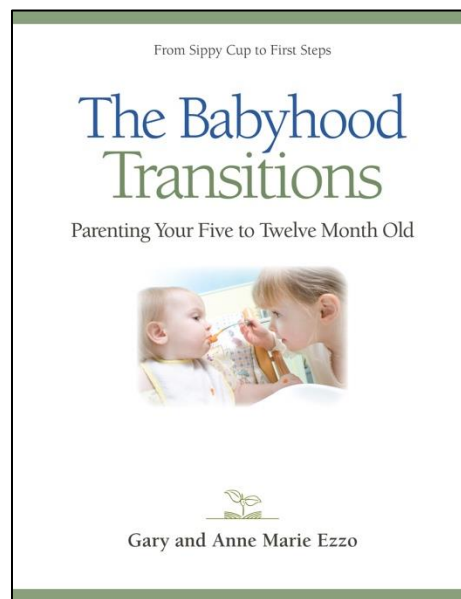


Leader's Guide
for
Babyhood Transitions



GrowingFamilies.*Life*

The worldwide mission of Growing Families, through its staff and ministry partners, is to provide families with parenting and family resources that will help instil, encourage, and perpetuate the passing on of biblical values from one generation to the next.

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Course Version Numbers

Course Title	Version / Date
Babyhood Transitions	2011

Points of Contact



www.growingfamilies.life
www.growingfamiliesleaders.life



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WELCOME!

This Leader's Guide has been put together with the aim of encouraging you as class leaders. So, congratulations on your commitment and faith to share in the journey of parenting with others. We believe that as leaders of Growing Families courses you have both an awesome opportunity and big responsibility to speak into the lives of the parents who join you in your classes.

Time and effort will be required to establish and maintain relationships, to encourage and reassure parents, and to humbly share your journey – both your successes and mistakes. So, we hope that this manual will help you share your insights, as well as extract the most out of the course material. We hope that you will bless each family you share your journey with.

Please use this resource in conjunction with the Leader's Guide introduction found at www.growingfamiliesleaders.life

Finally, we would like to share some scripture when God spoke to Moses as an encouragement. *“Who gave man his mouth? Who makes him deaf or mute? Who gives him sight or makes him blind? Is it not I, the Lord? Now go; I will help you speak and will teach you what to say.” Exodus 4:11 (NIV)*

May the Lord bless you in your ministry.

Geoff & Alicia Bongers.

A note from Gary and Anne Marie Ezzo

It is always a blessing to see others catch one's vision of discipleship in sharing not only a vision for one's parenting, but also the importance of being intentional in ones parenting. We are once again appreciative for all the effort Geoff & Alicia Bongers have put in preparing a Leaders Guide for those leading Babyhood Transitions. We are confident that this tool will be a tremendous resource for you as leaders in helping the young couples in your class to continue in their journey of biblical parenting. Further laying a solid foundation for the future. For “if the foundations are destroyed, what can the righteous do?” Psalms 11:3.

The entire leadership of Growing Families continues to stand in amazement and wonder observing all the Lord has done. He provided the vision and we along with many others have attempted to be obedient to the call and injunction that Jesus gave us all thousands of years ago "Go therefore and make disciples of all the nations... teaching them to observe all things that I have commanded you..."

May we all remember Who we serve and may His name be glorified through the efforts of all involved with this process.

Blessings,

Gary & Anne Marie Ezzo

Babyhood Transitions

Parenting Your Five to Twelve Month Old

It's reality - check time! Parents are at least four months into their tour of parenting and the complexity of child-training is starting to multiply. As their baby matures, both constant and variable factors influence his or her development and by five-months of age, the babyhood transitions require their attention. Parents will certainly not want to abandon that which has brought them so much success - their baby's routine.

What behaviours should you expect from pretoddlers? Feeding time for pretoddlers, for example, is now more than a response controlled by a sucking reflex. For the pretoddler, mealtime is part of a very complex, conscious interaction between what the child does and what his parents expect. Right and wrong conduct will be encouraged, discouraged, and guided when necessary. That's why feeding time, waketime, and bedtime provide wonderful opportunities for training.

One phrase you will hear us emphasize over and over again is "Begin as you mean to go." The *Babyhood Transition* series assists parents to establish the right patterns of learning for their child. Those critical patterns form learning structures that assist the child throughout their early development.

