



©The  
**Incredible**  
**Years**<sup>®</sup>

*Parents and Babies Series*

*Agendas and Checklists for each session*



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## ***Tailoring the Incredible Years® Parenting Programs to the Parent Population (Baby version)***

The nature of the parent population will determine the length of the program and number of vignettes shown.

### ***Prevention Program***

For group leaders who are offering the Incredible Years® baby program as a prevention program, it is recommended that you follow the protocols as outlined here. It will take 8–10, two-hour, weekly sessions for the baby program. The vignettes shown in these protocols are applicable for parents of children ages 0–1 year.

Depending on whether the group leader is offering the program as a “universal” program to all parents regardless of risk status, or, as a “selected prevention” program, (that is, parents who are at higher risk for having children with problems either due to socio-economic disadvantage or other family risk factors), minor adjustments in the vignettes shown will need to be made according to the following criteria:

- Parents of typically developing children who readily grasp the parental attention and child-directed play concepts will be able to complete these programs as outlined in the session protocols.
- For parents for whom child-directed play, coaching, and play concepts are new and unfamiliar, it is recommended that group leaders spend additional sessions practicing these skills in small groups.
- For parents who usually resort to spanking and hitting, it will be helpful to add several sessions to cover the discipline material adequately.
- For less well educated families and families referred for child abuse or neglect, more time will need to be spent on topics such as normal developmental milestones as well as on the child-directed play and coaching topics in order to promote positive parent-baby attachment and realistic expectations. In addition more emphases may be given to the baby-proofing safety topics.

## ***Agendas and Checklists for Each Session***

The content covered in each session needs to be paced according to each parent groups' particular needs for discussion and content, level of participation, and prior familiarity with the parenting concepts. In general we suggest that you try to cover 8–10 vignettes per two-hour session. You do not need to complete one entire part or topic in one session. Rather, pace yourself according to questions and interest in group. The subsequent session is used to troubleshoot any questions or problems and show the remaining vignettes on that topic as a review.

The following outline is a suggested guideline for completing the entire baby program in 8–10, 2-to 2½-hour weekly sessions. If you do not complete all the vignettes in a session, you can continue showing them in the next session. For large or very talkative groups you might find it takes longer to complete the program.

## ***Parents and Babies Series Outline***

The following outline is a suggested guideline for completing the program in 8-10, 2-hour weekly sessions. If you do not complete all the required vignettes in a session, you can continue showing them in the next session.

***Session One: Introductions, Goals & Getting to Know Your Baby***

Vignettes: Part 1, 1–13

***Session Two: Babies as Intelligent Learners (3–6 months)***

Vignettes: Part 2, 1–11

***Session Three: Providing Physical, Tactile and Visual Stimulation***

Vignettes: Part 3, 1–8

***Session Four: Providing Physical, Tactile and Visual Stimulation, cont'd.***

Vignettes: Part 3, 9–16

***Session Five: Parents Learning to Read Babies' Minds***

Vignettes: Part 4, 1–7

***Session Six: Gaining Support***

Vignettes: Part 5, 1–5

***Session Seven: Babies' Emerging Sense of Self (6–12 months)***

Vignettes: Part 6, 1–8

***Session Eight: Babies' Emerging Sense of Self, cont'd.***

Vignettes: Part 6, 9–16





## *Incredible Years® Babies Program* **Outline—Session One** *Introductions, Goals & Getting to Know Your Baby*

### **I. Welcome**

Greet each parent.

Leaders introduce themselves.

Establish yourself as part of “team” collaborating with parents.

### **II. Introductions**

Find out group members’ names, ages of babies, and personal goals.

Write parents’ goals on board or poster so you and group can refer back to them.

### **III. Ground Rules**

Ask for parent ideas on group rules and why they think they are important (confidentiality, respect for others, being positive, right to pass, equal time to talk).

Adopt rules for group.

Post rules each week.

### **IV. Program Goals and Topics**

Give an overview of the program, its general goals, topics and format.

