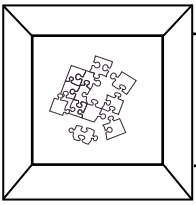


Tune In Tune Out

? INQUIRY QUESTIONS

- What do we mean by the phrases *tune in* and *tune out*?
- How do we engage a baby? How long can a baby sustain a quiet alert state?
- How can a parent structure for successful interactions?
- How should a parent respond when her baby tunes out?
- When is nonresponse devastating to a baby? Why?
- How could parents use nonresponse to set limits?

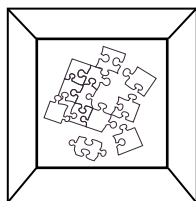




Conceptual Overview

LISTEN TOPIC 4

1. Babies and toddlers are able to tune in and tune out of their surroundings. Parents who engage in interaction when their child tunes in and disengage from interaction when their child tunes out are strengthening developmental pathways. This kind of response to the child is a sign of respect. It allows a baby or toddler to regain equilibrium and to participate in an interaction for a longer time. When parents respond appropriately as their children engage and disengage, they encourage self-regulation and self-confidence.
2. Recognizing how to engage a child — and when to disengage — is sometimes called the “Dance of Love.” This type of shared understanding is also referred to as the “shared space between mother and child.” Most mother-baby or mother-toddler pairs find this “shared space” several times each day. When the mother gains this level of sensitivity to the child’s signals, the pair becomes “in tune.” Such babies and toddlers are better behaved and show confidence, rhythmicity, and strong development.
3. Nonresponse can be useful or devastating. When babies know that a parent is available or “there” for them, they will look to the parent for everything they are unsure about. “May I touch this?” or “Should I trust this strange person?” This connection allows the child to learn. But as the child gains confidence, he will try testing the limits of behavior. This is when not responding to a child’s demands is a good way to regulate his behavior. For example, a toddler fusses, “cookie, cookie” and his mother responds by ignoring the request and walking away to get her keys. Ignoring a child can help parents redirect the child’s behavior without scolding him. However, *general* nonresponsiveness (e.g., from a depressed mother) can be detrimental and can cause depression in the child. Such children will seek their attachment somewhere else. If they do not find an alternative, they may make slower progress; they may even *lose* developmental abilities and/or valuable social skills.
4. Structure for success to help babies and toddlers tune in. The position of the child, the distractions in the room, age-appropriate toys, the time of day, and the child’s state of awareness all make a difference in how well she will engage and learn. Engagement can be loving and calming (such as rocking), quiet learning (such as reading or playing blocks) or active release (such as exercising). Sometimes when a baby or toddler tunes out, it is only for a short time. Help parents learn to wait for their child to regain balance and tune in again.



Tools for Presentation

Terms to Understand

- **Dance of Love**
recognizing when to engage a baby, when to disengage, and “being there” when the baby is ready to re-engage
- **Disengagement cues**
signals a baby gives to indicate the need for a break or the need to change activities
- **Engagement**
connection or involvement when two people are focused around the same interest
- **Engagement cues**
signals that a baby gives to indicate his or her readiness for interaction
- **Environment**
physical and social surroundings, including objects, conditions, or circumstances that influence the life of a person
- **Nonresponsiveness**
when a parent or a caregiver does not respond to a baby’s engagement cues or respect disengagement cues
- **Overstimulation**
when the environment is too much for one’s nervous system; when a baby’s nervous system has received too much sensory input or stimulation and the baby becomes fussy, frantic, or out-of-control
- **Re-engagement**
after a disengagement, the baby looks back at his or her parent, indicating a readiness to engage again
- **Shared space**
when two people understand one another’s nonverbal cues and share each other’s feelings; what is created when there is mutual understanding

Suggested Activities

- *PIPE Activity Cards:*
20, 35, 36, 49, 90, 107, 131, 132

Other Materials & Supplies

- Video: *Life’s First Feelings*, NOVA
- Pictures of parents and children interacting in various activities

Master Pages in *Parent Handouts* Notebook

LISTEN TOPIC 4

#43 ▪ Topic Animal Artwork

#44 ▪ Inquiry Questions
[also see page 79]

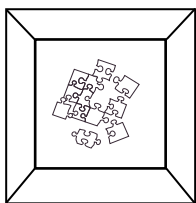
#45 ▪ What Am I Saying?

