PRENATAL

In this curriculum you will find background information for weekly topics for discussion related to stage of pregnancy. It also includes a weekly topical journaling activity for expectant parents.

DEVELOPMENTAL PERSPECTIVES

In this curriculum, you will find a set of three perspectives for each month from birth to thirty-six months.

1. The Child’s Perspective- a first-hand account from the perspective of one child at this age, seeing the world as one child may see it

2. The Parent’s Perspective- a first-hand account of how a parent may react to the developmental challenges and opportunities her child presents at this age
   Information for Parents- a narrative of additional information parents may find helpful for supporting their child’s development and managing family life at this age

3. The Professionals Perspective- a narrative for professionals to reflect on the opportunities for the parent and child of this particular age

Note the Developmental Perspectives Topical Chart which can be used as an index to locate other curriculum on similar topics.

NEWBORN ENCOUNTER

Each newborn encounter includes an observation and interaction with the parents focused on the newborn.
Items in this section:

- Newborn Encounter Protocol
- Hospital Parent Info form
- Current Newborn Encounter Documentation Form
- Eliciting Newborn Behaviors
- Newborn Perspectives
- Newborn Handout
- Sibling Rivalry Handout
- Twins Handout
PROTOCOLS

Encounter Protocols provide a structure for using our time in a way that enables us to incorporate developmental issues with relationship building techniques, which move us ahead in our work with the family. We seek to incorporate each element of these protocols in each interaction, noting what we learn from parents and children we serve.

Preparation
Assessment
Affiliation
Observation
Developmental Behaviors

System of Support
Baby TALK and System of Care
Reflection-On-Action
Documentation

This section includes monthly protocols from newborn to 36 months.

FORMS

Reference document for the most up-to-date forms and where they are located on the website.

ACTIVITIES

Activities provide a reflective structure to assist professionals in facilitating parent child interactions in a variety of developmentally appropriate ways. Each month offers 4 activities to engage families, think together about elements of development at this age, create opportunities to facilitate and observe interactions, and to reflect upon the meaning for the family.

Note: The activities were written in alignment with the state of Illinois Early Learning Guidelines for children birth to age 3, and each activity references one or two standards supported by the interactive activity.

1 month
- I love your voice! - Knows your voice
- My eyes can track! - Follows an object
- I can lift my head - Lifts head briefly
- Why do I startle? - Responds to a noise

6 months
- Left, Right, Write… - Transfers objects between hands
- Peek-A-Boo! I Learn By Looking At You! - Plays peek-a-boo
- Partially out of sight…but not out of mind! - Finds partially hidden toy
- Infant with a cause…and reaction! - Begins to understand cause and effect

2 months
- So, these are MY hands! - Hand awareness
- Do you want to talk? - Mouth noises, face-to-face interactions
- Is this what I look like, too? - Loves to look at faces
- I know what happens next! - Begins anticipating routines

7 months
- I feel for you! - Responds to your facial expressions
- Meet me in the middle - Holds objects mid-line
- BIG on Books Even Though I’m Little - Listens to you read and talk about books
- Your Little Handful Has Her Hands Full - Holds two of three objects offered

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### Baby TALK Curriculum Table of Contents

#### 3 months
- I can lift my head & chest! - Raises head and chest when on tummy
- Shake, rattle, and grasp! - Grasps and shakes toys
- Baby's Got Babble! - Begins to imitate sounds
- You make me smile! - Smiles socially

#### 4 months
- Rolling to back - Rolling over
- Sitting so Pretty - My neck is becoming stronger
- Learning through my senses, my mouth is the best! - Explores objects
- The World is a Rainbow! - I can see lots of colors now

#### 5 months
- That's my name! - When you call his name
- (Almost) In the palm of her hand! - Rakes small objects with whole hand
- Listen to the beat! - Reacts to music by cooing
- Hand to mouth? - Brings toys to mouth

