PARENT-INFANT INTERACTION MODULE

PII ASSESSMENT:

MATERIALS:
- Daily Activities Checklist
- Parent-Infant Interaction Observation Worksheets
- PAT-HV Checklist
- PAT Supplemental Manual (developmental information)
- Toys

SESSION GOALS:
- Provide rationale
  - Taking time to play with your baby is an important aspect of parenting; Babies require stimulating interactions and activities to grow & learn; By playing with your baby and engaging in stimulating activities, you can make your relationship with your child more positive; By interacting positively with, and talking to children during the activities that occur everyday, like bath time, meal time, and getting dressed, you will provide your child with many opportunities for learning.
- Administer Daily Activities Checklist with parent (if haven’t already) and review
- Provide instructions for the assessments
  - In order to make this as useful a service to you as possible, I am going to ask you to show me how you interact with your baby
  - I would like to watch while you and your baby play. I will watch from the beginning of the activity until the end. During that time, do whatever you would normally do to begin and end the activity. Just interact with your baby as you normally would, and pretend that I'm not here. Unless you need to talk to me about something important, just wait until the observation is over.
  - If the parent talks to staff during the observation, respectfully ask her to wait until the observations are over.
  - Complete the Parent Infant Interactions Observations WS and PAT Checklist
Do not provide specific feedback to the parent during baseline. If the parent has questions about her performance, reassure her that observing now helps you know how best to offer your help to her.

Should have assessed two to three situations prior to this, if not, will need to observe

- Cover developmental information for the appropriate age range. Provide copies for the parents. Go over the information in an interactive manner.
- Either move on to training or another topic
FIRST TRAINING SESSION:

**MATERIALS:**
- Parent-Infant Interaction Observation Worksheet
- PAT-HV Checklist
- Positive Parenting with Infants Handout
- Activity Cards
- Toys

**SESSION GOALS:**
- Give session overview
  - Today we will focus on skills that are related to holding, touching, and making eye contact with your baby. We also will discuss skills related to talking and communicating with your infant, such as talking about what you are doing, imitating the infant’s sounds, and using affectionate words.
  - Then, I will explain and demonstrate some ways of interacting
  - Afterwards, you will have an opportunity to practice
- Provide rationale and give parent the “Positive Parenting with Infants” Handout
  - Taking time to interact with your baby is an important aspect of parenting
  - Babies require stimulating interactions and activities to grow and learn
  - By playing with your baby and engaging in stimulating activities, you can make your relationship with your baby more positive
  - By interacting positively with, and talking to babies during the activities that occur everyday, like bath time, mealtime, and getting dressed, you will provide your baby with many opportunities for learning.
- Describe and model targeted behaviors – try to make this interactive – see what the parent does naturally, and go with what the baby is doing. If behavior doesn’t naturally occur, ask parent to demonstrate it, or you model it and discuss. Pay particular attention to the baby’s response to the nurturing behavior of the parent.
• Have parent practice as much as possible:
  o Let’s practice doing ________ (whatever skill you are going over).
  o Provide positive / instructive feedback of skills covered
  o Do additional practice where needed

Here are the skills we are targeting. Make sure to discuss/observe/practice each one.
  o Responsivity
    ▪ Being responsive is a very important part of interacting with your baby. It involves paying attention to cues from your baby and directing your attention to your baby’s facial expression, movements, and sounds
    ▪ How a baby behaves is a cue about whether he/she is overly stimulated or ready to play
    ▪ If your baby is fussy, overly tired, or overly stimulated, stop do things that are more active or stimulating and use soothing touches and voice
    ▪ If your baby seems ready to play, this is the time to try more stimulating activities
    ▪ Look at your baby’s face. Where is s/he looking? Is he/she watching something or looking around the room? Is he/she calm & content or upset?
    ▪ Listen to your baby. Is he/she quiet, babbling or crying?
    ▪ Look at your baby’s body. Is he/she tense or relaxed? Moving or lying still?
  o Imitating behaviors
    ▪ Imitating behaviors means copying your baby’s smiles, eye contact, and sounds
    ▪ Imitating can prompt your baby to engage in these behaviors longer
    ▪ You can imitate your baby’s facial expression, such as copying your baby as he/she yawns or looks surprised or makes a funny face. If your baby is fussy and crying, rather than imitating his/her facial expression, you can try having a concerned face
    ▪ You should not have an angry or frustrated facial expression
Looking

