

## IY Parents and Babies Program

*Promoting Sensitive and Responsive Parenting and Strong Attachments: 10-14 sessions (0-9 months)*

### Pre-training self-study:

- Look at baby preview
- Review Logic models for baby program
- Go to baby program section of web site and program topics, curriculum, and parent testimonials.
- <http://www.incredibleyears.com/programs/parent/babies-curriculum/>
- Need baby doll

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## IY Parents and Babies Program

*Carolyn Webster-Stratton, Ph.D. Program Developer*



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## Incredible Years On-Line Baby Program Training Agenda ~4, 3-hour Sessions

### Session One:

Overview of Program, Incredible Years  
Methods and Processes

**Part 1: Becoming a Parent ~ Getting to Know  
your Baby** - *Strengthening Relationship Building  
Neurons (1-3 months)*



### Session Two:

**Part 2: Parents as Responsive  
Communicators & Babies as Intelligent  
Language Learners** ~ *Cognitive Development  
Neurons*



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## Incredible Years Training Agenda ~ 5 3-hour Sessions

### Session Two cont'd:

**Part 3: Providing Physical, Tactile, and Visual  
Stimulation for Your Baby**

### Session Three:

**Part 4: Parents Learning to Read Babies Minds-  
Emotional Development**  
**Part 5: Gaining Support**



**Session Four: Part 6: The Emerging Sense of Self**  
(6-12 months)

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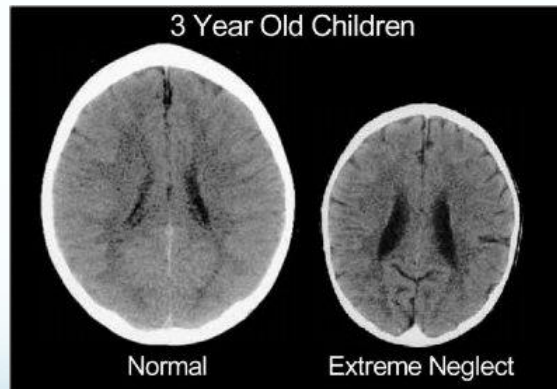
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## The Earlier the Intervention for Babies and Children's Brain Development – The better!

- ✓ In the earlier years, children's brain and neuron connections are still under construction- the architecture of the brain is being stimulated & sculpted by quality of their interactions and experiences with parents & caregivers.
- ✓ Some neuro-physiological brain connections are being strengthened and some are being pruned.
- ✓ The effects of neglect, poor stimulation & poverty on children's brain development by age 3 are profound.



## Effects of Neglect & Poor Stimulation



## Effects of Neglect & Adverse Early Experience

Children assessed as “at risk” for abuse or neglect at 3 years are found to have 2.5 as many criminal convictions by 21 years as those not at risk.

54% of depression in women and 58% of suicide attempts in women are attributed to adverse childhood early experiences.

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## The Earlier the Intervention the Better

- ✓ Early intervention has a greater chance of capitalizing on brain neuroplasticity in early life.
- ✓ Parents and day care providers have a unique opportunity to strengthen a child’s social, emotional, academic and language development and prevent cascading of cumulating risk factors.
- ✓ A supportive parent-baby relationship enhances the resiliency of children’s positive outcomes.



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## The Incredible Years® Baby Program

### Cognitive, Emotion and Social Development

#### What do parents learn?

- How to read baby's signals, cues, and temperament
- How to speak "parent-ese" and sing to babies
- How to provide visual, physical, and tactile stimulation to babies
- How to engage in baby-led feeding
- How to "babyproof" a home
- How to help babies feel secure and loved through baby-led play times
- Respond appropriately to crying
- Develop supportive networks



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## Incredible Years® Baby Program Developmental Milestones & Goals

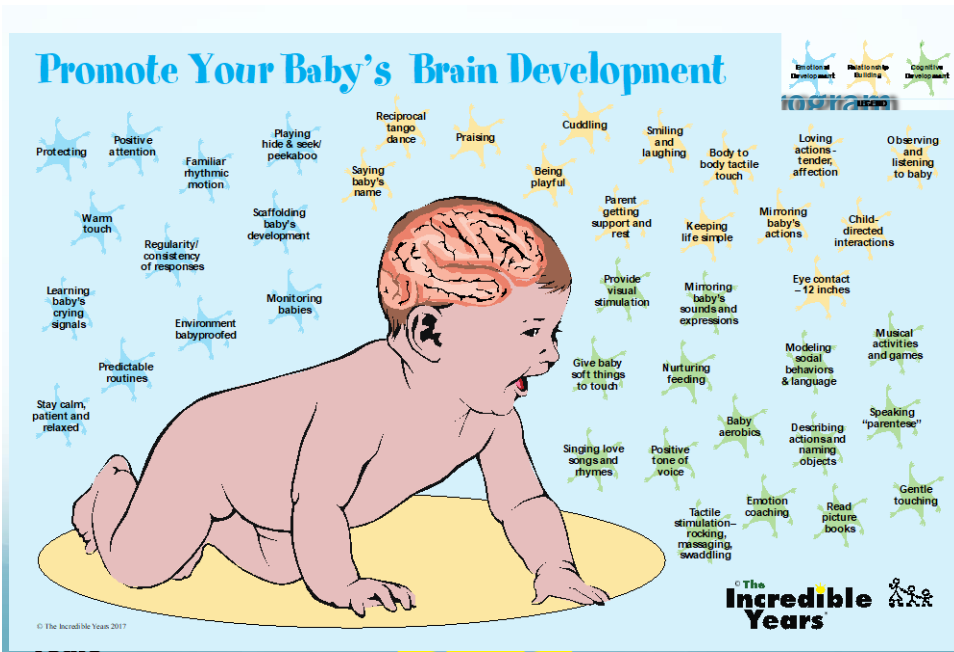
- Strengthen Relationship, Attachment & Emotional Connections
- Strengthen Babies' Language, Cognitive, Social & Physical Development
- Assuring Baby's Safety & Security
- Promoting Breast Feeding



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### **Parents and Babies Series Outline**

The following outline is a suggested guideline for completing the program in 9–12, 2-hour weekly sessions. If you do not complete all the required vignettes in a session, you can continue showing them in the next session.

**Sessions One & Two: Introductions, Goals & Getting to Know Your Baby**

Vignettes: Part 1, 1–13

**Session Three: Babies as Intelligent Learners (3–6 months)**

Vignettes: Part 2, 1–11

**Session Four: Providing Physical, Tactile and Visual Stimulation**

Vignettes: Part 3, 1–8

**Session Five: Physical, Tactile and Visual Stimulation, cont'd.**

Vignettes: Part 3, 9–16

**Session Six: Parents Learning to Read Babies' Minds**

Vignettes: Part 4, 1–7

**Session Seven: Gaining Support**

Vignettes: Part 5, 1–5

**Session Eight: Babies' Emerging Sense of Self (6–12 months)**

Vignettes: Part 6, 1–8

**Session Nine: Babies' Emerging Sense of Self & ending the program**

Vignettes: Part 6, 9–16

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### **IY Group Overall Session Structure (2 hours)**

- **30 Minutes:** Check in on parents' current family situation, goals, support, level of fatigue, potential depression & benefits of prior week's home activities and barriers, reading assignments, & buddy calls. Sing with babies in opening the session.
- **30 Minutes:** Introduce new topic, show 2-3 vignettes, discussion and play practice of new skills with babies who are awake.  
**10 minute break**
- **40 Minutes:** Continue showing 2-3 vignettes, discussion, and practice of new skills
- **10 Minutes:** Summary of key learning, set weekly goal, review home activities & reading assignment, session evaluation, confirm time for next session
- **Between Sessions:** Email, text & call each parent for individual check in

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## Incredible Years® Baby Program Delivery Principles

- 10-14, 2-hour sessions ~ adjust number of sessions according to parent risk factors & pace of program progression
- 8-10 parents per group (no more than 8 babies); partners & foster parents encouraged to attend
- Babies aged 4 weeks to 4 months at start (over 6 months should go to toddler program)
- Be flexible ~ pause to sing when babies are crying or to take advantage of a parent demonstrating positive play or feeding interaction
- Home coaching option available



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## First Parent Group Session (2 hours)

- **15 Minutes:** Parents introduce themselves and give information about their babies.
- **15 Minutes:** Buzz in dyads for parents to share their goals for the program. Share and record on flip chart.
- **20 Minutes:** Group agrees to their group rules
- **5-10 Minutes:** Group leader explains Incredible Years Baby program & how it addresses their goals.