#### 6 months
- How big is baby…so big! - Playing “so big”
- Since you thought that was funny, I’ll do it again! - Repeats actions
- Fill and dump, fun, fun, fun! - Puts objects in containers
- What’s on that spoon? - Holds a spoon

#### 7 months
- Listen to me! - May say a few words: "mama," "dada," and "uh-oh"
- Roll, roll, roll your ball! - Begins to roll or push a ball
- I know what you mean! - Responds to directions
- I can do it myself…please help me! - Wants to be independent

#### 8 months
- My Babble has meaning! - Babbling with consonants? Da, Ma, or Ba?
- I can use my fingers! - What small items does she want to pick up with her pincer grasp?
- Who’s that baby! - I reach out and pat the things I see in the mirror
- Ready, set, move! - Is the baby interested in motor activities?

#### 9 months
- What is the limit? - Setting limits
- Bang, bang, bang! - Bangs objects together at midline
- Here is my nose and there is a ball! - Points to body parts
- New people can be scary! - Stranger anxiety

#### 10 months
- Books are yummy! - Looks at picture books
- Look what my body can do! - Pulls to stand
- “The wheels on the bus…” - Likes moving parts on toys
- Look what I did!!!! - Shows pride in accomplishments

#### 11 months
- I love you the best! - Strongly attached to a specific toy
- May I have this dance? - Likes to dance to music
- I’m “telling” you no! - Shakes head “no”
- What’s the point? - Understands and uses pointing

#### 12 months
- I am SO frustrated! - Shows frustration by having a tantrum
- Let me show you how much I love you! - Shares affection
- See ya later! - Waves bye-bye
- I am learning to love being read to! - Wants to turn pages in books

#### 13 months
- I want you, don’t go! - May have difficulty with separation
- It’s a puzzle! - Completes a simple three or four piece puzzle
- You want me to do what? - Is able to follow simple directions
- I know what I want, I can let you know too! - Indicates wants

#### 14 months
- Play ball! - Tries to kick a ball; tries to throw a ball
- Head, shoulders, pants, and shoes! - Points to body parts and clothing when named
- We are family! - Enjoys looking at a family book
- Budding Monet- Scribbles on paper