Finally, we can give trustworthy ideas and workable solutions, but not every possible application. As you read through each lesson, it is vital to think in terms of principle. Understanding a 'principle' of parenting, derived from your own hierarchy of beliefs and values, is a greater asset than just having a list of 'how-to' answers. Principle parenting is wisdom parenting!

First Night Leader Alerts

- Review the First Class section in the Leader's Guide Introduction available at www.gfileadersplace.com.
- You may like to choose to allow time on the first visit to be a catch up, share birthing stories but also as leaders to ask each parent – "How they are doing?" "Is their baby sleeping through the night" etc.
- You may like to split this course in half and do the first 2 visits initially and leave the last 2 visits until the babies are closer to 9 months.
- Please adapt this information to suit your leadership style, class format and style.

Follow-up & Next Course

- Following up parents helps to stay connected. This is a ministry of relationship building.
- Encourage parents to connect to your local, regional and national Growing Families communities via www.growingfamilies.life or social media.
- Remind them to call you if they are struggling or call a Contact Mum.
- Preparation for the Toddler Years for ages 12 months to 18 months builds on the principles learned to date and continues to lay the foundations for your parenting. This course is best done when your child is about 12 months old.

Visit One

Begin As You Mean To Go

Duration: 40 Minutes

General Summary

The *Babyhood Transitions* curriculum looks at the variety of rapid changes taking place during the growth period of five to twelve months of age. The curriculum is divided into two adjustment periods, the first falls between five and eight months of age; the second between nine and twelve months of age. What makes the two phases so exciting, and at the same time challenging, are the micro changes taking place day by day. Feeding is no longer a simple biological drive initiated by the sucking reflex. For the six month old, mealtime is part of a very complex, conscious interaction between child and parent, food and drink, preference and need, likes and dislikes, must do and won't do! Waketime will no longer be a passive hour of an immobile infant observing his immediately world from a blanket. Instead, it becomes a challenging time when his crawling legs can take him to where his curious mind desires to go.

Key Principles

- The single act of introducing solids, marks the beginning of the *Babyhood Transitions* when a baby moves from being a passive infant to becoming a mobile pretoddler.
- Understanding the 'readiness' cues for starting baby on solid foods.
- Understand the five basic food groups: cereal, vegetables, fruits, meats (protein), and juices.
- A mealtime prayer plays an important role in the life of a baby.
- Men who are known for being caring and loving husbands and involved fathers, reflect to their community of peers: confidence, trustworthiness and believability.

Suggested Session Outline

	Flipped	Traditional	
Open in Prayer and introduction	✓	✓	Start by reintroducing yourself as leaders especially if there is a new couple that previously didn't join you for Preparation for Parenting.
Sharing Time	✓	✓	As this is the first visit back after everyone has had their babies – allow time to for couples to introduce or reintroduce themselves and allow them to share their birthing experience briefly. Ask each couple to share how they are going in relation to their baby sleeping through the night etc. If someone is still struggling, discuss briefly and if it is to big an issue to discuss now tell them we will take it up later.
Video		✓	Duration: 40 mins – Visit Summary page 13 - 14
Refreshments		✓	Being the first class, this may not last long if your group doesn't really know each other, but this time can merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.



Please Note

When using the email templates, you may want to set a reminder to do this either straight after the class or the next day, so the class participants know when to expect them.

Visit One Summary (5 to 8 Months)

- 1. The single act of introducing solids marks the beginning of the Babyhood Transitions when a baby moves from being a passive infant to becoming a mobile pretoddler.
- 2. The Babyhood Transitions is really comprised of two smaller adjustment periods:
 - a. The initial feed-wake-sleep adjustment phase starts around six months of age and includes the introduction of solid foods and the expansion of food options.
 - b. The second adjustment period starts around nine months of age with the milestone of mobility and requires more advanced parental management and caution.
- 3. Babies quickly become aware that their actions can actually produce a reaction from Mum & Dad thereby learning that their actions can influence and control Mum & Dad's responses.
- 4. Signs that your baby is ready for solid foods:
 - a. is able to sit and hold his head upright
 - b. is hungry just before naptime
 - c. is still hungry after taking a full feeding
 - d. is starting to wake up during his nighttime sleep
 - e. is starting to wake early from his naps
- 5. There are five basic Babyhood Transition food groups
 - a. Cereal
 - b. Vegetable
 - c. Fruits
 - d. Meats (Protein Foods)
 - e. Juice
- 6. Rice cereal is usually the most common cereal paediatricians recommend because it causes the least amount of allergic reaction for baby. Oat and barley are two other excellent choices.
- 7. Introduce vegetables according to colour; yellow vegetables, then green vegetables and so on.
- 8. Baby foods come in jars which represent three different stages:
 - a. Stage One: Five to six months
 - b. Stage Two: Six to seven months
 - c. Stage Three: Eight months and older