### **V. Topic of Day: Becoming a Parent—Getting to Know Your Baby**

A. Sharing about parents’ experiences with their babies.

B. Vignettes: Part 1: 1–13

#### **Key Concepts**

- Learning how to observe and read babies’ cues and signals
- The importance of communication with babies—speaking “parent-ese”
- Learning about feeding and burping
- Learning about coping with babies’ crying and fussy periods
- Understanding the importance of getting rest and support and shifting priorities
- Providing babies with visual, auditory and physical stimulation
- Know when baby is sick and when to call the doctor
- Learning about soft spots, baby acne, sleep habits, spitting and normal bowel movements
- Learning how to baby-proof a home
- Learning about baby development in the first three months

- C. Brainstorm or “Buzz” Activity about Crying.
- D. Brainstorm or “Buzz” Activity about Getting Sleep and Support.
- E. “Buzz” babies likes and dislikes.

**VI. Group Practice with Babies**

Ask parents to hold their baby facing them, let the baby feel the flow of their parents’ breathing on their face. Let babies touch their lips. Or, lie on floor with babies lying on their stomachs and encourage infant to lift his head to look at them. Or, watch for babies response to talking to them and engage in interaction dance.

Ask parents to trade their baby with another parent (buddy) and to observe any differences in the way another baby responds to their voice. Afterwards, talk about their feelings about doing this.

**VII. Second Group Practice With Babies**

Ask parents to present their babies with a rattle, black and white visual object, colored object or object with texture, and observe the babies’ responses. Contrast the response with the response to parents’ voices and talking to them.

**VIII. Review Home Activities**

Summarize Key Points (Refrigerator Notes)

Pass out home practice forms.

Read aloud and make sure parents understand the home activities.

Let them know that you will be asking about their experiences at the beginning of the next session.

**IX. Parent Evaluation**

Remind parents of the importance of parent feedback for the group leader and the entire program.

Collect evaluation forms before parents leave.

**X. Closing**

Take this time to formally close the group. Recap the learning.

Thank parents for coming; praise their willingness to participate.

Remind them of any details they need to know for the next session.





# LEADER CHECKLIST

## Session One

**Topic:** Introduction, Goals, & Getting to Know Your Baby

**Vignettes:** Part 1: 1–13

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 1:**

Intro\* 1A\* 1B\* 2 3 4 5\* 6 7 8\* 9 10\* 11 12\*  
13\* 14\*

Summary\*

(Circle vignettes shown.) ( \* = recommended vignette)

**DID I**

**YES**

**NO**

- |  |       |       |
|--|-------|-------|
| 1. Write the agenda on the board   | _____ | _____ |
| 2. Welcome and make introductions  | _____ | _____ |
| 3. Determine parents' goals  | _____ | _____ |
| 4. Brainstorm group ground rules   | _____ | _____ |
| 5. Present program goals   | _____ | _____ |
| 6. Brainstorm benefits of communicating with babies  | _____ | _____ |
| 7. Buzz about feelings regarding crying  | _____ | _____ |
| 8. Buzz/Brainstorm about getting rest and support  | _____ | _____ |
| 9. Buzz/Brainstorm about babies likes/dislikes   | _____ | _____ |
| 10. Practice with babies observing how s/he responds to parents' voices and actions and/or objects | _____ | _____ |
| 11. Explain importance of home activities  | _____ | _____ |
| 12. Assign this week's home activities (self-monitoring checklist)                                 | _____ | _____ |

**Handout Pads:**

Home Activities for the Week—Getting to Know Your Baby

**Xerox:**

- Create a Baby Journal
- "Things I can Do" developmental milestones
- A Typical Day handout
- Refrigerator Notes about Getting to Know Your Baby
- Refrigerator Notes about Taking Care of Yourself
- Refrigerator Notes about Coping With Crying

**Self-Evaluation**

"Gems" of Session—Reminder of things to pursue next session





**Incredible Years® Babies Program**  
**Outline—Session Two**  
**Babies as Intelligent Learners (3–6 months)**

**I. Welcome**

Greet each parent.

**II. Review Ground Rules**

**III. Buzz Home Activities**

Share typical day handout.

Pair up parents to share with each other about current experiences with their baby, including developmental milestones from “Things I Can Do” handout and Typical Day handout.

**IV. Topic of Day: Babies as Intelligent Learners**

A. Vignettes: Part 2: 1-11

B. Buzz about where to place babies so it is easy to talk to them.

C. Buzz-sharing songs and rhymes to sing to babies.

**V. Group Practice with Babies**

Practice speaking “parent-ese.”

Sing to babies and watch their responses.