#46 ▪ Tuning In/*Tuning Out*
[also see page 88]

#47 ▪ Engaging With a Baby or Toddler

#48 ▪ Classify the Cues Review



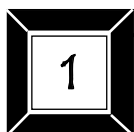


Instructional Plan

Outcomes

- Parents will recognize and respond appropriately to their baby's or toddler's engagement and disengagement cues.
- Parents will evaluate the results of nonresponsiveness to a baby's or toddler's engagement cues.
- Parents will analyze factors that can help structure a successful engagement experience.

FOUR-STEP INSTRUCTIONAL PROCESS



PRESENTATION OF CONCEPTS

INTRODUCTION OF TOPIC

- We all *tune in* to our surroundings when we are interested and stimulated and *tune out* when we need a break.
 - *Tuning out* allows our brain time to process information and our neurological systems to restabilize.
 - Explain the concept of *Tune In/Tune Out*.
 - Parents identify behaviors they have used to tune out.
 - How do they act when they are *tuned in*?
 - Discuss why being able to *tune out* is important. Ask how the parents feel when they are not allowed to “take a break.”
 - The length of time a person can *tune in* and each person's need to *tune out* is related to development and a person's individual biological rhythms.
 - Discuss how attention span will vary with individuals. Cite examples of different activities. Ask the parent how long he thinks he could stay focused on each activity.
 - Discuss how long most babies can *tune in* before needing a break (about 5 seconds for most young babies).

KEY CONCEPTS

- Babies give cues to signal when they are *tuned in* and when they need to *tune out* [see *Conceptual Overview* #1].

- Engagement cues let a parent know the baby is *tuned in* and ready for his warmth and teaching.
- Disengagement cues tell a parent his baby has had enough, needs a break, or is overstimulated.

- Use topic animal artwork to begin discussing engagement and disengagement cues.
- Define engagement and disengagement cues. Assign each parent an engagement or disengagement cue [see the cues on “What Am I Saying?”] Take turns to act out these cues. Identify a cue as it is acted out and determine if it signals engagement or disengagement.
- Use “Tuning In/Tuning Out” as a transparency or a handout [see pg. 88]. Each parent circles cues used by his baby.

Discuss overstimulation.

- Which cues might indicate the baby is overstimulated?
- How could parents help an overstimulated baby regain control?

- Use pictures of parents and children engaging in various activities to illustrate times when a child is overstimulated and/or ways a parent can help an overstimulated child.

■ **A parent’s response to engagement and disengagement cues affects a baby’s development** [see *Conceptual Overview* #2 and #3].

- When disengagement cues are ignored, anxiety builds in a baby.
- Nonresponse to engagement and re-engagement cues discourages a baby’s learning and ability to interact.
 - Discuss/explain the *dance of love* and the impact of timely engagement and disengagement. Discuss how this process helps parents and their babies build close and trusting relationships.
 - Show video clip from *Life’s First Feelings* where the mother is interacting with the baby in the infant seat. (This is found just after the title screen “First Feelings.”)
 - Discuss the reactions of the baby when the parent does not re-engage.
 - Discuss the impact on the baby if this were to happen repeatedly.
- Sometimes ignoring engagement cues is useful to help regulate a baby or toddler.
 - Discuss when nonresponse to an engagement cue could be useful. Identify situations when it may be appropriate to ignore cues as a way to change a child’s behavior.