- 9. Fruits make up an important nutritional component in your baby's diet but are not as important as the nutrition provided through cereal and vegetables.
- 10. Meats can be held off until a child is ten months or older, since formula and breastmilk provide sufficient protein.
- 11. Juices have limited nutritional value compared to fruits and can be held off until a child is beyond a year of age.
- 12. Introduce the sippy cup around 6 months of age and wean to the sippy cup.
- 13. Parents should never underestimate the important role that a mealtime prayer plays in the life of a baby.
- 14. Men who are known for being caring and loving husbands and involved fathers, reflect to their community of peers: confidence, trustworthiness and believability.
- 15. To have favour with your family is to have favour with every relationship in your life.

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.

This section may include discussion questions (●) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion. As a leader take note of these answers because they are a great conversational starting point for the next visit. For example, a mum may state: "I really appreciated being reminded of the importance of my personal quiet time." When the class meets again, you might ask her: "How did you do this week with your personal devotions?" The more you are able to reach back to their personal comments, the more conversational the entire class becomes.
- **Do you have any left-over Preparation for Parenting Questions?**
Refer to the Preparation for Parenting workbook and ask a Contact Mum if you need some more support. Be aware of how much time you spend on this so you don't miss talking about the new topics in this session.
- **What do you think of the concept "Begin as you mean to go"?**
This concept should always be foremost in the minds of parents in everything they guide their baby and toddler in. This concept will be around for a while.
- **How does the phrase 'credit card parenting' fit with the comment train in the way you mean to go rather than retrain in the way of correction?**
Credit card parenting is parenting in a way that you need to pay for later by correcting or retraining. As we all know – retraining is always more difficult – paying interest – so begin as you mean to go.
- **Merging cycles continue during the Babyhood Transition phase, can you explain what we mean by the 'First-Last principle'?**
Merging cycles is when we eliminate a feed eg: going from 7 feeds in a 24 hour period to 6 feeds. The first last principle means that when we make an adjustment and merge a cycle the feeds that remain still fit between the first and last feeding of the day.
- **How are your baby's sleep routines going?**
Discuss class participants' problems or concerns – use the Preparation for Parenting principles and this course. Remember that you have the freedom to answer "I don't know or I am not sure – I will get back to you."
- **What things as a Dad are you doing to enjoy your family?**
It is not just a matter of doing a few things to help – an engaged dad in the day to day activities is a lifestyle choice. This becomes more important as your family grows.
- ❖ **Has anyone started solids yet or are they considering starting soon?**
The next visit will give you the step-by-step guide on to how.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **BHT Manual – Read Visit One Expanded Reading and answer questions on page 33 – 34.**

Supplemental Resources

Online	growingfamilies.life	growingfamiliesleaders.life
Class Email Template		<input checked="" type="checkbox"/>
Title	Author	ISBN
Calm Baby, Confident Mum – Chap 5	Simone Boswell	978 0 646 47835 7

Questions for Review – Visit One – page 33 - 34 BHT manual

1. **What are the two adjustment periods of the *Babyhood Transitions* phase?** (page 16)

The first adjustment is the initial feed-wake-sleep adjustment starting around six months of age, including the introduction of solid foods.

The second adjustment starts around nine months of age when the milestone of mobility requires even more vigilance.

2. **What is the difference between growth and learning?** (page 16 - 17)

Growth refers to the biological processes of life.

Learning refers to the mental process, which includes moral training and development.

3. **What is the basic application of the *first-last* principle?** (page 22)

The first-last principle says that no matter what feed is dropped, changed or merged within a cycle, when adjusting a baby's routine, the first and last feeding of the day falls within these two 'fixed' feeding times.