**Key Concepts**

- Understanding “observational learning” or mirroring and how babies learn
- Learning about how to talk “parent-ese” to babies
- Sharing songs to sing to babies
- Understanding the importance of parental communication for babies’ brain development
- Understanding developmental landmarks ages 3–6 months
- Learning ways to keep babies safe

**VI. Review Home Activities**

Summarize Key Points (Refrigerator Notes).

Pass out home practice forms.

Read aloud and make sure parents understand the home activities.

**VII. Parent Evaluation**

Collect evaluation forms before parents leave.

**VIII. Closing**

Summarize or recap the learning.

Thank parents for their participation.

Remind them of any details they need to know for the next session.





# LEADER CHECKLIST

## Session Two

**Topic:** *Babies as Intelligent Learners (3–6 months)*

**Vignettes:** *Part 2: 1–11*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 2:**

1\*    2\*    3\*    4    5\*    6    7\*    8    9\*    10    11

(Circle vignettes shown.) ( \* = recommended vignette)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review group ground rules	_____	_____
3. Review parents' goals	_____	_____
4. Buzz home activities (typical day & milestones)	_____	_____
5. Buzz where they put baby to easily talk to him/her	_____	_____
6. Practice speaking "parent-ese" with babies	_____	_____
7. Buzz & Practice sharing songs and rhymes	_____	_____
8. Explain home activities	_____	_____
9. Assign this week's home activities (self-monitoring checklist)	_____	_____

**Handout Pads:**

Home Activities of Week: Speaking "Parent-ese"

**Xerox:**

Social and Emotional Developmental Milestones (1–6 months)

Physical Developmental Milestones (1–6 months)

"Things I Can Do" developmental milestones

Refrigerator Notes: Encouraging Babies' Social and Language Development

Refrigerator Notes: Speaking "Parent-ese"

**Self-Evaluation**

"Gems" of Session—Reminder of things to pursue next session





**Incredible Years® Babies Program**  
**Outline—Session Three**  
**Providing Physical, Tactile and Visual Stimulation**

**I. Welcome**

Greet each parent.

**II. Review Ground Rules**

**III. Buzz Home Activities**

Pair up parents to share with each other “Things I can do” handout.

**IV. Ask about home activities**

Ask about experiences speaking “parent-ese” and singing to baby.

**V. Topic of Day: Providing Physical, Tactile and Visual Stimulation**

A. Vignettes: Part 3: 1—8

B. Buzz—physical exercises.

**VI. Group Practice with Babies**

Practice doing baby exercises and massage.

Practice playing peek-a-boo and sitting baby to explore.

**Key Concepts**

- Understanding the importance of physical and tactile stimulation for babies’ brain development including baby massage
- Learning baby games
- Understanding how to involve siblings in baby play times
- Modulating the amount of stimulation babies receive
- Providing opportunities for babies to explore safely
- Learning to keep babies safe during bath times and other activities

**VII. Review Home Activities**

Summarize Key Points (Refrigerator Notes).

Explain buddy calls and do quick Buzz to share good times to call.

**VIII. Parent Evaluation**

Remind parents of the importance of parent feedback for the group leader and the entire program.

Collect evaluation forms before parents leave.

**IX. Closing**

Summarize or recap the learning. Remind parents of baby alerts (see handout).

Thank parents for doing home activities.

Remind them of any details they need to know for the next session.







# LEADER CHECKLIST

## Session Three

**Topic:** *Providing Physical, Tactile, and Visual Stimulation*

**Vignettes:** *Part 3: 1–8*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED:** *Part 3:*

1\*    2\*    3\*    4\*    5\*    6\*    7    8

(Circle vignettes shown.) ( \* = recommended vignette)

**DID I**

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review group ground rules	_____	_____
3. Review home activities (Speaking “parent-ese”)	_____	_____
4. Buzz to share developmental changes (“Things I can Do”)	_____	_____
5. Practice baby exercises and/or massage	_____	_____
6. Practice play peek-a-boo games & sitting baby to explore	_____	_____
7. Buzz ways to keep baby safe during bathtime	_____	_____
8. Explain home activities	_____	_____
9. Assign and explain buddy calls	_____	_____
10. Assign this week’s home activities	_____	_____

**Handout Pads:**

Home Activities for Week: Physical, Tactile and Visual Stimulation (handout 3A)

**Xerox:**

Calling Your Buddy

Baby Alert

Refrigerator Notes: Providing Physical, Tactile and Visual Stimulation to Encourage Baby’s Brain Development

Refrigerator Notes: Keeping Your Baby Safe During Baths

**Self-Evaluation**

“Gems” of Session—Reminder of things to pursue next session





## Incredible Years® Babies Program

# Outline—Session Four

### *Providing Physical, Tactile and Visual Stimulation*

#### **I. Welcome**

Greet each parent.