LISTEN TOPIC 4

■ Parents can structure for success to have a positive engagement [see *Conceptual Overview #4*].

- ❑ Discuss external factors that make a difference in how well a baby or toddler will engage.
- ❑ Identify and discuss briefly the factors that make a difference in how well a child will engage and learn. Use the information on “Structure for Success” [see pg. 89] to prepare for this discussion. Parents can summarize the techniques you present, using the hand-out “Engaging With a Baby or Toddler.”

2

DEMONSTRATION

Demonstrate how to structure for a successful engagement experience and how to respond appropriately to a baby’s or toddler’s disengagement and re-engagement cues. You can use *PIPE Activity Cards*. Follow the points outlined in “Structure for Success” [see pg. 89].

3

SUPERVISED PARENT–CHILD INTERACTION

WHAT?

- Parent practices “structuring for success” and responding appropriately to his baby’s engagement and disengagement cues.

WHY?

- The goal of this activity is to focus each parent on the ability of his baby to communicate by *tuning in* or *tuning out*.

HOW?

- Parent chooses an age-appropriate *PIPE Activity Card* to share with his baby while structuring for success and reading and responding to engagement and disengagement cues.

4

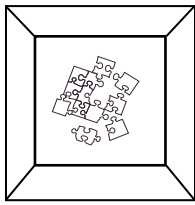
EVALUATION

EVALUATING THE PARENT–CHILD INTERACTION

- ❑ Using the handout “Tuning In/Tuning Out” parent circles the engagement and disengagement cues expressed by his child. Remind parent of times when his baby *re-engaged* after tuning out.

TOPIC EVALUATION AND CLOSURE

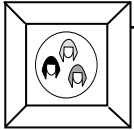
- ❑ Review “Classify the Cues Review.” [Educators can use “Tuning In/Tuning Out,” pg. 88, as a KEY for this worksheet.]



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.

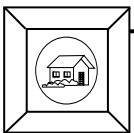


For a parent group:

- Parents create or make toys for use during play time to practice observing engagement and disengagement responses. Be sure these are safe toys! [See the appendix and the appendix of the *Parent Handouts* notebook.]
- Each parent keeps an ongoing diary of special engagement times he has with his child and the disengagement cues the child gives.

Suggestions for the parent educator:

- Parent educator models appropriate engagement techniques for parents.
- Display in group meeting room:
 - pictures of parents and children at various ages — engaged and disengaged
 - posters of engagement/disengagement cues
 - bulletin board: “Setting the Stage for Successful Engagement”
- Engagement/disengagement cues will change with the child’s age and stage of development. Point these out to parents.

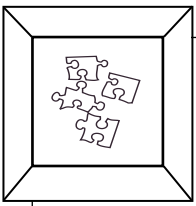


For parents at home:

- Parent creates or makes toys for use during play time to practice observing engagement and disengagement responses. Be sure these are safe toys! [See the appendix and the appendix of the *Parent Handouts* notebook.]
- Parent observes engagement or disengagement techniques of others in the household or at the mall. Analyze how responses impact the child’s behavior and relationship with the adult.
- Parent keeps an ongoing diary of special engagement times he has with his child and the disengagement cues the child gives.

Suggestions for the parent educator:

- Engagement/disengagement cues will change with the child’s age/stage of development. Point these out to the parent.
- Make a poster of engagement/disengagement cues to use at a visit and leave with the family.



Tuning In / *Tuning Out*

— ENGAGEMENT CUES —

VERBAL

Sucking
Cooing
Giggling
Babbling
Talking

NONVERBAL

Eyes widening
Facial brightening
Eye contact
Smiling
Head turning toward caregiver
Hands open
Hands together
Reaching toward caregiver
Smooth cyclic movements

— DISENGAGEMENT CUES —

VERBAL

Sighing
Whimpering
Whining
Fussing
Crying
Hiccuping
Spitting
Choking
Vomiting

NONVERBAL

Increased kicking movements	
Arm extended in halt position	
Pained face	Clenched hands
Puckered face	Tongue show
Squints/blinks	Finger extension
Frown	Back arching
Yawn	Pulling away
Turning away	Pushing away
Head lowering	Jerky activity
Hand to ear	Tray pounding
Hand to mouth	Walking away
Gaze aversion	Crawling away

Structure for Success

WHEN THE BABY OR TODDLER IS IN AN ALERT STATE:

■ FIND A QUIET ENVIRONMENT.