4. **Why is there an overlap in weeks between merge five and merge six?** (page 22 - 24)

The overlap in merges five and six occurs due in part to the introduction of solids and the appearance of the "catnap".

5. **At what age can solid foods be introduced into a baby's diet?** (page 28)

Solid foods can be introduced usually between 4-6 months.

6. **List the five basic *Babyhood Transitions* food groups.** (page 30 - 31)

- a. Cereal
- b. Vegetables
- c. Fruits
- d. Meats (Protein Foods)
- e. Juices

7. **When should a parent introduce the sippy cup and why?** (page 31)

The sippy cup should be introduced around six months of age. This helps with convenience as nothing needs to be prepared just fill it with water and take it on an outing and later weaning your baby becomes a much smoother transition.

8. **How can a man's family identity be a beacon to the world?** (page 27)

The positive consequence of a man having the right priorities in the home is a healthy sense of respect and appreciation that the community reflects back to him. Men who are known for being caring and loving husbands and involved fathers, reflect to their community of peers: confidence, trustworthiness and believability. These are the silent virtues that ultimately define him as a man and leader within the community.

Visit Two

Introducing Solid Foods and Waketime Activities

Duration: 31 Minutes

General Summary

At a quick glance, the process of introducing solid foods into a baby’s diet may appear relatively easy on the surface. Yet experienced mothers know there is much more going on than just filling up a little tummy. Up to five or six months of age, most babies only have one main meal to choose from - milk. The introduction of a variety of new foods will create a ripple effect of change, starting with the introduction to a new world of ‘choice’, which will eventually include likes, dislikes and preferences.

As choices become part of a baby’s life, an entirely new realm of training opportunities will become part of Mum and Dad’s life. What will you do with your baby’s hands? Will they be free to explore his food? What happens when he puts his food in his hair or discovers the joy of dropping food on the floor? What happens if your baby shows preferences toward one food over another, or suddenly decides he no longer likes a particular food?

Key Principles

- The introduction of solid foods opens up a “world of choice” to your baby.
- When introducing solids remember to wait three to four days and check for any allergic reactions before introducing a new food group.
- ‘Begin as you mean to go.’ A baby’s hands should not touch his food – unless it is ‘finger food’.
- Waketime serves as an active learning opportunity that needs both planning and encouragement and includes blanket time and playpen time.
- Waketimes are important to baby’s development, therefore parents should provide sufficient opportunity for baby to self-learn while avoiding entertaining baby at every waketime.

Suggested Session Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 31 mins – Visit Summary page 37
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Two

Summary (5 to 8 Months)

- 1. The introduction of solid foods opens up a “world of choice” to your baby.
- 2. The introduction of solids foods is a new experience for babies. Before cereal a baby never:
 - a. had a spoon placed in his mouth,
 - b. swallowed pureed foods,
 - c. never experienced a food texture or taste other than milk.
- 3. Pushing food out of the mouth with the tongue is referred to as “Tongue Thrusting.” This happens initially because baby doesn’t know what to do with the food placed in his mouth.
- 4. When introducing solids remember to wait three to four days and check for any allergic reactions before introducing a new food group.
- 5. Watch how rice cereal impacts baby’s stooling pattern. Rice cereal may cause constipation.
- 6. Avoid wheat and corn cereals until after baby’s first birthday.
- 7. With the introduction of solid foods, breast feeding moms must continue with five or six nursing periods a day.
- 8. A breast feeding mother should nurse first before offering solids to her baby. This prevents baby from filling up on cereal and not wanting to nurse afterwards.
- 9. Parents should make it a habit to read the labels on all baby food jars. There a parent will find:
 - a. recommended amounts to offer,
 - b. ingredients and,
 - c. manufacturer’s storage recommendations.
- 10. Introduce yellow vegetables first including, squash, carrots and sweet potatoes waiting a few days in between items to check for any allergic reaction.
- 11. Follow yellow vegetables with green vegetables, such as peas and green beans.
- 12. “Begin as you mean to go.” Mum should hold baby’s hands when first offering solids. Eventually train your baby to hold the side of his highchair tray, or to hold his hands on his lap.
- 13. Be careful not to create a food war between fruits, which are naturally sweet, and vegetables. Offer cereal or vegetables first and then fruits.
- 14. Begin introducing basic fruits such as applesauce, pears, peaches, bananas. (A list of fruits to avoid are noted in this workbook.)