#### 15 months
- Let's sing and motion! - Imitates songs and finger plays
- I can do it by myself! - Does things for himself
- If I want it, it’s mine; if I see it, it’s mine… - Is possessive of toys
- If you cry I will give you a hug! - Shows sympathy
<table>
<thead>
<tr>
<th>15 months</th>
<th>22 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know it’s still there! - Finds a hidden toy</td>
<td>In the fold - Folds paper</td>
</tr>
<tr>
<td>I want to be friends…maybe - Shows more interest in playing with others</td>
<td>I can make up my own mind! - Wants to make decisions</td>
</tr>
<tr>
<td>It may have been ok…now I am SCARED! - May show fear and insecurity</td>
<td>Let’s play charades! - Uses gestures when communicating with others</td>
</tr>
<tr>
<td>Let's have a (pretend) picnic! - Enjoys “Make Believe” play; wants to imitate adults</td>
<td>My scribbles are becoming more purposeful! - Imitates a circular scribble</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16 months</th>
<th>23 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>How high can I go? - Builds a four block tower</td>
<td>I know where my toys go! - Remembers where objects belong</td>
</tr>
<tr>
<td>I can climb stairs, and furniture, and… - Walks up steps and climbs</td>
<td>Up and down I go! - Goes up and down a slide</td>
</tr>
<tr>
<td>Do you understand me? - Babbles with expressions; may use simple words</td>
<td>Stringing beads, one by one! - Strings one-inch beads</td>
</tr>
<tr>
<td>I am loving my bath! - Pours water into different sizes of containers</td>
<td>The Wheels on the Bus go Round and Round…- Sings phrases of songs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17 months</th>
<th>24 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>I see what you’re asking and I can point to it! - Points to familiar objects</td>
<td>My block is a phone! - Begins engaging in simple pretend play</td>
</tr>
<tr>
<td>I can do it again, and again, and again - Enjoys doing the same things again</td>
<td>Let’s put these in order - Nests blocks or stacks rings in right order when shown</td>
</tr>
<tr>
<td>I can clean, fold, sweep…and I love it! - Helps in your jobs around the house</td>
<td>My many colored feelings - What emotions does your toddler express?</td>
</tr>
<tr>
<td>The cow says “Moo”, the dog says… - Makes animal sounds while looking at books</td>
<td>The cow says moo! - Matches sounds to animals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>25 months</th>
<th>31 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can pedal my trike! - Rides a tricycle</td>
<td>I’ve got this grammar thing down! - What does the say?</td>
</tr>
<tr>
<td>I can eat all by myself and it is messy and fun! - Feeds himself</td>
<td>I want you, I don’t want you, I need you! - Often displays contradiction</td>
</tr>
<tr>
<td>I think I need to go! - Begins to anticipate the need to go potty</td>
<td>How big is this? - Describing size</td>
</tr>
<tr>
<td>Help me get to the next step - Transitioning in activities</td>
<td>I pretend to be mommy, and teacher, doctor…- Enjoys pretend play</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>26 months</th>
<th>32 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are family! - Names people in family</td>
<td>Let’s talk? - Actively participates in conversations</td>
</tr>
<tr>
<td>1, 2, 3…count with me! - Understands the number one</td>
<td>SO, I think this means I have to go potty! - Begins to control bladder</td>
</tr>
<tr>
<td>Brush, brush, brush your teeth! - Brushes teeth with assistance</td>
<td>Is less more? - Which group has more?</td>
</tr>
<tr>
<td>I want to make you feel better… - Is self-centered, but tries to comfort others</td>
<td>Let me sort these out - Identifies categories</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>27 months</th>
<th>33 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can take off my clothes all by myself! - Independently removes clothes</td>
<td>Jump like a kangaroo - Jumps one to two feet in distance</td>
</tr>
<tr>
<td>My scribbles are starting to look more… - Draws “pictures”</td>
<td>Let's make something - Likes creating</td>
</tr>
<tr>
<td>Ask me a question, I bet I can answer it! - Answers questions</td>
<td>Will it float? - Learns about sinking and floating</td>
</tr>
<tr>
<td>I love my baby doll? - Plays with dolls</td>
<td>I follow the rules! - Begins to follow simple rules</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>28 months</th>
<th>34 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle to circle, square to square… - Matches shapes (circle, triangle, square)</td>
<td>Let me tell you about this - Draws picture and tells story about it</td>
</tr>
<tr>
<td>I can pay attention for a longer time, wow! - Gradually increases attention</td>
<td>Blue and red make… - Plays with mixing colors</td>
</tr>
<tr>
<td>Snip, snip, snip with my scissors! - Makes snips with scissors</td>
<td>I can do that AND that - Follows multi-step directions</td>
</tr>
<tr>
<td>I am a boy, I have brown hair - Identifies self as boy or girl</td>
<td>Make it stick! - Glues items on paper</td>
</tr>
</tbody>
</table>
29 months
- This is for this and that is for that - Understands functionality of objects
- Say what? - What words do you hear from your toddler during play?
- Bookworm - Looks at books on his own
- Come out, come out, wherever you are! - Plays hide and seek

30 months
- Picture this - Imitates adult when coloring/drawing
- So, this is what numbers mean! - Begins understanding the concept of numbers
- I'm giving it the boot! - Kicks a ball
- First this, then that - What happens next?

35 months
- Squishy fun! - Plays with modeling dough
- Red with red, circle with circle, I’ve got this! - Sorts colors and shapes
- I look like a flamingo! - Stands on one foot for five seconds
- You can't pull a fast one on me! - Wants books read just as written (don’t skip)

36 months
- And a one, and a two - Knows sequencing
- A trusted friend - Likes characters in books
- Look at my vocabulary grow! - Learning prepositions
- Dancing to the beat! - Enjoys moving to music
HOME VISITING

Refer to separate document located in the Home Visiting Folder named *Home Visiting Reference Guide*

TRAUMA INFORMED

Awareness for professionals who may encounter families suffering from traumatic life events and how these life changing events impact young children and families, and ways we can support the parent-child relationship in difficult times.