Babies and toddlers learn best in a one-to-one environment.
Turn off the TV and talk-radio.
Find a private space for just you and the child.

■ POSITION THE BABY OR TODDLER.

Place the child facing you ... or move to the child's level.
Be sure the child's arms, hands, and feet can move.
Does the child have room to move?

■ GET THE BABY'S OR TODDLER'S ATTENTION.

Call out the child's name.
Gently touch the child's face or touch the toddler's arm.
Establish eye contact.

■ FOCUS ON ONE THING AT A TIME.

Development will determine what babies and toddlers like to play.
Play with one toy at a time until the child disengages.
Try to keep the child's attention focused.

■ WAIT FOR THE BABY OR TODDLER TO RESPOND.

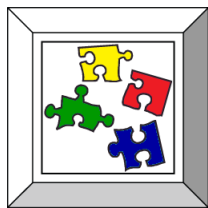
Interact with the child at his or her level.
Use activities or objects the child responds to.
(This includes your voice, your fingers, and your face.)

■ RECOGNIZE THE SIGNS IF THE BABY OR TODDLER "TUNES OUT."

Turning away, looking down, and/or rubbing eyes.
Moving to another interest area.
Throwing or scattering toys.

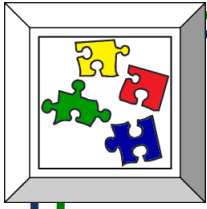
■ WAIT TO SEE IF THE CHILD STABILIZES AND WANTS TO RE-ENGAGE.

Sometimes children only need a moment to calm nerves.
They may look away or walk away.
Then they may return to eye contact and begin again.



Tune In/ Tune Out

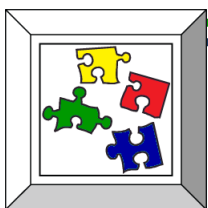




Topic 4: Tune In/Tune Out

INQUIRY QUESTIONS

- ⚙ What do we mean by the phrases tune in and tune out?
- ⚙ How do we engage a baby? How long can a baby sustain a quiet alert state?
- ⚙ How can a parent structure for successful interactions?
- ⚙ How should a parent respond when her baby tunes out?
- ⚙ When is nonresponse devastating to a baby? Why?
- ⚙ How could parents use nonresponse to set limits?



What Am I Saying?

CUE

Engagement? or Disengagement?

Looking Away

Sighing

Eyes Widening.

Hiccupping

Yawn

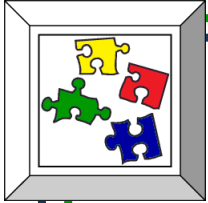
Hands Open

Hand to Ear

Babbling

Choking





Tuning In / Tuning Out

Putting all the Cues Together

It is important to look at the interaction as a whole.

Engagement Cues – Ready to learn and interact.

Verbal

Sucking
Cooing
Giggling
Babbling
Talking

Nonverbal

Smiling
Eye contact
Hands open
Eyes widening
Hands together
Facial brightening
Reaching toward caregiver
Smooth cyclic movements
Head turning toward caregiver

Disengagement Cues – Baby needs a change or a break.