**10 minute break**

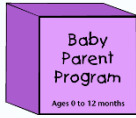
- **40 Minutes:** Show program introductory vignette & Vignettes 1A and 1-B on the meaning of crying
- **10 Minutes:** Summary of key learning, set weekly goal, review home activities & reading assignment, session evaluation, confirm time for next session
- **Between Sessions:** Email, text & call each parent for individual check in

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## Collaborative Process of Arriving at Group Ground Rules

- Ask how baby crying will be handled in the room?
- Ask about plan for breast feeding in the group and needs for privacy?
- Ask about sharing toys?
- Discuss ways to make group a safe place for sharing and discussion. For example, confidentiality of discussions, respect for different view points, use of cell phones, one person talking at a time, smoking, use of hand sanitizers, start and ending times etc.

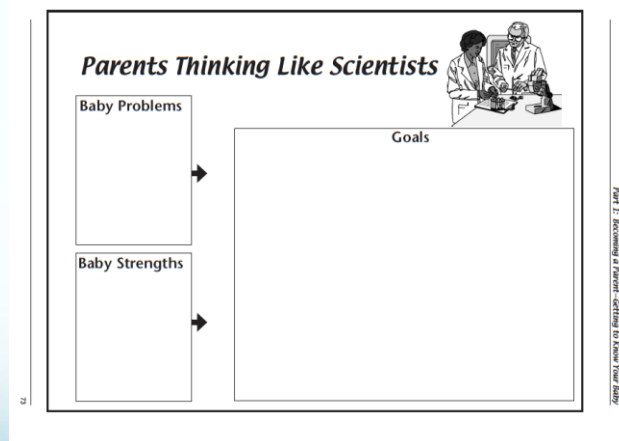


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## Goal Setting



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## Part 1: Becoming a Parent ~ Getting to Know Your Baby - The First 3 Months (parent group sessions 1 & 2)

### Parents:

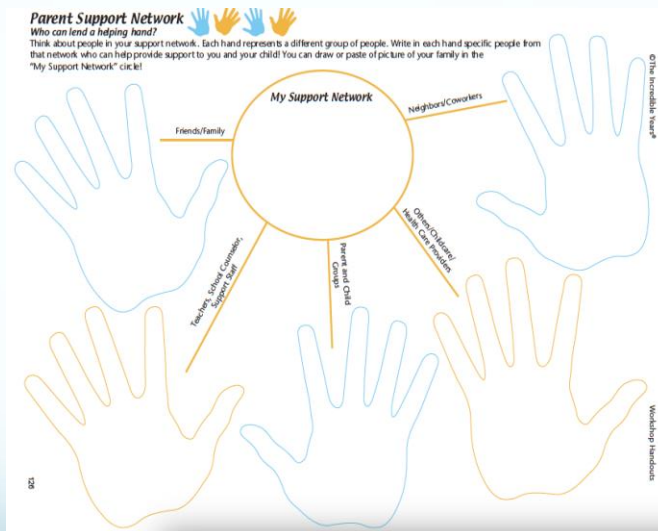
- Learning how to observe and read baby's signals and cues
- Coping effectively with baby crying and fussy periods
- Feeding and nurturing babies as needed - being baby-directed
- Understanding the importance of cuddling, & soothing
- Learning about babies developmental milestones
- Developing support systems & getting rest



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## Group Leader Tool: Mediating Video Vignettes For Discussion (Summary)

### IY Group Leaders

- Pause video introduction to explain terms & check understanding of key concepts
- Set up a vignette focus (explain what to focus on when watching vignette)
- Pause a vignette several times for reflection, buddy buzzes or practices with babies, questions & to sing songs if babies are crying
- Ask probing questions about vignettes to promote self-reflective learning
- Tailor questions to parents' goals and culture



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## Ending Sessions and Assigned Home Learning Experiences

### Ending Session

- Summarize key learning principles/ideas & review points to remember about *Getting to Know Your Baby*, *Taking Care of Yourself*, *How I will Cope with Crying* & *Keeping Baby Safe*
- Review parent suggested home activities including baby journal, completing “*Things I can do*” (baby perspective) and chapter in book to read.
- Parents set weekly goals on self-monitoring sheet
- Complete session evaluations

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## Incredible Years Baby Program Strengthening Relationship Neuron Connections



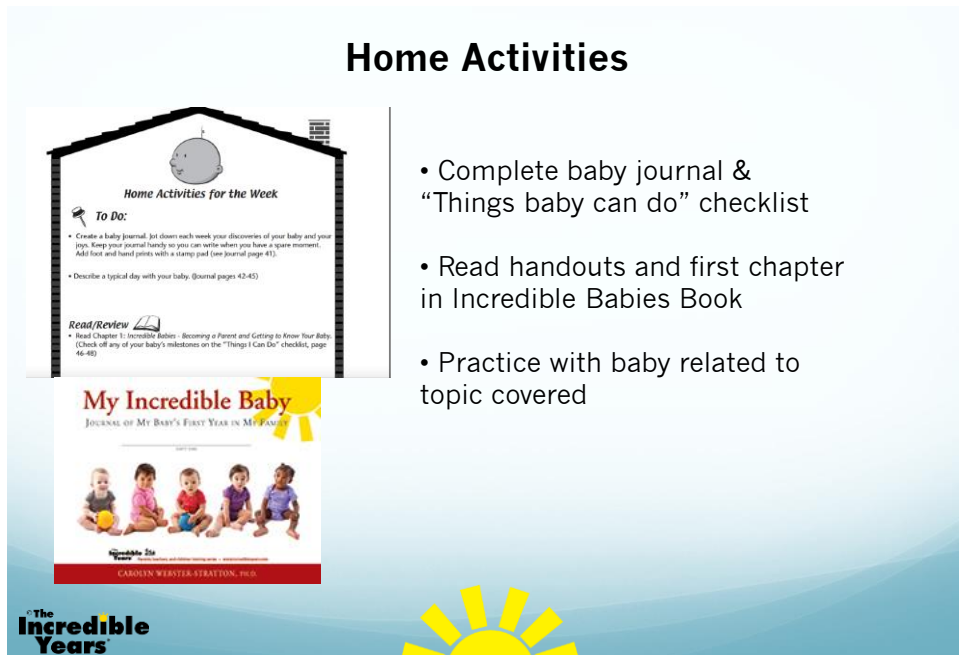
The central image shows a woman with dark hair, wearing a black top, sitting on a blue couch and holding a baby in a pink outfit. The baby is looking at the woman. Surrounding this central image are eight cards, each featuring a yellow silhouette of a person with arms and legs outstretched, representing a relationship-building activity:

- Eye contact – 12 inches (Relationship Building)
- Saying baby's name (Relationship Building)
- Mirroring baby's actions (Mirroring Baby)
- Observing and listening to baby (Relationship Building)
- Smiling and laughing (Relationship Building)
- Being playful (Relationship Building)
- Reciprocal tango dance (Relationship Building)
- Body to body tactile touch (Relationship Building)

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## Home Activities



The graphic displays a checklist titled "Home Activities for the Week" inside a house-shaped frame. The checklist includes:

- To Do:**
  - Create a baby journal. Set aside each week your discoveries of your baby and your joys. Keep your journal handy so you can write when you have a spare moment. Add foot and hand prints with a stamp pad (see Journal page 41).
  - Describe a typical day with your baby. (Journal pages 42-45)
- Read/Review**
  - Read Chapter 1: Incredible Babies - Becoming a Parent and Getting to Know Your Baby. (Check off any of your baby's milestones on the "Things I Can Do" checklist, page 46-48)

Below the checklist is the cover of the book "My Incredible Baby: JOURNAL OF MY BABY'S FIRST YEAR IN MY FAMILY" by Carolyn Webster-Stratton, PhD. The cover features a photo of five diverse babies sitting on the floor.

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## Weekly Review of “Things I can do” Handout

**HANDOUT**  
**Things I Can Do (0-3 months)**

Activity	Date/Check	Observations/Comments
I follow objects with my eyes		
I do gurgles, oohs and ahs		
I smile and laugh and squeal		
I found my hands today		
I look at my parent's face		
I have a favorite toy or activity		
I can recognize my parent's voice		
I can hold my head up in shorter period of times		
I sit in a wobbly way but need support		
I know my name		
I can say baba		
I like being read to		
I react when you are happy		
I love to be sung to		
I am imitating sounds		
I know when it is not you taking care of me		
I love to explore with my mouth		

Part 1: Getting to Know Your Baby ©The Incredible Years®

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## Self Monitoring Weekly Goal Setting (complete document in leader)

Name: \_\_\_\_\_

**Incredible Years®**  
**Self-Monitoring Checklist for Parents**  
**Parents and Babies Program (0-9 months)**

Please fill out this checklist each week indicating your personal goals for what you would like to achieve. The following week check if you have achieved your personal goals and make your new goals for the week.

