

Family Visit Infant Activities

Communicating

If the parent feels comfortable, ask them to make a sound or say a word to the baby that they know the baby likes to say back to them (e.g., animal noises, *mama* or *dadda*). Leave time to observe this interaction between the parent and the baby.

Remembering to follow the baby's lead, here are some questions you can ask and suggestions you can make as the baby interacts and responds:

- What is happening?
- How is the baby communicating with their parent?
- What do you think is happening in the baby's brain right now?
- What is the parent doing for the baby?

Ask for the baby's permission to try this activity with them. Ask the students:

- What do you think will happen if I say the same words/make the same sounds to the baby?

After making the sound to the baby, and leaving time for the students to observe, ask questions, such as:

- How is the baby's response to me different from his/her response to the parent?
- Why do you think this is?
- What do you think the baby is thinking?

Sitting on an Infant Roll

Place the infant roll lengthwise on the Green Blanket. Ask for the baby's permission to put them on the roll. Straddle the baby on the roll with one leg on each side and be sure to support the baby's back and tummy.

Remembering to follow the baby's lead, here are some questions you can ask and suggestions you can make as the baby interacts and responds:

- What do you think that the baby thinks about this position?
- How is the baby feeling right now? How do you know?

While the baby is in this position, you can sing a bouncing song. While holding on to the baby, bounce the baby to the rhythm of the song. Do this movement to a song such as, *Little Red Wagon*, or have students decide which song they would like to sing.

Putting Baby on Their Tummy

Ask the students:

- What happened last time when we put the baby on their tummy?
- What do you think will happen this time?

Ask for the baby's permission to put them on their tummy. Take a toy that the baby is interested in and place it slightly out of their reach. Give time for the students to observe the baby's reaction.



Remembering to follow the baby's lead, here are some questions you can ask as the baby interacts and responds:

- What is happening?
- Is the baby making any sounds?
- Are they trying to reach for the toy?
- Are they frustrated or do they keep trying?
- How does this make you feel watching the baby try to get the toy?

Give the baby the toy and ask the students questions, such as:

- How does the baby feel now?
- How do you feel now?
- If the baby gets frustrated, ask the students: Has there ever been a time that you felt frustrated?



Whenever you identify a temperament trait, remember to bridge it to the students' experiences and their own temperament. You can say, for example: "Raise your hand if you can keep trying and trying and you don't get frustrated. Now raise your hand if you get frustrated a bit more easily."

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 can ask and suggestions 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*."