

Family Visit Infant Activities

Leg Movements

Ask the parent to lay the baby down on the Green Blanket in front of you. Ask the baby if you can try to move their legs like they are riding a bicycle.

Ask the students:

- What did the baby say when I asked if I could move their legs?

Pause, and wait for a response from the students. They may say the baby cannot talk. Respond by saying the baby cannot talk (yet) but they can communicate.

Ask the students:

- Where is the baby looking?

Move the baby's legs in a gentle motion like they are peddling a bicycle. Ask the students to identify whether the baby's legs are relaxed or tense when you are moving them in this motion.

Remember to always ask questions that are relevant to the baby's reactions and emotions that will allow students to relate what they are seeing to what you are asking (reading the baby's cues).

Below are some questions you may want to ask the students:

- Does the baby want me to continue doing this with their legs or to stop?
- Where is the baby looking?
- Is the baby making any sounds?
- What does this tell you about how the baby is feeling?

Engage the students by having them sing the song, *Row, Row, Row Your Boat* while you continue to move the baby's legs.

Now ask the parent to move the baby's legs in this motion while you sing the song again with the students.

Ask the students to watch for the baby's reaction.

Ask the students:

- What was different from when I interacted with the baby to when their parent interacted with them?
- Which do you think they preferred?



We ask the parent to answer “not yet” when asked developmental questions, to honour the unique development of the baby. The parallel message to the student is that they also have a unique timetable for development, physically, cognitively, emotionally and socially. The message is that we respect the baby's developmental stage as we do the students developmental stage and we have faith that they will develop in due course.

Distractibility – Observing Temperament

Choose a toy that the baby might be interested in. Place this toy in front of the baby and allow them to interact with it. Then take out a second, different toy that makes a sound. Out of the baby's line of sight, shake the new toy so that it makes sound. (Note: This is the only time it is okay to bring out two different toys on the Green Blanket)

Remembering to read the baby's cues, here are some questions that you could ask and suggestions that you can make as the baby interacts and responds:

- Did the baby look when I shook the new toy?
- Did the baby remain focused on the original toy?
- Do you think this means the baby is distractible?



Whenever you identify a temperament trait, remember to bridge it to the students' experiences and their own temperament. For example, say to the students: "Raise your hand if you are more distractible and when you hear a noise you need to look and see where it is coming from. Now, raise your hand if you are less distractible and are able to focus on things for a longer period of time. Now, raise your hand if you think you are somewhere in the middle of *distractibility*."

Rolling Over – Tracking Milestone Development

Ask the students:

- What happened last time when we put the baby on their back on the Green Blanket to see if they could roll over?
- What do you predict will happen this time?

Ask for the baby's permission to put them on their back on the Green Blanket. While the baby is on their back, take a toy that they are interested in and place it on either their left or right side. Shake the toy and see if you can get the baby's attention. Remind the students that they are reading the baby's cues. Ask the students what they are observing about the baby.

Remember to always ask questions that are relevant to the baby's reactions and emotions, and that will allow students to relate what they are seeing to what you are asking (reading the baby's cues):

- What is different from the last time we tried this activity?
- How do you think the baby is feeling when they are trying to roll over and it is difficult?
- If the baby cannot do this, do you think that they will be ready to do this next time you see them?



This activity may not work if the baby is not interested in trying to reach the toy. You might say, "I am reading the baby's cues and it looks like they might not be interested. Now we are following the baby's lead and changing the activity."

APPENDIX 2-B

Ask the parent if the baby has tried to roll over at home and if they have a preferred side to roll over on. Most babies start to roll around 4 months but each baby is unique in the timing of when they are ready to start to roll over. Let the students know that if this is a “not yet” for the baby, you will continue to try this and see if the baby is ready to do it next time.