**Sessions 1 & 2: Introductions, Goals, Getting to Know Your Baby**  
*My goal for the coming week:*

<input type="checkbox"/> Review Coping With Crying handouts. <input type="checkbox"/> Start baby journal & complete "Things I Can Do" handout. <input type="checkbox"/> Complete Typical Day Sheet. <input type="checkbox"/> Review my goals for myself and my baby. <input type="checkbox"/> Read Chapter 1 of "Incredible Babies"	<b>Goals I met</b> _____ _____ _____ _____
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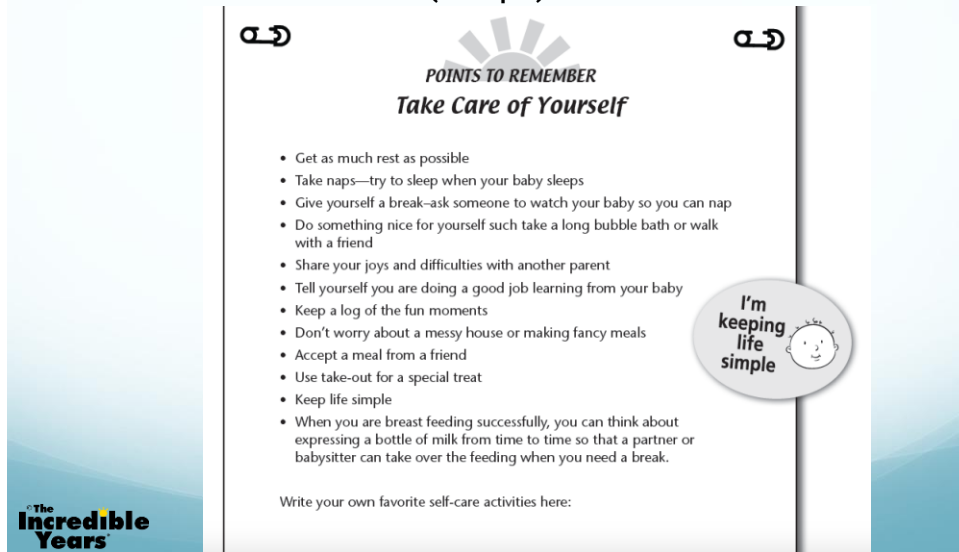
**Session 3: Babies as Intelligent Learners**  
*My goal for the coming week:*

<input type="checkbox"/> Review handouts on speaking parent-ese & developmental milestones. <input type="checkbox"/> Practice speaking parent-ese during the day. <input type="checkbox"/> Singing to my baby. <input type="checkbox"/> Complete "Things I Can Do" handout. <input type="checkbox"/> Complete Baby Journal <input type="checkbox"/> Read Chapter 2 of "Incredible Babies"	<b>Goals I met</b> _____ _____ _____ _____
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## Handouts in Group Leader Manual (example)



**POINTS TO REMEMBER**  
**Take Care of Yourself**

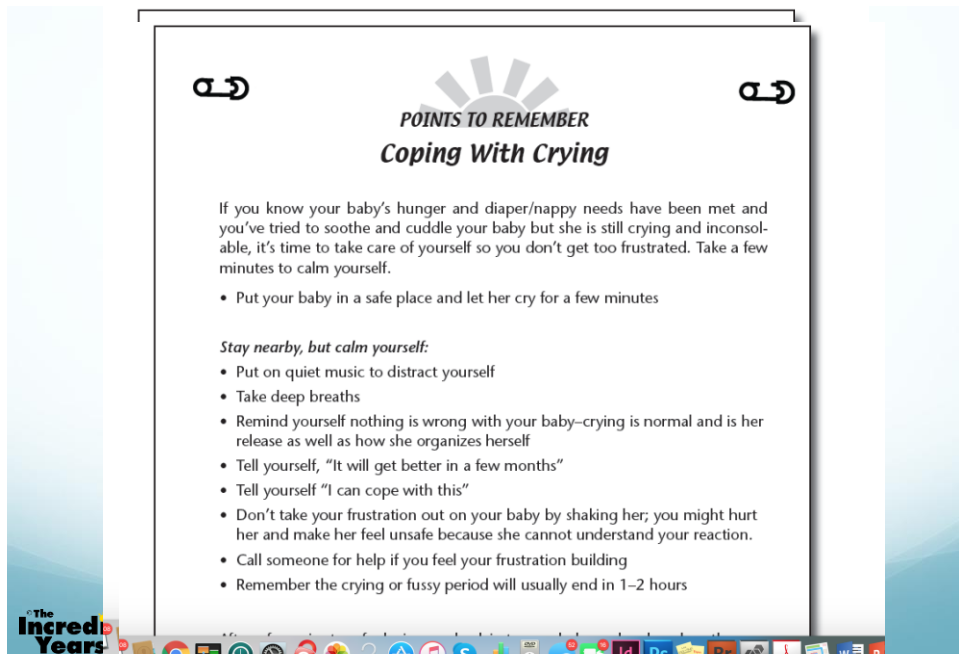
- Get as much rest as possible
- Take naps—try to sleep when your baby sleeps
- Give yourself a break—ask someone to watch your baby so you can nap
- Do something nice for yourself such take a long bubble bath or walk with a friend
- Share your joys and difficulties with another parent
- Tell yourself you are doing a good job learning from your baby
- Keep a log of the fun moments
- Don't worry about a messy house or making fancy meals
- Accept a meal from a friend
- Use take-out for a special treat
- Keep life simple
- When you are breast feeding successfully, you can think about expressing a bottle of milk from time to time so that a partner or babysitter can take over the feeding when you need a break.

Write your own favorite self-care activities here:

*I'm keeping life simple*

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**POINTS TO REMEMBER**  
**Coping With Crying**

If you know your baby's hunger and diaper/nappy needs have been met and you've tried to soothe and cuddle your baby but she is still crying and inconsolable, it's time to take care of yourself so you don't get too frustrated. Take a few minutes to calm yourself.


- Put your baby in a safe place and let her cry for a few minutes

*Stay nearby, but calm yourself:*

- Put on quiet music to distract yourself
- Take deep breaths
- Remind yourself nothing is wrong with your baby—crying is normal and is her release as well as how she organizes herself
- Tell yourself, "It will get better in a few months"
- Tell yourself "I can cope with this"
- Don't take your frustration out on your baby by shaking her; you might hurt her and make her feel unsafe because she cannot understand your reaction.
- Call someone for help if you feel your frustration building
- Remember the crying or fussy period will usually end in 1–2 hours

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Incredible Years® Parent Program  
Parent Weekly Evaluation  
Tele-format Version (March 30, 2020)

Name \_\_\_\_\_ Session \_\_\_\_\_ Date \_\_\_\_\_

Was your tele-session?  
Individual Session  Group Session  A mixture of both

I found the content of this session was:  
not helpful  neutral  helpful  very helpful

I feel the video vignettes shown were:  
not helpful  neutral  helpful  very helpful

I feel the IY tele-session leader's teaching and leadership skill was:  
not helpful  neutral  helpful  very helpful


I found the discussion and interaction to be:  
not helpful  neutral  helpful  very helpful

The use of role play/practices was:  
not helpful  neutral  helpful  very helpful


How satisfied are you with the tele-format version of the session:  
not satisfied  somewhat  satisfied  very satisfied

If you have previously participated in face-to-face IY groups, how do you compare this online delivery method:  
not satisfied  somewhat  satisfied  very satisfied

Additional comments:  
\_\_\_\_\_





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Incredible Years® Babies Program  
Outline—Sessions One & Two  
Introductions, Goals & Getting to Know Your Baby