- 15. Protein foods, (turkey, chicken, and beef) can be held off until baby is ten months of age or older since formula and breastmilk are good sources of protein.
- 16. Avoid egg whites until baby is at least a year old.
- 17. Yoghurt should not be served before baby's first birthday, and should be the full-fat variety; no diet yoghurt for babies.
- 18. Juices serve limited nutritional value for children under a year. If they are served they should be diluted with water by 50% to 75%. Offer only clear juices, not pulp.
- 19. Fruit drinks are not the same thing as fruit juices and should not be served to a baby.
- 20. Waketime serves as an active learning opportunity that needs both planning and encouragement and includes blanket time and playpen time.
- 21. Waketimes are important to baby's development, therefore parents should:
 - a. provide sufficient opportunity for baby to self-learn; avoid entertaining baby at every waketime.
 - b. when babies reaches eight or nine months of age, they achieve a new level of cognitive awareness, therefore waketime will require more planning.

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.

This section may include discussion questions (●) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion. As a leader, note take-aways as they are a great conversational starting point for the next visit.
- **What are the signs of readiness for starting solids?**
Mention the signs detailed in the manual page 39 - 40.
Sit with support and able to control neck and head muscles.
Show signs of hunger even though receiving enough liquid feedings.
Abnormal waking at night or waking early during naps.
- **Has anyone started solids? If so, then ask them how they have gone about it. If not ask if everyone understands how to begin.**
Be familiar with how to introduce solids and suggest some ways for those who have started how to get back on track.
- ❖ **Discuss practical ways to prepare pureed vegetable and fruit.**
Cook the vegetables and fruit very well and pour into small ice cube trays and pop out into a sealed container (or ice cream container) in freezer and pull out enough say for one day at a time.

If you do enough to last a while, each time puree it slightly less and work to fork mashed foods. You can do the same with fork mashed vegetables. Cook them well in cubes or florets ie: broccoli and freeze on meat trays and put into containers when frozen and then you can easily take out one cube of each vegetable and have a meal for your baby.
- ❖ **Recommend that juices begin closer to 12 - 18 months and begin use of sippy cup with water.**
Once baby gets the taste of juices, the taste of water is not so nice anymore. We should be encouraging our babies, toddlers and young children that water should be the normal drink with juices and cordials etc. a treats.
- ❖ **If you are breastfeeding your baby, decide that biting is not a good thing – especially once they have teeth.**
A possible correction could be a flick on the cheek and a firm “No!” from Mum – this should stop that habit.
- **How does your baby spend his waketime?**
How to keep your baby active (and not bored) during wake time can be a struggle for some parents. Given what you have learnt how can you provide enough ‘self learn’ opportunities and avoid just entertaining your baby?

How does blanket time fit with this? What are some advantages for blanket time?

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **BHT Manual – Read Visit Two Expanded Reading and answer questions on page 51 - 52.**

Supplemental Resources

Online	growingfamilies.life	growingfamiliesleaders.life
Class Email Template		<input checked="" type="checkbox"/>
Title	Author	ISBN
Calm Baby, Confident Mum – Chap 6	Simone Boswell	978 0 646 47835 7

Questions for Review – Visit Two – page 51 - 52 BHT manual

1. **What physical characteristics should be present before solid foods are offered to a baby?** (page 39)

Signs include your child is able to sit with support and able to control his neck and head muscles, ie: lift his head off a blanket and sustain that position, doubling their birth weight, shows signs of hunger even though he is receiving 32 oz (~950ml) of formula or after 6 full breastfeeds in a 24 hour period, any abnormal waking at night between 5 and 6 months or age or waking early during naps.

2. **List and summarize the five food stages.** (Page 40)

Stage 1 – 4-6 mths – Single-grain cereal and single ingredient baby foods.

Stage 2 – 6-7 mths – Single ingredient servings or a combination of vegetables and fruits for added flavour and variety.

Stage 3 – 8-12 mths – A new range of textures, slightly coarser than pureed foods, packaged in larger containers for growing appetites

Stage 4 – 12-15 mths – Regular family meals supplemented with some baby food.

Stage 5 – 15 mths & up – Regular family meals, no baby food supplement necessary.

3. **Why is rice cereal the most common starting food?** (page 41)

Rice cereal is the most common with because it causes the least amount of allergic reactions.