- Child Abuse
- Domestic Violence
- Grief and Loss
- Homelessness
- Losing a Child
- Mental Illness
- Substance Abuse and Families
- Toxic Stress and the Effects

PARENTING ISSUES

Year in and year out, parents struggle with the same basic issues in raising their children. Feeding, sleeping, discipline, toilet training, sibling rivalry... these and other issues are universal in the challenges they present to parents of young children. Baby TALK has developed these handouts to spur parents' thinking on these issues.

- Birth Order
- Building Responsibility in Children
- Child’s Play is “Growing Up Work”
- Children’s Books Related to Parenting Issues
- Children's Fears
- Clean up, Clean up
- Consequences if . . . Then . . .
- Discipline: Teaching With Love
- A Fun Family Feast
- Germ Warfare
- Good Days Vs. Bad Days
- Goodnight Toddler
- Habits: Good and Bad
- How Does a Child Grow?
- Learning to Share
- Manners
- Midnight Snackers
- Older Siblings and Sibling Rivalry
- Ready for Preschool!
- Secondhand Smoke and Your Baby
- Separations
- Teaching Your Child to Share
- Television: Is it Good or Bad?
- Temper Tantrums
- Temperament-Why Does My Child Do the Things He Does?
- Traveling with Tots
- What Should Your Child’s Schedule Include?
- Why Should I Read to My Child?
- The Young and the Sleepless
DEVELOPMENTAL NEWSLETTERS

An inexpensive way to deliver information to a large group of families is through developmental newsletters at regular intervals throughout their child's first three years. These letters contain information specific to the child's age:

- 2 Months
- 4 Months
- 6 Months
- 9 Months
- 12 Months
- 15 Months
- 18 Months
- 21 Months
- 24 Months
- 30 Months
- 36 Months

HOMEMADE TOYS

Vision
- Can My Baby See
- Colors All Around
- Hey Good Lookin’
- Look Into My Eyes
- Visual Development in the Early Months

Hearing & Language
- Mother Goose Rhymes
- Music for Your Baby
- Read to Me
- Talking Through the Day
- The Value of Board Books

Motor Development
- Baby-proofing Your Home
- Fun with Blocks
- Large Motor Development
- Puppet Play
- Within Baby’s Reach

Cognitive
- Cause and Effect
- Early Experiences
- How Your Baby Develops
- Object Permanence
- Sweet Success

Cycles & Routines
- Alertness Cycle
- Bathtime Fun
- Bedtime Routine
- Dressing, Diapering, Feeding
- Value of Daily Schedule

Social-Emotional
- Attachment
- Create Your Own Family Culture
- Sibling Adjustment
- Your Baby’s Family
- Your Perfect Baby

Families on the Go
- Along for the Ride
- Going to the Doctor
- Leaving Your Baby in Another’s Care
- Let’s Go to the Library
- Out and About with Baby
Preschool education is effective in strengthening the potential for positive growth and development of children and families. Children learn through the exploration of their environment and within social interactions, the most important being within his or her family. The Baby TALK preschool curriculum is designed to be used in Personal and Group encounters with parents of 3 to 6 year old children. Based on the Illinois Early Learning and Development Standards this curriculum addresses the developmental domains of the child and the child’s role in the family. Collaborations between parents, staff and community must occur to facilitate optimal learning for children.