- I. Welcome**  
Greet each parent.  
Leaders introduce themselves.  
Establish yourself as part of “team” collaborating with parents.
- II. Introductions**  
Find out group members’ names, ages of babies, and personal goals.  
Write parents’ goals on board or poster so you and group can refer back to them.
- III. Ground Rules**  
Ask for parent ideas on group rules and why they think they are important (confidentiality, respect for others, being positive, right to pass, equal time to talk).  
Adopt rules for group.  
Post rules each week.
- IV. Program Goals and Topics**  
Give an overview of the program, its general goals, topics and format.
- V. Topic of Day: Becoming a Parent—Getting to Know Your Baby**
  - A. Sharing about parents’ experiences with their babies.
  - B. Vignettes: Part 1: 1-13

[http://www.incredibleyears.com/resources/  
gl/parent-program/](http://www.incredibleyears.com/resources/gl/parent-program/)



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## LEADER CHECKLIST

### Sessions One & Two

**Topic:** Introduction, Goals, & Getting to Know Your Baby  
**Vignettes:** Part 1: 1-13

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_



**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 1:**  
 Intro\* 1A\* 1B\* 2 3 4 5\* 6 7 8\* 9 10\* 11 12\*  
 13\* 14\*


**Summary\***  
 (Circle vignettes shown.) (\* = recommended vignette)

DID I	YES	NO
1. Write the agenda on the board	_____	_____
2. Welcome and make introductions	_____	_____
3. Determine parents' goals	_____	_____
4. Brainstorm group ground rules	_____	_____
5. Present program goals	_____	_____
6. Brainstorm benefits of communicating with babies	_____	_____
7. Buzz about feelings regarding crying	_____	_____
8. Buzz/Brainstorm about getting rest and support	_____	_____
9. Buzz/Brainstorm about babies likes/dislikes	_____	_____

[http://www.incredibleyears.com/resources/  
gl/parent-program/](http://www.incredibleyears.com/resources/gl/parent-program/)


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**Baby  
Parent  
Program**  
Ages 0 to 12 months

## Trainee Assignments

### On-line Session One



**To Read:**



- Read chapter 1 and 2 in *Incredible Babies* Book by Carolyn Webster-Stratton, Ph.D.

**To Practice:**

- If possible observe a baby speaking parentese and complete the “Things I can do” journal.

**To Study:**

- Review vignettes in Part 1 of baby program with questions in group leader manual.

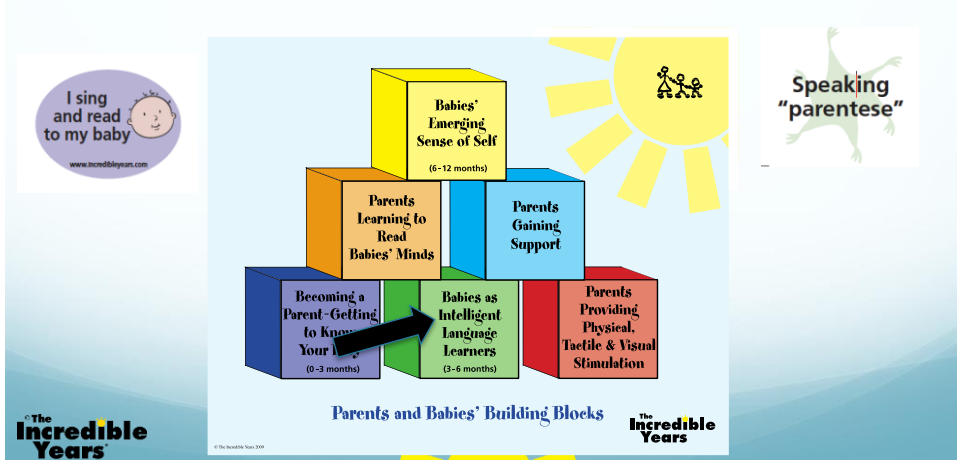



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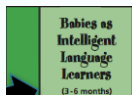


## Session Two On-line Training

### Part 2: Parents as Responsive Communicators & Babies as Intelligent Language Learners ~ Cognitive Development Neurons



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## Part 2: Parents as Responsive Communicators And Babies as Intelligent Language Learners 3-6 Months

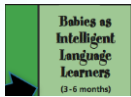
Parents:

- Understanding observational learning
- Learning how to talk "parentese" & understanding its importance for language development
- Learning ways to keep babies safe
- Learning about babies' developmental milestones
- Learning songs to sing & games



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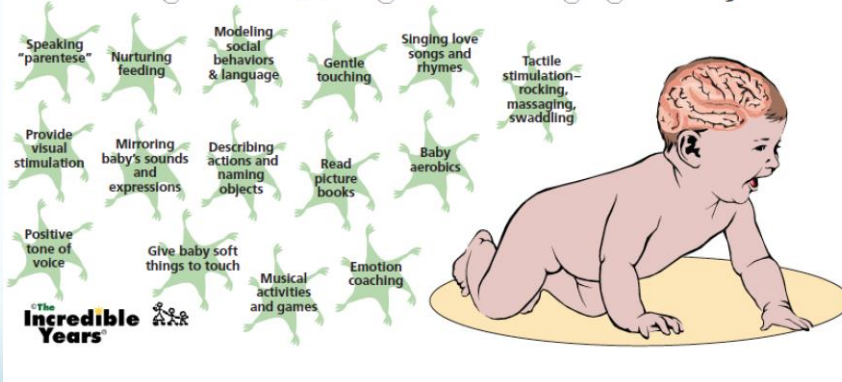
## Ending Sessions and Assigned Home Learning Experiences

- Summarize key learning principles/ideas
- Review points to remember about *Strengthening Language and Cognitive Neurons* and *Encouraging Your Baby's Social and Language Development & Speaking Parentese & Milestones 1-6 months*.
- Review baby journal and “Things I can do” (baby perspective) and chapter 2 to read.
- Talk about buddy calls
- Parents set weekly goals
- Complete session evaluations



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## Promoting Your Baby's Cognitive and Language Development



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The graphic is shaped like a house with a smiling baby's face in the window. The roof is black with a chimney on the right. The walls are white with a black border. At the bottom, there is a blue base with a yellow sun and a taskbar with various icons.

### Home Activities for the Week

 **To Do:**

- Continue your baby journal (pages 72-73)
- Talk to your baby using “parent-ese” during bath time, playtime, diaper changing and feeding times
- Sing to your baby—try a new song
- Watch for your baby to imitate your actions
- Imitate your baby’s sounds and take turns
- Check off your baby’s milestones on the “Things I Can Do” checklist

**Read/Review**   
Read Chapter 2: *Parents as Responsive Communicators and Babies as Intelligent Language Learners*

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The graphic features a sun icon at the top center, flanked by two circular arrows. The text is centered and bold. On the right side, there is a silhouette of a baby with arms and legs raised, with the text 'Smiling and laughing' next to it.

### POINTS TO REMEMBER

## Social and Emotional Developmental Milestones (1-6 MONTHS)

Remember your baby will develop at his own unique pace. Consider these general developmental milestones.

- Stares at faces (1 month)
- Follows objects with eyes (1–2 months)
- Vocalizes oohs, aahs, gurgles (1–2 months)
- Smiles and laughs (2 months)
- Notices hands (2 months)
- Recognizes parent’s face (3 months)
- Squeals, gurgles, coos (3–4 months)
- Visually tracks objects (3 months)
- Recognizes parent’s voice (3–4 months)
- Baby recognizes own name (5–6 months)
- Coos when you talk to him (4 months)

**Smiling and laughing**

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## Calling Your Buddy

From now until the final week of the Parenting Program you will be asked to call, text, or e-mail a person from your group. The purpose of these calls is to share ideas and "hot tips" about how the home activities are going.

If you are phoning, these calls need last no more than five minutes and can be scheduled at your own and your buddy's convenience.