- Babies prefer to look at faces more than anything else
- By just looking at your baby, you are communicating with him/her
- Your facial expression can tell your baby a great deal. Your baby will have a sense if you are upset, happy, etc.
- Babies also enjoy looking at bold, contrasting colors rather than pastel or same-colored objects

Smiling

- It is important to smile at your baby from the earliest days. At around 6 weeks your baby will start to smile back at you
- When your baby smiles, imitate this behavior. When you smile back, your baby is more likely to keep smiling

Holding

- Holding your babies provides comfort, reassurance, and pleasure
- Remember to support your baby’s head
- Infants like to feel your warmth, softness, and heartbeat
- Your baby may have preferences for how s/he likes to be held. Let’s try different ways and find the ways your baby likes best
  - First, try cradling your baby in your arms
  - Now, hold your baby upright against your shoulder
  - You can also face your baby away from you and hold him/her around the waist and under the legs (seated), so your baby can look around
  - If your baby has gas or needs to be burped, you can hold your baby with his/her stomach on your forearm and his bottom resting against your stomach. This puts slight pressure on your baby’s stomach to help expel the gas. You can also pat or rub your baby’s back this way
    - Some infants are less responsive to being held than others. Be sensitive to your baby’s preference.
  - By holding your baby often, s/he will learn to depend on and trust you

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You CANNOT spoil your baby by picking him/her up too often or holding him/her for too long.

As your infant gets older, s/he will need less holding, as s/he will want to explore and learn more about his/her environment.

- **Touching**
  
  Gentle touching is very important for your infants’ health and growth.
  
  Most babies like to be touched and held during different types of activities throughout the day (e.g. play time, mealtime, bath time, and dressing).
  
  Always support your infant’s head, and NEVER shake your baby.
  
  Examples of positive touching include:
  
  - Rocking
  - Light patting
  - Stroking the face
  - Kissing
  - Rubbing the hands, feet, head
  - Raspberries on the belly
  - Gentle tickling

- **Rocking**
  
  Babies may like to be gently rocked.
  
  NEVER shake your baby. If the rocking is too strong or forceful, it can cause brain damage.
  
  You can rock your baby when sitting or walking slowly around the room.
  
  Pay attention to baby’s cues, if s/he does not seem to enjoy the movement, try to change the style or let your baby be still.

- **Light Bouncing**
  
  Light and gentle bouncing while standing or walking around the room can help soothe your baby.
  
  Remember to support your baby’s head.
  
  Again, NEVER shake your baby. If the bouncing is too strong or vigorous, it can cause brain damage.
Do not bounce your baby if you have just finished feeding him/her

Calming a crying baby

There is no single way to calm a crying baby. Parents usually have to try lots of different things. You can:

- Try a diaper change, feeding, and burping
- Lean over baby without picking him/her up and talk softly and continuously
- Guide baby’s hand to your baby’s mouth or give your baby a pacifier
- Gently rub your baby’s back while your baby is lying down or in your arms
- Hold your baby
- Rock your baby in your arms while sitting or walking
- Wrap your baby in a blanket with arms and legs inside (i.e., swaddle)
- Make soothing sounds, sing quietly, or talk softly

It is OK to put your crying baby down for 5-10 minutes and try again if s/he is still crying. This will give you a break, too

Sometimes your baby will cry regardless of what you do. This is natural but can be distressing and frustrating for your baby and you. If it gets to be too distressing, lay your baby in the crib and wait a few minutes until you have time to take a deep breath or calm down

Take a short walk with your baby in a stroller or while holding your baby.

At night, babies wake up often and put themselves back to sleep without crying or having a parent come to them. If your baby regularly cries at night, you can wait a few minutes before checking on him/her to see if he/she will fall back asleep

Talking to your baby while making eye contact

While looking at your baby’s face and eyes, use simple words and short sentences
- At first this may seem strange and uncomfortable because your infant does not understand what you are saying, but after a while it will become very natural
- This is very important because the more you interact and talk with your baby, the more he/she learns
  o Imitating baby’s vocalizations
    - Imitations should always be sincere and loving, not mocking or sarcastic. This promotes a “back-and-forth” interaction between you and your baby
    - Imitate vocalizations your baby makes—cooing, ahh, etc. (NOT crying)
    - Make imitations within a few seconds after your baby makes a sound
    - Remember to use eye contact and smile
    - If your baby continues to make sounds, keep imitating those sounds
  o Saying loving words and affectionate names
    - Use affectionate names for your baby (e.g., sweetie, cutie, big girl/boy)
    - Compliment your baby (e.g., you’re so sweet, that was so silly, you’re such a big girl/boy)
  o Talking about what you are doing
    - Talk to your baby about what you are doing as you are going about your daily routine. It doesn’t really matter what you talk about
    - It may seem unnatural at first, but exposing your baby to a lot of talk is very important for language development
    - It is important for your baby to just hearing your voice
  o Talking to sleepy babies
    - Be responsive and pay attention to whether your infant is wide awake, drowsy, or ready to fall asleep
    - If your infant is wide-awake, it is likely that s/he will be most responsive to you when you talk to him/her. This is the time to use a more animated voice
    - If your baby is drowsy (about to fall asleep or just woke up), a quieter, calmer, more soothing voice is more appropriate. This is a good time to softly sing your baby a lullaby
NOTE: It may take a couple of sessions to go through all of these behaviors.