#### **II. Review Ground Rules**

#### **III. Buzz Home Activities (optional)**

Pair up parents to share with each other “Things I can do” handout.

#### **IV. Ask about home activities**

Ask about experiences with physical exercises and baby massage.

#### **V. Topic of Day: Providing Physical, Tactile and Visual Stimulation**

A. Vignettes: Part 3: 9—16

B. Buzz—visual stimulation ideas.

#### **VI. Group Practice with Babies**

Practice playing peek-a-boo, sitting baby to explore and reading to babies.

#### **Key Concepts**

- Understanding the importance of physical and tactile stimulation for babies’ brain development including baby massage
- Learning how to provide babies with visual and auditory stimulation
- Learning baby games
- Modulating the amount of stimulation babies receive
- Understanding the importance of reading to babies
- Providing opportunities for babies to explore safely

#### **VII. Review Home Activities**

Summarize Key Points (Refrigerator Notes).

#### **VIII. Parent Evaluation**

Remind parents of the importance of parent feedback for the group leader and the entire program.

Collect evaluation forms before parents leave.

#### **IX. Closing**

Summarize or recap the learning. Remind parents of baby alerts (see handout).

Thank parents for doing home activities.

Remind them of any details they need to know for the next session.





# LEADER CHECKLIST

## Session Four

**Topic:** *Providing Physical, Tactile, and Visual Stimulation*

**Vignettes:** *Part 3: 9-16*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 3:**

9\* 10\* 11\* 12\* 13 14 15\* 16

(Circle vignettes shown.) ( \* = recommended vignette)

**DID I**

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review group ground rules	_____	_____
3. Review home activities (exercise and massage)	_____	_____
4. Buzz to share developmental changes (“Things I can Do”)	_____	_____
5. Buzz to share your favorite baby toy or visual stimulation	_____	_____
6. Practice reading to babies	_____	_____
7. Explain home activities	_____	_____
8. Assign this week’s home activities	_____	_____

**Handout Pads:**

Home Activities for Week: Physical, Tactile and Visual Stimulation (handout 3B)

**Xerox:**

Calling Your Buddy

Refrigerator Notes: Reading With Your Baby

**Self-Evaluation**

“Gems” of Session—Reminder of things to pursue next session





*Incredible Years® Babies Program*  
**Outline—Session Five**  
*Parents Learning to Read Babies' Minds*

**I. Welcome**

**II. Review Ground Rules (if needed)**

**III. Report on Home Activities**

Buzz with buddies about home experiences with visual stimulation and reading to babies.

**IV. Topic of Day: Parents Learning to Read Babies' Minds**

A. Vignettes: Part 4: 1–7

B. Buzz: Pair up with another parent and share ways to help babies calm down and self-soothe when fussing or crying.

C. Buzz with buddies ways parents can stay calm when baby is fussy or crying.

D. Buzz with buddies routines for putting baby to bed at night.

**V. Group Practice with Babies**

Practice cuddling or soothing babies.

**Key Concepts**

- Learning how to read babies' developmental cues and needs
- Understanding how to respond to babies' crying and fussy periods
- Understanding the importance of taking care of oneself with adequate rest and support
- Knowing how to get support
- Keeping your home baby-proofed and safe
- Understanding how babies can be overstimulated
- Learning strategies to help babies' calm down
- Setting up predictable routines for bedtime
- Knowing how to help baby feel secure and loved

**VI. Review Home Activities**

Summarize Key Points (Refrigerator Notes) and explain home activities.