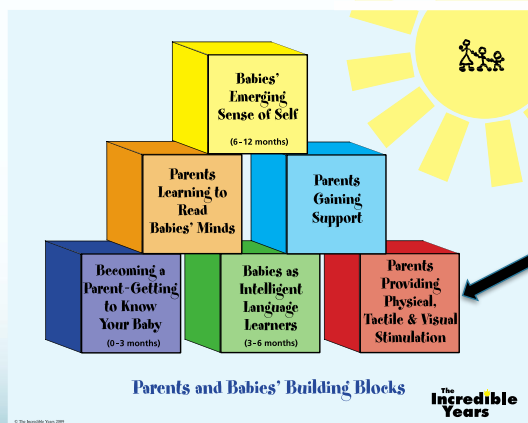
*Parents sharing with each other can not only provide a rich bank of creative solutions but also be supportive on one another!*



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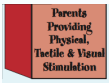
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## Session Two On-line Training Part 3: Providing Physical, Tactile and Visual Stimulation for Your Baby (3-6 months)



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## Part 3: Providing Physical, Tactile, & Visual Stimulation ~ 3-6 Months

Parents:

- Understanding ways to provide tactile and visual stimulation for babies and their importance for brain development
- Modulating the amount of stimulation babies receive
- Understanding how to read to babies
- Learning baby games and activities
- Keeping babies safe during bath times
- Cycling, floor time, tummy time, baby aerobics, pull ups and head lifts



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## Setting up Parent-Baby Practices

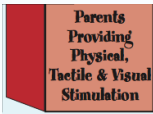


- Chose parent and baby for practice (baby is awake)
- Ask parent to demonstrate how s/he reads to the baby (provide soft book)
- After parent demonstrates ask group to give parent feedback on what the parent did well with baby
- Debrief with parent how she felt about this and what she noticed with her baby's response
- Praise and reinforce parent for demonstration with small prize

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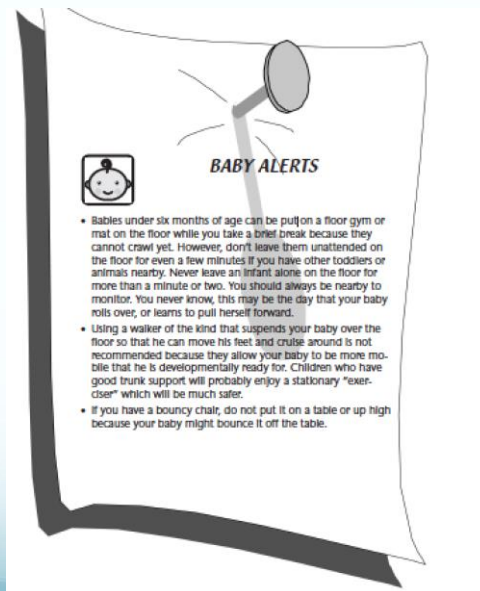
## Ending Sessions and Assigned Home Learning Experiences

- Summarize key learning principles/ideas
- Review points to remember handouts about *Physical, Tactile, and Visual Stimulation*; *Reading to Babies*; *Baby Alerts*;
- Review baby stimulation journal and “*Things I can do*” (baby perspective) and chapter 3 to read.
- Talk about buddy calls
- Parents set weekly goals on self-monitoring document
- Complete session evaluations

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**Handout**  
**Baby Journal**  
**My baby's stimulation journal**  
**3-6 months**

Keep track here of activities your baby enjoys, such as looking at a mobile, having a back rub, listening to music, or being swaddled. Note your baby's responses to you and to other family members or friends when they talk and interact with your baby.

Favorite Toys

Favorite place to be massaged or touched

Favorite position to be placed on my body



Favorite exercise (bicycle, walking, arm pull ups, push ups, tummy time, sitting time)

Reaction to bath time



Favorite song

Favorite game

Favorite visual stimulation


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**Handout**  
**Things I Can Do (3-6 months)**

Activity	Date/Check	Observations/Comments
I can sit up briefly		
I do gurgles, oohs and ahs, and squeaks		
I smile and laugh		
I found my hands		
I can track objects with my eyes		
I can hold my head for longer periods of time		
I can recognize my parent's voice		
I know my name		
I can say "baba"		
I am starting to explore solid foods with my mouth		
I found my feet		
I react when you are happy		
I love to be sung to		
I am imitating sounds		
I know when it is not you taking care of me		
I love to explore with my mouth		
I love to be read to		
I have a favorite toy		

Part 3: Physical, Tactile and Visual Stimulation for Your Baby ©The Incredible Years®



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## Incredible Years Buzz!

**What we've accomplished!**


- Parent Goals Addressed
- Getting to Know Your Baby
- Developing a Support Team
- Attending to Self-Care & Getting Enough Rest
- Calming Babies & Coping with Crying
- Breast Feeding
- Baby Sleep Routine
- Speaking "Parent-ese" & Singing
- "Things I Can Do" Handout Review
- Physical, Tactile & Vi-

### Summary of Session




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### Principles



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## Trainee Assignments On-line Session Two



**To Read:**



- Read chapter 3 in *Incredible Babies* Book by Carolyn Webster-Stratton, Ph.D.

**To Practice:**

- If possible play with a baby using "parentese" language, practicing mirroring, singing and providing some form of physical, tactile and visual stimulation such as a massage or bath play and complete the "Things I can do" journal.

**To Study:**

- Review vignettes in Part 2 & 3 of baby program with questions in leader manual.



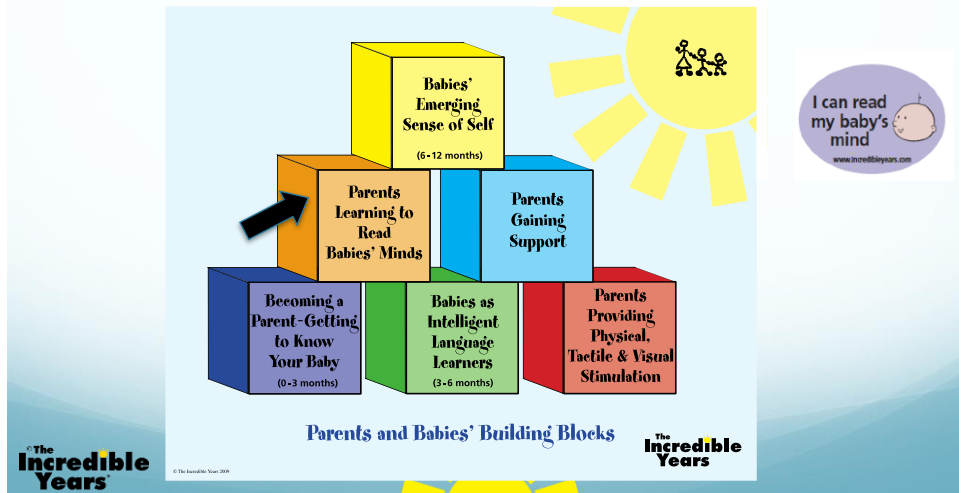
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## Session Three On-line Training

### Part 4: Parentings Learning to Read Babies' Minds

### Part 5: Gaining Support



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## Part 4: Parents Learning to Read Babies' Minds ~ 6-9 Months

Parents:

- Learning babies' developmental needs
- Setting up predictable routines and rituals
- Planning a bedtime routine & sleeping habits
- Learning how to help babies calm down & understanding baby's temperament
- Baby-proofing household
- Getting adequate rest and support
- Helping babies feel secure and loved



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## Ending Sessions and Assigned Home Learning Experiences

- Summarize key learning principles/ideas
- Review points to remember about *Healthy Sleep Habits, Helping Baby Feel Secure, Temperament Questionnaire, Doing Something Special*
- Read chapter 4.
- Talk about buddy calls
- Parents set weekly goals on self-monitoring document
- Complete session evaluations

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A graphic of a house with a black outline and a white interior. At the top center of the house is a simple drawing of a baby's face. To the right of the house is a small brick chimney. The text inside the house is centered and includes a list of activities and reading instructions.

**Parents Reading Babies' Minds  
Home Activities for the Week**

**To Do:**

- Write out your baby's bedtime routine (see page 136)
- Write out your baby's daily schedule (see page 139-141)
- Continue to talk, play and provide your baby with physical, auditory and visual stimulation
- Do something special for yourself—take a walk, go out for dinner, have a bubble bath, let a friend help out while you go to a movie/film
- Complete the temperament questionnaire on yourself and your baby (page 142-145)

**Phone/E-mail:**

- Call, text, or e-mail your buddy to share your daily schedule

**To Read**

Read Chapter 4: *Parents Learning to Read Babies' Minds*.

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**I have a bedtime routine**

**POINTS TO REMEMBER**

**Tips to Establishing Your Baby's Healthy, Independent Sleep Habits**

Remember that different parents have different goals and philosophies for their child's sleep. If you are happy with your current routine, you do not need to change it! If you want to encourage your baby to sleep on his/her own, the following tips will help you and your baby meet that goal.