- Ask parent if she/he has any questions
- Introduce activity cards
  - Give parent a set of Activity Cards – focus on behaviors you are targeting with the parent
    - These are fun, stimulating ideas that you can use to increase positive interactions between you and your baby. Each card is an activity that will help you learn new ways to play and communicate with your baby and encourage his/her language development.
  - Decide on the activities the parent will practice before your next visit and how many times they will practice each activity.
  - Help the parent find a place to keep the Activity Cards that is convenient, within eyesight and easy to access on a daily basis.
    - Do you have a place where you can keep these Activity Cards?
  - Ask if the parent has any questions
- Summary – review main points of session
  - Remind parent to use the skills that they have practiced while interacting with their baby
- Provide general positive feedback
PARENT-INFANT INTERACTION MODULE

Training Outline

ADDITIONAL TRAINING SESSIONS:

MATERIALS:

- Daily Activities Checklist
- Parent-Infant Interaction Observation Worksheet
- PAT-HV Checklist
- PAT Checklist – Infant
- Planned Activities Training Parent Handout (booklet)
- Toys

SESSION GOALS:

- Conduct a play observation. Complete a Parent-Infant Interaction Observation Worksheet
  - Provide positive / instructive feedback
  - Do additional practice where needed
- Review skills learned in previous session
  - Briefly review the skills introduced in the last session
  - Talk about what skills, activity cards, and situations were addressed during the parent’s practice over the last week.
  - Answer the parent’s questions, and encourage him or her to keep practicing.
- Provide rational for guided play
  - Taking time to play with your baby is an important aspect of parenting.
  - Babies require stimulating interactions and activities to grow and learn.
  - By playing with your baby and engaging in stimulating activities, you can make your relationship with your baby more positive.
  - By interacting positively with, and talking to babies during the activities that occur everyday, like bath time, mealtime, and getting dressed, you will provide your baby with many opportunities for learning.
- Have parent practice PII skills already learned for the rest of the session
  - Rather than directing the parent to do a particular activity, ask her what activity she would like to do and work within that activity.
In addition to using the activity cards and the daily routines you usually observe (bath, diapering, dressing), the parent should be encouraged to be creative and make up new play activities.

The parent should use all of the behaviors that have been taught in the previous sessions.

- Provide positive / instructive feedback of skills covered
  - Do additional practice where needed
- Ask parent if she/he has any questions
- When it appears that the parent is comfortable using these interaction skills in play situations and with the activity cards, move on to some of the targeted situations from the Daily Activities Checklist
- Assess the parent’s PII skills in a daily activity
  - Complete 1 PII Observation Worksheet for each activity
  - Provide positive/descriptive praise
  - Provide instructions and model any corrections as needed
  - Have the parent practice skills performed incorrectly, give feedback, and repeat until the parent does the skills correctly
  - Ask if the parent has any questions

**INTRODUCING PAT:**

- Give session overview
  - Today we will focus on the 10 steps of planned activities training.
  - But first, I will conduct an observation of you interacting with your infant like we did last week. Then I will give you feedback about your interaction, and we will review the skills that you have been practicing since last week.
  - Next, I will explain and demonstrate some new ways of interacting with your baby
  - Afterwards, you will have an opportunity to practice these skills with your infant, and then we will role-play the skills as if your baby is a toddler
- Conduct a play observation. Complete a Parent-Infant Interaction Observation Worksheet
  - Provide positive / instructive feedback
o Do additional practice where needed

- Provide rationale for PAT
  o *PAT is use to promote appropriate and positive interactions with your baby and to prevent challenging behavior as your baby grows older. If situations can be arranged so that misbehavior does not occur, then parents do not need to worry about dealing with challenging behavior.*
  o *Encouraging children to be involved in activities reduces the opportunity for misbehavior. When children are engaged in activities, they are less likely to misbehave.*
  o *While some of these misbehaviors may not seem particularly relevant now while your child is an infant, they are still important for involving your baby in activities and teaching him/her as he/she grows and develops.*

