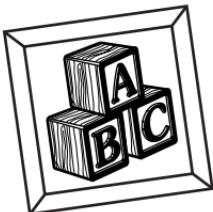
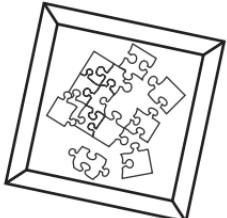
Y quedaron dos cocodrilos flotantes. (sostengan tres dedos derechos.)

Dos cocodrilos en el agua....

Un cocodrilo en el agua....

...Y ya no queda ningún cocodrilo flotante.

PAJARITOS A VOLAR

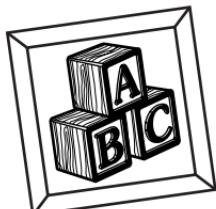
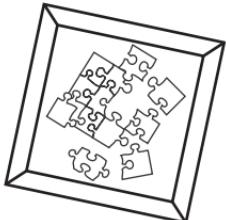


Instrucciones: Siéntese delante de su niño e invente las mociónes que sigan el rima.

Pajaritos a volar
Cuando acaban de nacer
Su colita han de mover
Chun, chun, chun, chun

Para pajaritos er éste baile
Has de bailar y a todo mundo alegrar.
Chun, chun, chun, chun.

LA RUEDAS DEL AUTOBUS



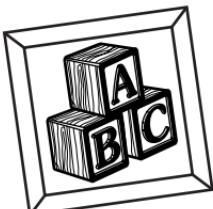
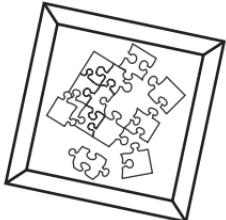
Instrucciones: En como canta esta canción a su niño haga los movimientos con sus manos con la acción en los versos. Pretenda que sus manos son las ruedas que dan vuelta y vuelta o que los parabrisas van de lado a lado. Niños mas grandes participaran con sus propias manos.

La ruedas del autobus rodando van,
Rodando van, rodando van,
Las ruedas del autobus rodando van,
Rodando van, rodando van.

El clapsun del autobus, pitando va
Pitando va, pitando va,
El clapsun del autobus pitando va,
Pitando va, pitando va.

Los parabrisas del autobus van
swish y swish
Swish y swish.
Los parabrisas del autobus van
swish y swish
Swish y swish.

ARRE, BURRITO



Instrucciones: Se coloca al niño sobre la rodilla y sé mueve la pierna de arriba abajo.

Arre, burrito

Vamos a sanlucar

A comer la peras

Que están como azúcar

Arre, burrito

Vamos a jerez

A comer las peras

Que están como miel

Arre, burrito

Arre

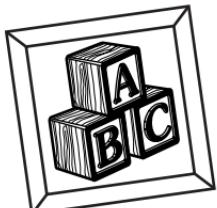
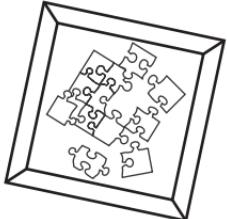
Arre, burrito

Que llegamos tarde.

So, so, so

Que ya se llegó.

ARRE CABALLITO



Instrucciones: Se coloca al niño sobre la rodilla y sé mueve la pierna de arriba abajo.

Arre, Caballito,
Vamos a Belén
Que mañana fiesta
y al otro también

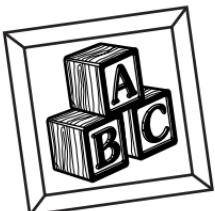
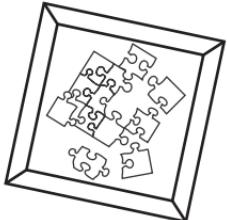
Arre, arre, arre,
Que llegamos tarde

Tengo, tengo, tengo,
Tú no tienes nada
Tengo tres ovejas
En una cabaña

Una me da leche
Otra me da lana
Otra mantequilla
Para la semana

Caballito blanco, Llévame de aquí
Llévame a mi pueblo donde ya nací

COLITA DE RANA



Instrucciones: Use esta rima para ayudar a su Bebé/Nino a calmarse.

Sana, sana colita de rana,

Si no sanas ahora,

Sanaras-mañana.

(Se puede acariciar el golpe
o lastimadura.)