**VII. Parent Evaluation**

**VIII. Closing**







# LEADER CHECKLIST

## Session Five

**Topic:** *Parents Learning To Read Babies' Minds*

**Vignettes:** *Part 4: 1–7*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED:** Part 4

1\*    2    3    4    5\*    6\*    7\*

(Circle vignettes shown.) ( \* = recommended vignette)

**DID I**

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences	_____	_____
3. Ask about buddy calls	_____	_____
4. Review the concepts from last week's session (briefly)	_____	_____
5. Buzz: strategies to help babies to calm down and self-soothe	_____	_____
6. Buzz: strategies for parents to use to stay calm when baby won't calm down	_____	_____
7. Buzz to share routines parents use to put their babies to bed at night	_____	_____
8. Practice soothing babies	_____	_____
9. Review this week's home assignment (increase praise)	_____	_____

**Handout Pads:**

Home Activities for the Week – Parents Read Babies Minds

**Xerox:**

- Typical Day handout
- Bedtime Routine handout
- Refrigerator Notes About Tips to Healthy Sleeping Habits
- Refrigerator Notes About Helping Babies Feel Loved, Safe, and Secure
- Brainstorm/Buzz—Do Something Special for Yourself

**Self-Evaluation**

"Gems" of Session—Reminder of things to pursue next session





*Incredible Years® Babies Program*  
**Outline—Session Six**  
*Gaining Support*

**I. Welcome**

**II. Ground Rules**

**III. Report on Home Activities**

Ask about baby's bedtime routine and daily schedule.

**IV. Topic of Day: Gaining Support**

- A. Buzz with buddies list of babies likes and dislikes and how baby likes to be comforted and how this can be shared with babysitters or day care providers or family members.
- B. Vignettes: Part 5: 1–5
- C. Buzz and talk about who parents share their worries and joys with.
- D. Buzz ways to get support and/or feel supported.
- E. Buzz to share baby-proof checklist.

**Key Concepts**

- Understanding the importance of involving other family members and friends in your baby's life
- Learning how to get support from others
- Keeping family members in touch with your baby's development
- Understanding the Importance of reinforcing and taking care of yourself
- Knowing how to inform other infant care providers or baby sitters of baby's needs and interests
- Knowing how to baby-proof house and complete checklist
- Learning developmental infant landmarks (7–12 months)

**V. Group Practice with Babies**

Place toys out of reach of baby and see if they can reach for them.

Trade babies—see how someone else's baby is different, notice baby's emotions and responses, and talk about how it feels when you switch back babies.

**VI. Review Home Activities**

In addition to explaining the handouts, encourage parents to praise themselves and others by providing an opportunity for them to do it in class ; or each member could offer praise to another group member; or leader could model praising group and/or self.

Talk about buddy call assignments.

**VII. Parent Evaluation**

**VIII. Closing**





# LEADER CHECKLIST

## Session Six

**Topic:**        *Gaining Support*

**Vignettes:**   *Part 5: 1–5*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 5**

1\*    2    3    4\*    5\*    Summary Narration\*

(Circle vignettes shown.) ( \* = recommended vignette)

**DID I**

	YES	NO
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences	_____	_____
3. Ask about buddy calls	_____	_____
4. Review the concepts from last week's session (briefly)	_____	_____
5. Do "Buzz" about babies likes and dislikes	_____	_____
6. Do "Buzz" about who to share worries and joys with and how to involve family members in baby's development	_____	_____
7. Buzz ways to get support	_____	_____
8. Trade babies and compare	_____	_____
9. Do "Buzz" to review baby-proof checklist	_____	_____
10. Review this week's home assignment	_____	_____

**Handout Pads:**

Home Activities for the Week–Gaining Support

**Xerox:**

Baby-proofing Safety Checklist

"Things I can Do" checklist

**Self-Evaluation**

"Gems" of Session–Reminder of things to pursue next session





## Incredible Years® Babies Program

# Outline—Session Seven

### Babies' Emerging Sense of Self (6–12 months)

#### I. Welcome

#### II. Ground Rules/Announcements

#### III. Report on Home Activities

#### IV. Review

Review homework experiences and any vignettes not shown last session.

Check in with developmental milestones from the “Things I Can Do” checklist.

Ask about their support person.