4. **What are some signs that a baby is satiated and that mealtime is over?** (page 41)

Signs that baby is satiated include turning his head away from the spoon, thrusting food out of his mouth, or beginning to cry.

5. **Does the introduction of solid foods mean a suspension of breast feeding?** (page 39)

The introduction of solid foods does not mean the suspension of liquid feedings. The calories gained from breast milk or formula is still of prime importance. However, your baby is reaching a growth point where neither solid foods nor liquid feedings alone, are nutritionally sufficient. Both are required.

6. **Why is it advised to treat fruits like a dessert?** (page 44)

Fruits should be treated like a dessert and served after vegetables as your baby will find the taste more pleasurable and therefore more enjoyable. Fruits, like desserts do not need to be served at each meal.

7. **When should a parent introduce meats and juices into their baby's diet?** (page 45)

Meats can be held off until 8 - 12 months of age.

Juices can be held off until the baby is well into the toddler years.

8. What does developmental deprivation mean? (page 47)

Development deprivation refers to a child being deprived of the best opportunities to learn. It occurs when parents consider their child's impetuous and momentary desires to be their source of learning.

9. What is blanket time? (page 48)

Blanket time is a baby spending time on a blanket in a secluded environment that facilitates learning by allowing a baby to focus and concentrate without being distracted by the sights and sounds in the house.

Visit Three

The Second Adjustment Phase

Duration: 36 Minutes

General Summary

The period between nine and twelve months brings about major changes and a few more challenges than the previous four months. That is in part because of the staggering speed in which a baby grows physically and develops mentally. Between nine and twelve months, parents are not just dealing with a more alert child, but a mobile child as well. That means waketimes are no longer be a passive hour of an immobile infant observing his immediately world from a blanket. Instead, it becomes a challenging time when his crawling legs can take him to where his curious mind desires to go. Mealtimes also grow more challenging as baby is sitting in his highchair, sometimes enjoying his food and sometimes playing with it; or possibly, deciding on his own that mealtime is over. He is also fully capable of demonstrating mild to fierce preferences toward food likes and dislikes, and will develop creative ways to voice his protest; from flipping his plate to blowing food out of his mouth. What should parents do and how can they instruct and encourage proper and safe responses to their leadership?

Key Principles

- What spurs on mobility in a crawling nine month old? The emergence of a new function in the brain called curiosity.
- The ability to self-feed opens the door to many new training opportunities.
- Check with your baby’s health care professional for the list of foods to avoid under the age of one.
- The three components of training include instruction, encouragement and correction.
 - The purpose of instruction is to introduce a training expectation.
 - The purpose of encouragement reinforces the value of parental expectations.
 - The purpose of correction is to restore the child back to the parent’s expectation.

Suggested Session Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 36 mins – Visit Summary page 55
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities ready for the next class.

Visit Three

Summary (9 to 12 Months)

- 1. What spurs on mobility in a crawling nine month old? The emergence of a new function in the brain called curiosity.
- 2. Mobility plus curiosity will require more of parental planning of their baby's day.
- 3. At ten months, baby's reach the fifth transitional merge and their days consists of breakfast, lunch and dinner and a pre-bed nursing or bottle feeding.
- 4. The two reflexes required for self-feeding are the 'raking' and 'pincer' reflex.
 - a. The raking reflex begins around six months of age.
 - b. The pincer reflex is an advanced skill of infancy, usually acquired around nine or ten months of age.
- 5. The ability to self-feed opens the door to many new training opportunities.
- 6. Avoid any foods that can cause choking. Check any questionable foods by first trying it yourself to see if it dissolves quickly in your mouth.
- 7. Check with your baby's paediatrician for the list of foods to avoid before a year of age.
- 8. Highchair challenges will require correction and realignment which are all part of proactive and purposeful training.
- 9. The three components of training include instruction, encouragement and correction
 - a. The purpose of instruction is to introduce a training expectation.
 - b. The purpose of encouragement reinforces the value of parental expectations.
 - c. The purpose of correction is to restore the child back to the parent's expectation.
- 10. The three levels of vocabulary comprehension include:
 - a. understanding vocabulary
 - b. speaking vocabulary
 - c. reading vocabulary
- 11. Learning to 'speak life' is something Mums and Dads can begin to incorporate as a habit of speech.
- 12. Because infants are by nature "me" oriented, saying their name while giving instruction draws attention to the specific skill or behaviour we are working to accomplish.
- 13. Babies can learn the meaning of words through signing.