- Set bedtime and regular nap times to regulate sleep patterns (start at 4-5 months).
- For babies younger than 6 months, be baby-led in establishing routines.
- Choose a bedtime that fits your family schedule and stick to it as much as possible. Try to have a calming down period in the early evening.
- Establish a predictable, routine bedtime routine such as:
  - bath, diaper, pajamas, story, song and kiss good night.
- Do the bedtime routine in the same order each night.
- Establish a less elaborate, but consistent naptime routine.
- Try to place your baby in his bed when he is drowsy, but not yet asleep.
- If your child is over 12 months, introduce a small, light lullaby.
- Encourage your baby to fall asleep independently without a bottle, or rocking, or sleeping with your baby.
- Remember babies often need to cry for a few minutes after being put in their crib.
- If your baby wakes up in the middle of the night give her a chance to go back to sleep on her own.
- By 6 months, most babies do not need to be fed in the middle of the night for nutritional purposes, but be led by your baby. Many have learned to use nursing or a bottle for comfort at these times. These feedings can be gradually shortened and then stopped.

Remember babies cycle between deep and light sleep every 3-4 hours. When they are in light sleep they can cry out and thrash about. The task is not to let your baby cry it out for long periods, but to develop a supportive ritual to sooth and calm down your baby. If your baby does not calm down or fall back to sleep, then sooth and calm her. Soothing promotes trust and safety. Stay in the room, while you are soothing your child. The important thing is to develop a supportive ritual, so your child has a chance to self-regulate and go back to sleep on her own.

**Healthy sleep habits**

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**I help my baby feel secure and safe**



**POINTS TO REMEMBER**

**Helping My Baby Feel Loved, Safe and Secure**


- Cuddle, rock, kiss, and hug my baby often
- Speak "parent-ese" to my baby
- Try to make sense of my baby's nonverbal cues and cries by checking out diaper, feeding, or cuddling needs
- Try to see my baby's point of view and talk to my baby about it
- Provide consistent comfort when my baby is upset
- Say my baby's name often
- Make everyday things such as diapering, feeding, and bath time fun and loving rituals to give a familiar feeling
- Tell my baby I love him and share feelings of joy
- Notice when my baby is distressed, unhappy, sad, or happy and name and reflect his feeling
- Structure my baby's day with predictable routines and responses
- Modulate the amount of stimulation my baby receives
- Touch my baby in loving ways
- Try to be consistent and limit the number of activity changes each day
- Stay calm with my baby when my baby is upset
- Read my baby's mind and respond with adjustments


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 **HANDOUT** 


**A Typical Day\* with \_\_\_\_\_**

**SLEEP TIMES**  


**FEEDING TIMES**  


**PLAY & ALERT TIMES**  


**FUSSY TIMES**  




**BOWEL MOVEMENTS**  


\*While every day is unique, this form can help you reflect on general patterns

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**Brainstorm/Buzz**  
**Do Something Special For Yourself**  

Taking care of a baby is hard work and tiring and never done. It is important that you schedule some relaxing and pleasant time for yourself.

**Make a list below of things you find enjoyable.**

**Things I Find Enjoyable**

- Going for a walk.
- Talking to a friend over tea.
- Exercising.
- Listening to music.
- Smelling a flower.


**Goal: I will commit to doing something joyful and relaxing for myself this week. This will include:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


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**HANDOUT**



### Things I Can Do (6-9 months)

Activity	Date/Check	Observations/Comments
I can sit without support now		
I am trying to crawl with my arms but my legs don't work yet		
I can wave bye-bye		
I can say mama and dada		
I can reach for something I want		
I can indicate with gesture what I want		
I understand "no"		
I can understand what you are telling me		
I can search for things that are hidden or just out of reach		
I am curious and want to examine things		
I can feed myself by picking up stick-shaped pieces of food with my fingers		
I am experimenting with what foods I like and dislike		
I enjoy being read to		
I am drinking from a sippy cup		
I love pat-a-cake and other peek-a-boo games		
I am crawling with my belly off the floor		
I can put things in a container		
I am trying to pull up to stand		
I copy others using a spoon or fork		

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## Incredible Years Baby Program Strengthening Emotion Neuron Connections



**Regularity/  
consistency  
of responses**



**Warm  
touch**



**Learning  
baby's  
crying  
signals**



**Environment  
babyproofed**





**Monitoring  
babies**



**Emotion  
coaching**



**Stay calm,  
patient and  
relaxed**



**Familiar  
rhythmic  
motion**



**Scaffolding  
baby's  
development**

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## Part 5: Gaining Support

Parents:

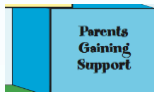
- Finding time with partners and friends for renewing energy for parenting
- Understanding the importance of involving other family members in baby's life
- Knowing how to inform other child care providers of baby's needs and interests
- Understanding developmental landmarks 6-12 months
- Completing baby-proofing checklist



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## Ending Sessions and Assigned Home Learning Experiences

- Summarize key learning principles/ideas
- Review points to remember about *Developing a Support System*, *Baby Proofing*, *Babysitter Preparations*
- Review care giver journal and “Things I can do” (baby perspective) and chapter 5.
- Talk about buddy calls
- Parents set weekly goals on self-monitoring document
- Complete session evaluations

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**Gaining Support**  
**Home Activities for the Week**

**To Do:**

- Write out your baby's favorite play activities to share with a baby sitter or day care provider
- Modulate the amount of stimulation your baby receives
- Identify a support person who can help with baby care when you need a break
- Check off your baby's milestones on the "Things I Can Do" checklist

**Phone/E-mail:**

- Call, text, or e-mail your buddy and share something from your support journal (page 163-164)

**To Read:**

Read Chapter 5: *Parents Gaining Support* and keep your journal up to date.

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**Baby-Proofing Safety Checklist**

Take a look at this checklist and check off all of these things that you have done

- I have checked to see that small objects (coins, safety pins, marbles, grapes, peanuts, popcorn, keys etc.) and plastic bags are not around for my baby to find. Objects that can fit through a toilet paper tube are choking hazards.
- I have taken an infant CPR class.
- All poisonous substances including cleaning products, shampoos etc. are in latched or locked cupboards.
- Poisonous houseplants have been removed, or are up high.
- I wash rattles and baby's toys in the dishwasher.
- I use a TV strap with flat screen TVs to prevent tipping over.
- I do not place crib/cot near windows or window blind cords.
- I use straps on cupboards in bedroom to prevent them tipping over.
- Infant seat is federally approved and installed correctly with rear facing seat in back that I always use when transporting my infant in the car.
- I am vigilant about watching my baby at all times.
- I never leave my baby alone in the bath, on the bed, on the changing table, or in the car even for a minute.
- A baby gate has been placed at the top and bottom of stairs.
- Guards have been put around fireplaces or heaters and over electrical outlets.
- My baby's crib does not have small objects in it, blankets, pillows or stuffed toys; crib boards have no more than 2-3/8 inches between them.
- I put my baby on his back to sleep.
- My baby sleeps in fire retardant sleepwear.
- I have installed a smoke detector.
- I have set my hot water below 120 degrees F.
- I never leave my child alone with a pet.
- I have placed a set of emergency numbers next to my phone.

**I keep my baby safe**

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**PARENT'S VIEWPOINT**

### Developing my Support Team

- Take some personal time to refuel my energy
- Do something nice for myself such as exercise, have a massage, or walk with a friend; when I recognize and meet some of my own needs, my children benefit too
- Leave my baby with a caregiver I trust
- Help my caregiver know my baby's schedule, regular routine, and favorite activities
- After being away from my baby, find out about my baby's activities and routine with her caregiver
- Support my baby's caregiver with appreciation for his or her thoughtful efforts with my baby
- Encourage my baby's special relationship with my caregiver — remember this is a healthy sign and will not diminish my special bond with my baby
- Encourage my baby's relationships with family relatives and friends by sharing my baby's developmental milestones and special interests via phone, email or texting; even though they may not live nearby
- Keep a log of the fun moments to share with friends
- Join with other parents to share parenting ideas, experiences and frustrations
- Keep life simple

**I keep life simple**

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**POINTS TO REMEMBER**

### Babysitter Preparations

Things to discuss with your babysitter:

- Location of your emergency information (fill out the handout included and post it on your refrigerator).
- Where you will be and when you will be home.
- Your baby's schedule for the time you will be gone: discuss feeding, diapering, sleeping, and activities that your baby likes. It can be helpful to write this down for your babysitters.
- Show the babysitter where everything is and what to do: diaper changing table and where to put soiled diapers, bottles, and how to warm milk, where your baby usually sits or plays (bouncy seat, exersaucer).
- If your babysitter will be transporting your baby in the car, make sure that the carseat is properly installed and show her how to secure your baby in the seat.
- Review baby-proofing needs and stress particular situations where your baby needs monitoring (protection from the family dog, siblings, where your baby can and can not be safely placed). This will vary depending on your baby's developmental level.
- Particularly if you have a young babysitter, discuss your expectations for his or her behavior: visitors, phone calls, texting, whether he or she can leave the house with your baby, etc.
- Check with your babysitter about their level of experience with children the age of your baby. If you have an inexperienced babysitter, you will need to think carefully about the different situations he or she will encounter and provide enough guidance to keep your baby safe. For example, if your teenage babysitter has never given a bath to an infant, do not have them bathe your infant while you are gone. Provide clear guidelines about what your baby can and cannot have to eat.
- Discuss when your babysitter should call you. This will also vary depending on the experience of your babysitter. For example, you might let an experienced caregiver use his or her own judgment, but might have a less experienced caregiver call you if your child has been crying for more than 5-10 minutes.
- Better yet to have your babysitter spend time with you in advance to observe and learn your feeding and changing routines and play interactions.