#### V. First Topic of Day: Babies' Emerging Sense of Self

- A. Part 6: Vignette 1-8
- B. Feeding Babies, Vignettes 1-3
- C. Learning to Crawl, Vignettes 4-6
- D. Observational Learning, Vignette 7
- E. Voyage of Discovery, Vignettes 8-12

#### Key Concepts

- Reviewing developmental changes 6-12 months
- Learning about visual and nonverbal communication signals
- Understanding how to provide predictable routines and schedules
- Understanding how babies learn—“observational learning” & modeling
- Learning how to introduce solid foods in child-directed ways
- Knowing how to allow for babies' exploration and discovery
- Knowing how to talk to babies in ways that enhance language development

#### VI. Group Practice with Babies

Imitate baby—follow babies' lead and take turns.

Try being child-directed during mealtimes.

#### VI. Review Home Activities

Summarize key points (Refrigerator Notes).

In addition to explaining the handouts, remind them to bring back “Things I Can Do” checklist and to share with buddy when they make their call.

#### VII. Parent Evaluation

#### IX. Closing







# LEADER CHECKLIST

## Session Seven

**Topic:** *Babies' Emerging Sense of Self (6–12 months)*

**Vignettes:** *Part 6: 1–8*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 6**

1\*    2\*    3\*    4    5    6    7    8

(Circle vignettes shown.) ( \* = recommended vignette)

<b>DID I</b>	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences	_____	_____
3. Brainstorm principles of feeding first solid foods	_____	_____
4. Review developmental changes (see handout: 6–12 months)	_____	_____
5. Brainstorm/Buzz hand signals	_____	_____
6. Brainstorm/Buzz baby games	_____	_____
7. Ask about buddy calls	_____	_____
8. Review this week's home assignment	_____	_____

**Handout Pads:**

Home Activities for the Week—Emerging Sense of Self (handout 6A)

**Xerox:**

Refrigerator Notes About Social and Emotional Development (6-12 months)

Refrigerator Notes About Physical Development (6-12 months)

Refrigerator Notes—Feeding Babies

Refrigerator Notes—Introducing Solids (2)

**Self-Evaluation**

“Gems” of Session—Reminder of things to pursue next session





## Incredible Years® Babies Program

# Outline—Session Eight

### Babies' Emerging Sense of Self (6–12 months)

#### I. Welcome

#### II. Ground Rules/Announcements

#### III. Report on Home Activities

#### IV. Review

Review reading and homework experiences and any vignettes not shown last session.

#### V. First Topic of Day: Babies' Emerging Sense of Self

- A. Part 6: Vignette 9-16
- B. Voyage of Discovery, Vignettes 8–11
- C. Combining Verbal and Visual Communication, Vignettes 12–13
- D. Making Enjoyment of Baby a Priority, Vignettes 14–16

#### Key Concepts

- Assuming home is baby-proofed
- Understanding how babies learn—"observational learning" and modeling
- Understanding how to make enjoyment of baby a priority
- Knowing how to allow for babies' exploration and discovery
- Knowing how to talk to babies in ways that enhance language development
- Understanding about babies' object and person permanence

#### VI. Group Practice with Babies

Play peek-a-boo with a blanket—covering parent's face, stuffed animal and baby's face.  
Put toys out of reach and see what baby does.

#### VI. Review Home Activities

Summarize key points (Refrigerator Notes).

In addition to explaining the handouts, remind them to bring back "Things I Can Do" checklist and to share with buddy when they make their call.

#### VII. Parent Evaluation

#### IX. Closing





# LEADER CHECKLIST

## Session Eight

**Topic:** *Babies' Emerging Sense of Self (6–12 months)*

**Vignettes:** *Part 6: 9–16*

**SITE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**LEADER NAMES:** \_\_\_\_\_ **TIME:** \_\_\_\_\_

**VIGNETTES COVERED: Part 6**

9    10\*    11    12    13\*    14\*    15\*    16    Summary\*

(Circle vignettes shown.) ( \* = recommended vignette)

**DID I**

	<b>YES</b>	<b>NO</b>
1. Write the agenda on the board	_____	_____
2. Review parents' home activities; elicit reactions and experiences	_____	_____
3. Practice Object or Person Permanence game	_____	_____
4. Brainstorm/Buzz hand signals	_____	_____
5. Brainstorm/Buzz baby games	_____	_____
6. Ask about buddy calls	_____	_____
7. Review this week's home assignment	_____	_____

**Handout Pads:**

Home Activities for the Week-Emerging Sense of Self (if not given out prior week)

**Self-Evaluation**

"Gems" of Session—Reminder of things to pursue next session