- 14. Advantages of teaching a baby to sign:
 - a. It can be used for all aspects of training.
 - b. Sign Language helps curb whining in older children.
 - c. Start with the “please” sign around 7 or 8 months and expect results around 11 - 12 months.
 - d. Signing does not delay or hinder a child’s speech development.
- 15. Speaking words of encouragement and praise are “words fitly spoken.” Proverb 25:11.

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.

This section may include discussion questions (●) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion. As a leader, note take-aways as they are a great conversational starting point for the next visit.
- **How can you avoid the wrong use of snacks?**
Offering too many snacks at the wrong times only encourages poor eating habits and sets the stage for picky eaters and also may interfere with regular meal times. Page 59 of the BHT manual covers seven helpful hints about snacking.
- ❖ **Food preferences vs picky eater.**
Like all people you baby will show preferences in taste. As adults we all have to eat some foods which are not our favourites. While you will occasionally give your baby food he enjoys, there will come a time when he must learn to eat what the rest of the family enjoys.
- **How is your baby's sleep routines going?**
Discuss class participants' problems or concerns – use the Preparation for Parenting principles and this course. Remember that you have the freedom to answer “I don't know or I am not sure – I will get back to you.”
- **Do you speak words of life?**
This is a critical skill / habit to form early on in your conversations with your child. It's about elevating the virtue rather than trying to suppress the wrong behaviour.
- ❖ **Discuss Sign Language**
Some babies will get this concept really quickly; some will be a lot slower at catching on. Talk about the benefits of this now and later. Discretionary correction later is much nicer than saying “what should you say...”

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **BHT Manual – Read Visit Three Expanded Reading and answer questions on page 72.**

Supplemental Resources

Online

Class Email Template

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Title

Calm Baby, Confident Mum – Chap 6

Author

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ISBN

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Questions for Review – Visit Three – page 72 BHT manual

1. **Finger foods and self-feeding begin with the combination of two reflexes. What are they and what purpose do they serve?** (page 57 - 58)

The Raking Reflex is demonstrated by a five or six month old reaching out to a toy and raking it towards him or an eight or nine month old raking finer objects like small finger foods. He will use his entire hand and then attempt to grasp a food item with his fingers opening and closing around the object. The whole hand then goes into the mouth.

The Pincer Reflex is usually acquired around nine or ten months of age. This is when the thumb and forefinger begin to work in harmony allowing a child to pick up a small piece of food and with greater precision and speed, bring it to his mouth.

2. **The following statement is related to training. Explain what it means. “Do not drop your food” and “Do not touch the stereo,” differ only in the nature of the activity, not in the level of parental expectation.”** (page 62)

The variable is the place or manner of the offense, but the constant is the level of expectation. The “no” of the highchair should be the same as the “no” of the living room. Although the settings and activities vary, parents should act as the constant influence, bringing to each situation the consistency necessary for orderly development and growth. This comes with purposeful training.

3. **Define the purpose of:** (page 63)

- a. Instruction – to introduce a training expectation;
- b. Encouragement – to reinforce the value of parental expectations;
- c. Correction – to restore their child back to parental expectation.

4. **What does “speaking life” mean?** (page 64 - 65)

Speaking life means elevating the virtue rather than trying to suppress the wrong behaviour.

5. **At what age would a parent introduce sign language and what is the first sign to introduce?** (page 67)

You should introduce signing at around 6 - 7 months of age. You should work on one expression at a time starting with “please.”

6. **What does signing help to eliminate?** (page 67)

Signing teaches and reinforcing habits of self-control.

It eliminates wrong communication methods by providing right modes of expression.

It aids discretionary correction in the future.

You are actually teaching a second language.

Visit Four

Waketime & Naptime Transitions

Duration: 40 Minutes

General Summary

While Visit Three introduced the three components of training; instruction, encouragement and correction Visit Four looks specifically at the practical side of correction. While encouragement keeps a child on track, correction helps put the child back on track when his little hands or feet wander off to places they shouldn't be. The series concludes with a further discussion related to naps and the various sleep adjustments that will be required as baby approaches his first birthday. Visit Four also takes of a number of common questions and reviews a variety of common topics very relevant to the Babyhood Transitions' phase of growth and development.