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**I keep my baby safe**

### EMERGENCY INFORMATION

Post on the Refrigerator

PARENT'S CELL PHONE \_\_\_\_\_

**WHOM TO CALL IF YOU CAN'T REACH ME**

Name \_\_\_\_\_ Phone \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_

**IN CASE OF EMERGENCY**

Our 911 address is \_\_\_\_\_

Our closest major intersection is \_\_\_\_\_

**OUR CLOSEST NEIGHBOR YOU CAN CONTACT IN AN EMERGENCY**

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_

**DOCTOR NAME/ADDRESS/PHONE NUMBER** \_\_\_\_\_

**[CHILD]'S INSURANCE INFORMATION (if appropriate for your country)**

Provider \_\_\_\_\_ Group ID# \_\_\_\_\_

Insured's Name and ID# \_\_\_\_\_ Policy ID# \_\_\_\_\_

**EMERGENCY TREATMENT RELEASE**

Child's Name \_\_\_\_\_ Birthdate \_\_\_\_\_



Any licensed physician, dentist or hospital may give necessary emergency medical service to my child (\_\_\_\_\_) at the request of the person bearing this consent form.

\_\_\_\_\_  
SIGNATURE OF PARENT OR LEGAL GUARDIAN


\_\_\_\_\_  
DATES OF RELEASE

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## Trainee Assignments Session Three



**To Read:**

- Read chapter 4 and 5 in *Incredible Babies* Book by Carolyn Webster-Stratton, Ph.D.


**To Practice:**

- If possible find out from a parent of a newborn about their support team & complete the “Things I can do” journal with them.

**To Study:**

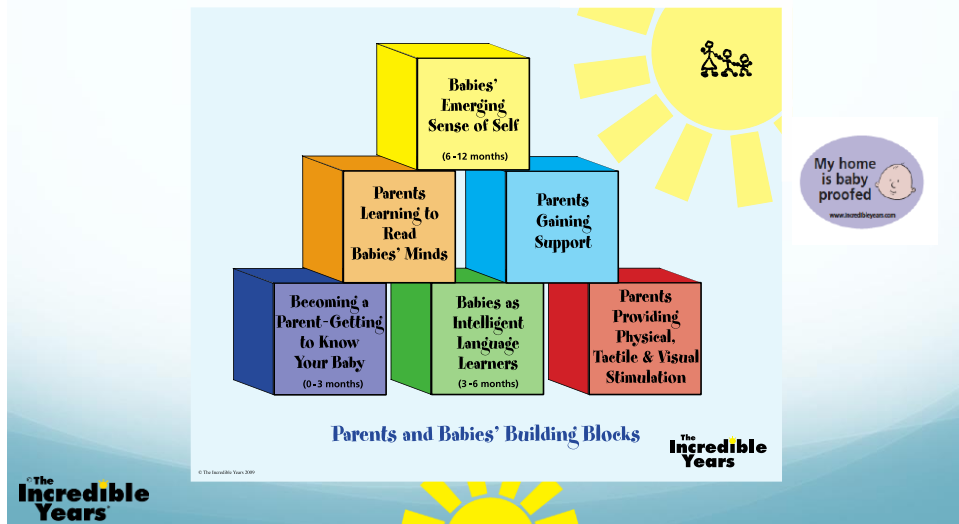
- Review vignettes in Part 4 and 5 of baby program with questions in leader manual.

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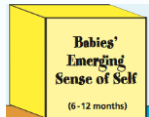


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## Session Four On-line Training Part 6: The Emerging Sense of Self



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### Part 6: Babies Emerging Sense of Self 6-12 months

Parents:

- Understanding how babies learn
- Learning how to introduce solid foods
- Knowing how to allow for babies' exploration and discovery while keeping baby safe
- Talking to babies in ways that enhance language development
- Baby signals and sign language
- Understanding object and person permanence
- Baby games



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**Emerging Sense of Self**  
**Home Activities for the Week**

**To Do:**

- Give your baby opportunities to explore
- Make mealtimes fun-be child-directed and respond to your baby's cues
- Allow your baby some independence during mealtimes
- Teach your child some sign language
- Complete your emergency information (page 170)

**Phone/E-mail:**

- Call, text, or e-mail your buddy to share your baby's milestones (page 209-211)

**To Read:**

Read Chapter 6: *Baby's Changing Sense of Self.*

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**POINTS TO REMEMBER**  
**Baby-led Feeding Solids**

**I am baby-directed in my feeding approach**

- Baby can sit in your lap or in a high chair with back support
- Allow your baby to explore the food (by touching, smearing, smelling)
- Remember at first your baby needs to learn about how to chew, use her tongue and swallow;
- Don't expect your baby to swallow new foods at first (or even second or third try); s/he may only take a few spoonfuls in the beginning
- Allow your baby some independence such as holding her spoon, or tippy cup, or feeding herself.
- Show your baby that you like the food. Make sounds like "Uhhh" and "Ahh" when she eats; model appropriate eating behaviors yourself (let your baby feed you)
- Speak "parentese" to your baby during feeding and name the foods your baby is eating
- Show a joyful face and take turns feeding and talking
- Praise social behaviors and model them (say thank you for sharing)
- Respond to your baby's cues. Follow your babies lead and let her set the pace, choose foods to try and decide when she is done
- Combine nonverbal signals to help your baby communicate "all done" or "more"
- Don't get into food fights by forcing your baby to eat
- Make eating an enjoyable family time: have your baby take part in your own meals so s/he can copy your eating behaviors and always stay with your baby while s/he is eating
- Put an underlay of plastic under the chair of your baby –so it does not matter if your baby spills.

**Baby Alert**

Breast milk or first infant formula will still be your baby's primary source of nutrition for several more months, so don't worry if your baby does not eat very much. At this stage he is just learning how to chew, what foods feel like, how they taste, and how to swallow.

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**POINTS TO REMEMBER**

### ***Baby-Led Introduction of Solid Foods (6 months)***

- Right from the beginning at 6 months you can start by introducing a variety of savory foods representing a range of textures. Follow your baby's cues as to what she wants to eat and let her explore different tastes. Continuing to breast feed will increase your baby's immunity for a year.
- Your child is ready for solid food when he has head control, can sit upright, and when the tongue is no longer used to shove the food out of the way. Moreover, your child looks curiously at the food and opens her mouth when she sees the spoon.
- Let your baby eat in the high chair with your family whenever you can—not in front of the television or on the run. Be sure to do up the baby chair safety straps.
- Introduce solids at 6 months starting with a small amount of food once a day. Until then, breast milk or formula is all your baby needs. Waiting for solids until 6 months has been shown to reduce the risk of your baby getting allergies and, if you are breastfeeding, it will also increase your baby's immunity for the rest of the first year.
- Feed your baby in a high chair or let your baby sit in your lap—not in front of the television or while moving about. Be sure to do up the baby chair safety straps.
- Check out the latest guidance on introducing solids from your health visitor, Ministry or World Health Organization web sites.
- Begin once a day feeding at a time where your baby is comfortable and not too hungry.
- Do not worry if your baby does not seem interested in eating off the spoon. Let him smell and taste and touch the food, and eat with his fingers.
- Let your baby have his own spoon and model feeding yourself with a spoon.
- If your baby leans back or turns his head away from food he has probably had enough or is bored with the food game.
- Remember, babies first need to learn how to chew and swallow and your baby's nutrition is still mostly from milk. This will gradually change by 1 year, when your baby will now be getting most of their nutrition from solid foods. You can think of the offering of first solid foods as play time and practice for learning how to eat. By 7-9 months babies manage to eat very well and you will be offering 3 meals a day.
- Start with food that is finger-shaped so your baby can hold it and always try to stay with your child, when s/he eats, so you can take action if necessary.