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<thead>
<tr>
<th>Developmental Domains (90+ activities):</th>
<th>Preschool Handouts:</th>
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</thead>
<tbody>
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<td>Cognitive</td>
<td>Social/Emotional Development</td>
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<tr>
<td>Creative Arts</td>
<td>Language Development</td>
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<tr>
<td>Language Arts</td>
<td>Cognitive/School Readiness</td>
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<td>Math</td>
<td>Motor Development</td>
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<tr>
<td>Physical Development and Health</td>
<td>Discipline and Moral Development</td>
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<tr>
<td>Science</td>
<td>Role in the Family</td>
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<tr>
<td>Social Studies</td>
<td></td>
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</table>

**TEEN PARENTING**

**Intro- Who are Teenagers? (Adolescent Development)**

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<th>Prenatal:</th>
<th>Life with a Child:</th>
<th>For the Parent:</th>
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<td>Relationships</td>
<td>Prematurity</td>
<td>Staying in School</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Medical Care for Children</td>
<td>Relationships – General</td>
</tr>
<tr>
<td>Substance Abuse</td>
<td>Crying and Comforting</td>
<td>Relationships —</td>
</tr>
<tr>
<td>My Changing Body and Emotions</td>
<td>Safety</td>
<td>Fatherhood/Male</td>
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<tr>
<td>Development in Trimesters</td>
<td>Temperament</td>
<td>Involvement</td>
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<tr>
<td>Attachment</td>
<td>Story Time</td>
<td>Finances and Budgeting</td>
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<tr>
<td>Breastfeeding and Bottle Feeding</td>
<td>Play Time</td>
<td>Selecting Childcare</td>
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<tr>
<td>Preparing for Labor and Delivery</td>
<td>Sensory Play</td>
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<tr>
<td>Preparing Your Home</td>
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<tr>
<td>Baby Blues (pg 47)</td>
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LAPSITS

Each Lapsit begins and ends with the same song and fingerplay in order to remind children that they are in a familiar setting. The teacher introduces the theme for the day, reads two or three books, leads a fingerplay or song and then quickly explains any activities. The bulk of the time is spent by parents and children using appropriate books, fingerplays, songs and activities which will enhance the interactive play between parent and child. At the close of the Lapsit, parents are encouraged to speak to the librarians about appropriate books to check out for their children.

Lapsit Themes:

- Animal's Homes
- Balls
- Bears, Bears Everywhere
- Bedtime
- Big and Little
- Birds
- Boats Float
- Bugs
- Camouflage
- Circus
- Clouds
- Dinosaurs
- Ducks
- Fall Leaves
- Farm Animals
- Fish
- Funny Bunny Fun
- Gardening is Fun
- Going to the Zoo
- Happy Birthday to Everyone!
- Hats
- Heart - To - Heart
- I Can Get Dressed!
- Night Sky
- Peek - A - Boo
- Rain
- Snakes
- Spiders
- Squirrels
- Summer Fun
- Tails
- Trucks and Things That Go Bumpy Bump

FAMILY FUN TIMES

Family Fun Times provide an opportunity for preschool children and their parents to enjoy fun and learning together around a theme. Family Fun Times run anywhere from 60 to 90 minutes in length and are divided into three components:

1. Parent Instruction/Early Childhood Education
2. Parent-Child Together Time
3. Whole Family Time

Topics:

- Children's Fears
- Children's Play
- Consequences
- Daily Schedules
- A Fun Family Feast
- No One Like Me! Your Unique Child
- Read for Joy!
- Ready For Preschool!
- School Readiness Skills
- Birth Order
- Germ Warfare
- Monsters
- We’re Different, We’re the Same
- Too Much TV
- Sharing

COME SIGN WITH ME

“Come Sign with Me.” is a six-week series developed by Baby TALK to provide parents and children with some simple signs in a small group setting. The focus is on fun and interaction with no pressure to learn to sign. Parents are encouraged to incorporate signs into their daily life with their children. Parents express delight in learning to communicate with their children at home.
LET'S TALK KIDS COLUMNS

Let's Talk Kids parenting column, written by Baby TALK Executive Director Claudia Quigg, honors the expertise parents have about their own children and explores issues that are universal for families. From toilet training and sibling rivalry to establishing family values, Claudia Quigg provides thoughtful and accessible insights that are meaningful to families' needs.

-72 columns are included in this section

MISC

Bibliography
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