Key Principles

- Correction is something you do for a child, not to a child.
- The four methods of correction include:
 - Verbal correction
 - Utilizing an attention getting hand squeeze
 - Loss of privilege or toy
 - The proper use of isolating the child from the problem area.
- Learning is a lifelong process and healthy learning environments are created by parents.
- All children have a love hate relationship with boundaries. They hate boundaries simply because they are there, yet they love them because of the security they provide.

Suggested Session Outline

	Flipped	Traditional	
Open in Prayer	✓	✓	
Review	✓	✓	Ask if there are any questions, insights or thoughts from the previous visit and go through the questions for review.
Video		✓	Duration: 40 mins – Visit Summary page 75
Refreshments		✓	This may merge into your discussion time.
Discussion	✓	✓	Start your discussion using the possible discussion topics in this manual. Allow parents to ask their own questions.
Close in Prayer	✓	✓	Encourage parents to implement the principles and complete any activities as if they were coming back for another visit. If they have any further questions encourage them to call you or a Contact Mum in the area. Remind them of the next course – Preparation for the Toddler Years.

Visit Four

Summary (9 to 12 Months)

- 1. Correction means to realign or bring back from error. While encouragement keeps a child on track, correction puts a child back on track.
- 2. Correction is something you do for a child, not to a child.
- 3. The four methods of correction include:
 - a. Verbal correction
 - b. An attention getting hand squeeze
 - c. Loss of privilege of toy
 - d. Isolation
- 4. Learning is a lifelong process, and healthy learning environments are created by parents.
- 5. Playpen Benefits:
 - a. provides a safe environment
 - b. doubles as a portable bed
 - c. serves as a structured learning center encouraging the basic skills of sitting, focusing and concentrating.
 - d. promotes and reinforces the development of a longer attention spans.
- 6. Start with short increments of playpen time and gradually increase playpen time.
- 7. Playpen Basics:
 - a. use at approximately the same time each day
 - b. use is when your child is alert
 - c. do not clutter with too many toys
 - d. keep toys age-appropriate
 - e. keep playpen time age-appropriate.
- 8. Blanket time and playpen time are not the same thing.
- 9. Learn when and how to allow your child to surrender with dignity.
- 10. Beware of programs marketed to make your baby smarter or read sooner. What seems to be a promising future is usually only a momentary gain that is set-off by much greater loss.
- 11. The use of a timer is very beneficial when first starting playpen training. It is better that a child associates the end of his playpen time with the timer's ring than with any persistent crying.
- 12. All children have a love / hate relationship with boundaries. They hate boundaries simply because they are there, yet they love them because of the security they provide.

Possible Discussion Topics

Relating the following topics to real life situations that may have occurred within your own family will greatly assist your class members in understanding the principles in this lesson.

This section may include discussion questions (●) and reminder points (❖).

Use your discretion on how to use these in your class.

- **Did anyone have a key take-away from this visit that they would like to share?**
You may like to first read over the summary points of the visit to help this discussion. As a leader, note take-aways as they are a great conversational starting point for following up.
- **Have you seen other babies or is yours doing any of these common highchair violations?**
Discuss the violations that the class bring up and get them to talk about what they have seen and don't like and bring them back to the phrase 'Begin as you mean to go.'
- **How can the playpen be effectively used in your routine?**
Discuss the benefits and practically how this benefits the baby and also allows parents certain freedoms. Practically discuss how the playpen works – away from parent's sight ie: in baby's bedroom.
- **Briefly look at the topics in the Topic Pool BHT Manual pages 65 - 72 and list the topics slowly aloud and ask the parents if they have any questions or comments on any of them.**
Use this question to cover any particular topics that parents are interested in or areas which you think the class needs a little more clarification.



Please Note

As this is the last week, remind the class that when their child approaches their 1st birthday that they should be ready for the next course. If you plan to run Preparation for the Toddler Years – it is worth giving an indication of when you plan to run it.

Homework Assignment

Highlight the key activities listed below to encourage class members to apply the principles covered.

Remind the class members to be prepared to share their insights and experiences as appropriate.

1. **BHT Manual – Read Visit Four Expanded Reading.**

Supplemental Resources

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Class Email Template



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