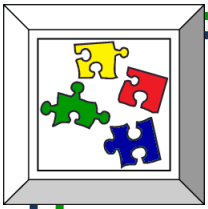
Verbal

Sighing
Whimpering
Whining
Fussing
Crying
Hiccupping
Spitting
Choking
Vomiting

Nonverbal

Frown
Yawn
Pained face
Puckered face
Squints/blinks
Turning away
Head lowering
Gaze aversion
Clenched hands
Tongue show
Back arching
Jerky activity
Tray pounding
Finger extension
Hand to ear or mouth
Pulling or pushing away
Walking or crawling away
Increased kicking movements
Arm extended in halt position











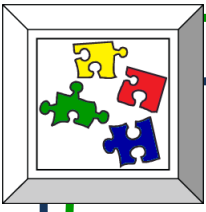


Engaging With a Baby or Toddler

Babies and toddler become over-stimulated very easily. Many nerve connections are being formed in a child's brain during the first three years. Usually babies and toddlers need calm environments to engage with others and learn to focus their attention. Babies and toddlers are learning the most when they are in a quiet alert state.

Parents help structure play interactions when they:

-  Begin with the baby or toddler in a quiet alert state.
-  Make a quiet environment.
-  Position the child appropriately.
-  Get the child's attention.
-  Focus on one thing at a time.
-  Wait for the child to respond.
-  Recognize the signs of the child "tuning out."
-  Wait to see if the child stabilizes and wants to re-engage.



Classify the Cues Review

Directions: Mark each cue with "E" (engagement) or "D" (disengagement) on the line.

___eyes widening

___back arching

___whimpers

___pulling away

___puckers face

___eye contact

___turning away

___yawn

___tray pounding

___pushing away

___giggling

___fussing

___frown

___reaching toward caregiver

___babbling

___head lowering

___talking

___hand to ear

___lip grimace

___crying

___crawling away

___head turning to caregiver

___walking away

___hands open

___whining

___facial brightening

___spitting

___increased kicking movements

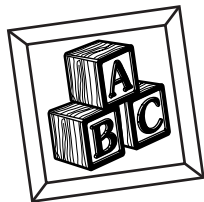
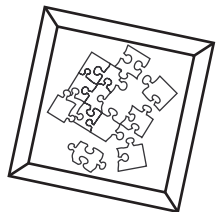
___arm extended/halt position

___choking

___smiling

___smooth cyclic movements

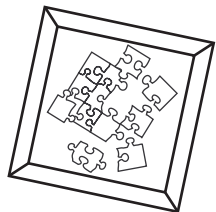
HATS OFF, HATS ON



Materials: Assorted hats and a large mirror

Directions: Sit in front of the mirror with the baby and try on the different hats. Let the small baby look at you with the different hats on. Make funny faces for the baby to copy. Let the older baby try to pull the hats off your head. Help the older baby put the hats on his or her head.

RAINING WATER PLAY



Materials: Strainers

Directions: Playing outside or during bath time, use strainers to make it rain. Sing as the water pours through the strainer.



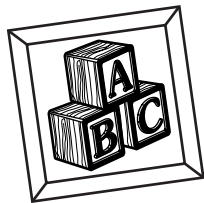
It's Raining, It's Pouring

It's raining, it's pouring

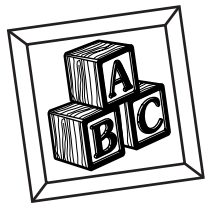
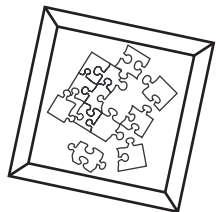
The old man is snoring

He went to bed and bumped his head

And didn't get up in the morning



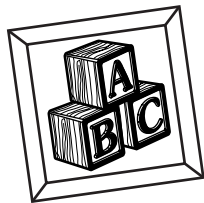
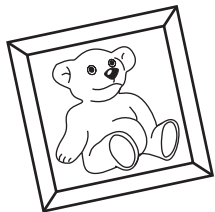
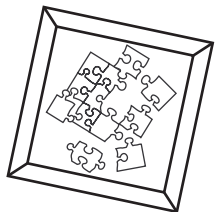
RATTLES



Materials: Assorted Rattles

Directions: Put a rattle in baby's hand or let baby take the rattle from you. Let baby explore it. Shake yours and see if baby will look for the sound. Shake baby's hand, and see if baby will look for the sound. When baby shakes rattle, you shake yours. Follow baby's lead. Take turns.