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**Nurturing feeding**

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**POINTS TO REMEMBER**

### ***Paced, Baby-directed Bottle Feeding***

- Feed your baby by following your baby's hunger cues. Hold your baby in your arms and invite your baby to use the bottle rather than forcing the nipple/teat into your baby's mouth.
- Make sure the milk is not too hot (37 degrees) by testing a bit of milk on your wrist.
- Make sure the teat/nipple hole isn't too small or too big. The teat/nipple hole is the right size when the milk runs several drops per minute. A small hole will frustrate your baby and make her swallow air. A large hole will result in your baby gulping milk too quickly.
- Hold the bottle at a low angle so that the teat/nipple is partly full, and your baby can control the amount of milk taken in. The teat/nipple does not need to be full of milk or the flow will be too quick.
- Allow your baby to control the milk intake during feeding. Have natural pauses or breaks when your baby is restless so there is no pressure to finish the bottle, and there are opportunities for burping.
- Stop when your baby lets go of the teat/nipple and doesn't want any more milk.
- Don't worry if your baby doesn't burp every time you pat her, she probably doesn't need to burp.
- Be present and aware of your baby's signals. Stay calm and minimize distractions during feeding. Be sure to turn the TV off.
- Keep your baby calm and up right for 20 minutes after feeding and avoid too much activity.
- Minimize the number of people feeding your baby to provide predictability to the feeding routine and enhance secure bonding.

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**POINTS TO REMEMBER**  
**Ensuring Your Toddler's Safety: Part 1**

Toddlers are driven to explore and are curious about everything—they have no inhibitions and don't understand danger! Therefore one of the biggest challenges for parents is doing as much as possible to keep your child safe. Do this checklist and see how toddler-proof you are.

Action	yes	no
Monitor and supervise my toddler at all times; am vigilant about this.		
Toddler-proofed every room in my house		
Keep emergency numbers next to the phone (including a poison control number)		
Keep curtain and blind cords out of reach		
Ensured all my windows are lockable and use window guards		
Put plastic covers on electrical outlets		
Unplug electrical appliances when not in use		
Put latches on cupboard doors and drawers		
Keep chairs and cribs away from windows		
Keep small objects such as coins, marbles, batteries and purses out of reach of my toddler		
Keep toilet seat closed at all times. If my toddler is attracted to water, keep the bathroom door closed/locked or use a toilet seat lock		
When bathing child, I do not leave a filling/filled bath unattended. I keep my toddler with me while bath is filling. Once my child is in bath tub, I do not leave, even for a second. I drain water as soon as my child is out of bath		
Do not leave my toddler alone with my pet and keep litter box in walled off area		
Made sure my plants are not dangerous (called poison control center)		
Installed baby gates at the top and bottom of stairs		
Use fire-retardant sleepwear		
Turned down the temperature on my hot water heater		
Locked all medications (including vitamins) in lockable medicine cabinet or cash box that can be latched on a top shelf		
Keep all products such as shampoo, cosmetics, nail polish remover, household cleaners, scissors, razors out of my toddler's reach		
Keep electrical hair dryers out of my toddler's reach		
Keep stuffed animals away from cooking area		
Turn pot handles toward back of stove; secure oven door		



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**POINTS TO REMEMBER**  
**Ensuring Your Toddler's Safety: Part 2**


Toddlers are driven to explore and are curious about everything—they have no inhibitions and don't understand danger! Therefore one of the biggest challenges for parents is doing as much as possible to keep your child safe. Do this checklist and see how toddler-proof you are.

Action	yes	no
Never leave my toddler unattended while eating; do not give him popcorn or peanuts until he is 3 years old		
Have a play area in kitchen—give him his own cupboard with plastic containers, wooden spoons etc.		
Make sure that all my child's toys are approved for his age		
Put fireplace guards around fireplaces or heaters		
Supervise my toddler when he's using a riding toy		
Use a helmet when my child is riding a tricycle (to get in habit)		
Keep my toddler in a car seat and strapped in facing the rear. (Children should be rear facing until they weigh at least 20 lbs AND are one year of age.)		
Use a government-approved car seat. I never ride in the car with my toddler in my arms. I will keep my toddler in a car seat until he is at least 40 lbs and then in a booster seat until he is 49".		
Never leave my child unattended in car, even if dashing to the store for a minute.		
Put sunscreen on and sun hats on my children when in the sun		
I have taken a first aid and infant/toddler CPR class		
I stay within arm's reach of my toddler near traffic, water, or other dangerous situations.		
I am teaching my toddler to "stop" for traffic and to hold my hand as we cross the street		
In very dangerous or crowded situations (near water, near traffic, in a busy airport) I keep my toddler safe in a backpack, stroller or harness.		



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**HANDOUT**


**Things I Can Do (9-12 months)**

Activity	Date/Check	Observations/Comments
I can tell the difference between my parents and other grown-ups		
I have discovered myself in the mirror		
I can wave bye-bye		
I can search for something that is hidden		
I can jabber		
I understand "no"		
I can understand what you are telling me		
I can reach out for what I want		
I am curious and want to examine things		
I can pick up a small object with my fingers		
I like "touchy-feely" books		
I recognize my favorite foods and trying new flavors		
I am drinking from a sippy cup and like to feed myself with a spoon		
I love pat-a-cake and other peek-a-boo games		
I am crawling with my belly off the floor		
I can pick up foods accurately using fingers and hands		
I can stand alone briefly		
I am cruising		



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**POINTS TO REMEMBER**


**Deciding About Weaning\* Your Child**


The World Health Organization (WHO), American Academy of Pediatrics and all 4 United Kingdom health departments, recommend exclusive breast feeding for the first 6 months of life, the introduction of solids at about 6 months and continued breast feeding with family foods through the first year and for as long as the mother and baby want to continue. The WHO recommends breast feeding for at least two years. The reason for this recommendation is the research showing the beneficial immunological, nutritional, and health benefits for the baby and the mother. In the first few months of introducing solid foods, our baby will still get most of his nutrition from breast milk or first infant formula. Remember, the introduction of solids from 6-12 months is more about the baby learning how to self-feed and swallow than his nutritional needs.

Deciding when to stop breastfeeding is a personal and individual decision. Some families will decide to stop at 6 months, while others may continue to breast feed beyond a child's first birthday. The decision about when to stop breast feeding may be influenced by factors such as your personal preferences, work and travel schedule, your health, your child's health, or by the cues your child gives you she is ready to be weaned.

Many mothers make the decision to stop breastfeeding with mixed emotions. On the one hand, it can mean more flexibility and freedom, but on the other hand it also can also represent a loss of intimacy with your child. Regardless of when you decide to stop breastfeeding your baby or toddler, the best approach is a gradual, gentle process that is flexible and pays attention to what both you and your baby need. When this is done, weaning can be a positive experience for both you and your baby.

Stopping breastfeeding does not have to be an all-or-nothing proposition. Some women choose to stop during the day and breast feed in the evening or morning. Weaning is easier if your child has taken milk from a bottle (or sippy cup if your child is older than 12 months) before stopping breast feeding. So it's a good idea to give an occasional bottle of expressed breast milk to your child around 4-6 months. Even if you plan to continue breast feeding, giving the occasional bottle of expressed breast milk can make it possible for others to be involved in your baby's feeding process and give yourself a little freedom from feeding.





\*Regarding the term "wean" — this is meant in the American sense, not the British sense. In the US,

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## Trainee Assignments Session Four



### To Read:

- Read chapter 6 in *Incredible Babies* Book by Carolyn Webster-Stratton, Ph.D.

### To Practice:

- Talk with a parent of a baby (6-12 months) about child led feeding & complete a safety check. Complete “Things I can do” journal with the parent.

### To Study:

- Review vignettes in Part 6 of baby program with questions in group leader manual.

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## On-going Process for Group Leader Accreditation

- Start your group and video your groups
- Do on-going peer review with co-leader (review your group sessions and plan together)
- Obtain consultation from Incredible Years (share video clips, participate in Zoom consultation)
- Keep paperwork (session checklists, final evaluations, attendance, process checklists)
- Send in a full video for review half-way through your first session
- Have fun!
- **Start accreditation process early!**



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**Thank you for your participation  
in the Incredible Babies Group Leader Training.  
Have fun delivering this program!**



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