- Ask parent if she/he has any questions

- Describe and model PAT steps
  - NOTE: Items that are not bold are relevant to children who are walking. Since the child is not yet walking, discuss those items as relevant for the child in the future. **ONLY MODEL THOSE STEPS THAT ARE APPROPRIATE FOR INFANTS.**
  - Make examples relevant to a play activity
  - Give parent the PAT Checklist–Infant:P to take notes on while discussing
  - Go through the steps
    1) **Prepare in advance**
      o *Have a plan for what you are going to do*
      o *Get supplies ready in advance*
      o *Give advance warning*
    2) **Explain the activity**
      o *Gain the child’s attention*
      o *Explain to the child what he/she will be doing in a positive and excited way*
    3) **Explain the rules (CHILD ONLY)**
      o *Keep the directions and rules simple and clear*
      o *State what to do, rather than what not to do*
4) Explain the consequences (CHILD ONLY)
   - Let your child know that there will be consequences for following rules and not following rules (positive and negative)
   - Let the child know about desired and undesired behaviors, and which consequences will occur and when
   - Always be willing to follow through with what you say

5) Give choices
   - Giving choices will keep your child engaged and more interested in the activity
   - Your infant may not fully understand what you are saying but it will be good for your baby for you to get in the habit of giving choices now
   - Giving choices improves thinking skills and nurtures language development

6) Talk about what you are doing/incidental teaching
   - Incidental teaching is teaching about things that come up, like telling your infant, “See the red car? This is red.”
   - Talking about what you and your baby are doing makes interactions with toys and activities more rewarding and engaging
   - It can teach simple skills and promote language development
   - Make statements to the child in a positive, respectful tone
   - When asking your infant questions, it is important to become comfortable with answering yourself, since the answers are part of your teaching
   - If you become agitated or angry or your infant loses interest, the interaction should be stopped or redirected to another activity

7) Use positive interaction skills
   - Use your physical and verbal interaction skills that you have been practicing
   - Positive attention and interactions increase bonding

8) Ignore minor misbehavior (CHILD ONLY)
   - Pay attention and reward good behavior
   - Comment on all good behavior and ignore minor annoying problems (behavior that's not harmful to self/others)
Your child will sometimes display negative behavior. It is best to deal with minor misbehavior by ignoring it or redirecting your child.

Children love attention, the more attention you pay to your child’s problem behaviors, the more likely your child will repeat the behavior.

9) Give children feedback following an activity
   - Describe what your child did well
   - Your attention is the primary way you can give feedback. For example, when you look and smile at an infant, your infant will respond. Likewise, if your infant does something inappropriate like spit his or her food, removing your attention and not laughing will make your baby less likely to repeat that behavior. Giving verbal feedback about your baby’s behavior will become more important as he/she grows older.

10) Provide rewards or practical consequences (CHILDREN ONLY)
   - You want to encourage good behavior with rewards/attention (remember children love attention, this is a GREAT positive consequence!)
   - If rules were broken, give the consequence
   - Remember, always follow through with what you say

- Ask if the parent has any questions
- Have parent practice using PAT skills (play activity) with the child (approx. 10 minutes of play)
  - Help the parent fill out PAT- Play Checklist for the chosen activity and detail out the steps
  - Have the parent and child do the activity, or do it with them to help model skills as needed
  - Provide positive / instructive feedback
  - Practice again skills that need improvement, give positive and instructive feedback
- Establish goals for upcoming week
  - Ask parent to continue to practice PAT as well as the interaction skills addressed during the first three sessions. Encourage the parent to practice using PAT in a variety of situations.
REMAINING SESSIONS:

- Review skills learned in previous sessions
  - Briefly review the skills introduced throughout this module
- Discuss and practice the PII and PAT skills that still need the most work
  - Specifically and individually discuss each skill that has not reached mastery level
  - Practice each of these skills until mastery is achieved
  - Provide positive/instructive feedback
- [Generalization statement:
  - I’d like you to use those same skills that we discussed today in upcoming sessions. Please also use them during the week, when I am not here.]
  - (If needed): As soon as you master all the PII observation skills, then you’ll be able to wrap up this area of training and move on to the next thing.
- If applicable: Establish goals for upcoming week
- Summary - review main points of session
- Ask parent if she/he has any questions