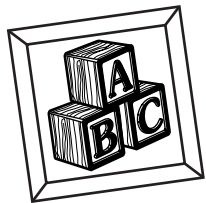
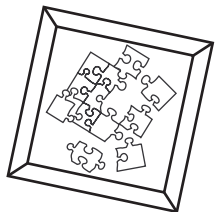
RATTLES



Materials: Assorted Rattles

Directions: Give Toddler a choice of rattles. Play some fun music and follow toddlers lead as he/she shakes and rattles.

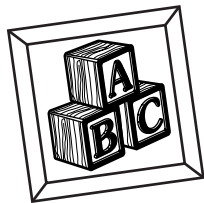
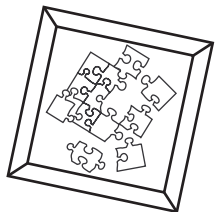
TEXTURE FEEL



Materials: Cotton balls, silk, linen, satin, velvet, flannel, scraps or any other interesting textures, such as feathers

Directions: Sit with toddler and explore the different materials. Use many descriptive words as the toddler feels each different texture. Let toddler pick their favorites.

TEXTURE FEEL

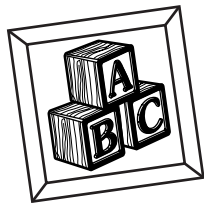
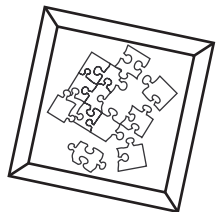


Materials: Cotton balls, silk, linen, satin, velvet, flannel, scraps or any other interesting textures, such as feathers

Directions: Sit with child and stroke him/her with the different textures. Talk about how wonderful they feel. Babies will enjoy grasping and touching and tasting clean textured objects.

ROUND THE GARDEN

Directions: Sit with baby/toddler in your lap and say rhyme.



Round and round the garden,

(make circles around baby's tummy.)

Goes the Teddy Bear. One step... Two steps...

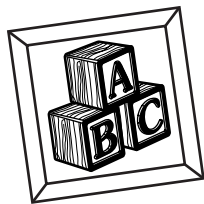
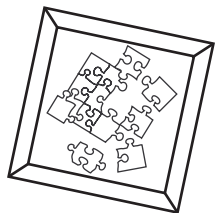
(walk your fingers up baby's chest as you count.)

He's going way up there.

(Tousle baby's hair.)

THE FOUNTAIN

Directions: This can be used with “Raining Water Play” #35.

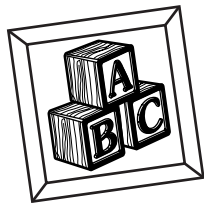
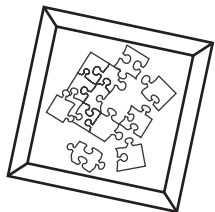


There in the fountain
A little streamlet
Would swell so grandly
Then wither sadly
It could not but shed a tear.
It felt too hot,
The poor little dear!
~ traditional, Mexico

IT'S RAINING! IT'S RAINING!

Directions: This can be used with “Raining Water Play” #35.

It's raining! It's raining!
The cavern maiden's calling.
The little birds are singing.
All the clouds are lifting.
Oh yes! — Oh, no!
Oh, let the downpour fall!
~ traditional, Puerto Rico



LITTLE CORN CAKES

Directions: Clap hands as you pretend to make tortillas.

Corn cakes for Mama,
Corn cakes for Papa,
Crispy ones for Mama,
Pretty ones for Papa.

