

The Daddy Book

*A workbook to guide
new fathers through
the important stages
of infant development*



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MFFN enhances healthy father-child relationships by promoting initiatives that inform public policy and further develop the field of fatherhood practitioners statewide.

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The Dad's Project staff that contributed to this booklet's original content include: Kevin Beneke, Jonathan Fribley, Bill Joyce, Glen Palm and Gayle Rioux.

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The Brainerd Lakes Area Early Childhood Coalition was established in 2006 as a part of the Minnesota Early Childhood Initiative. This initiative, funded in part by the Initiative Foundation and the McKnight Foundation, was established to ensure that young children have quality care and education that leads to success in school and later in life.



The Brainerd Lakes Area Early Childhood Coalition overall goal is to support all young children in reaching their full potential. Specifically, the Coalition will strive to ensure that every family will have access to quality programs, services and resources, and that our community will work together to build a bright future for our youngest children.



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For more information on the Minnesota Early Childhood Initiative, visit www.ifound.org.

Introduction

This workbook has been designed to help new fathers record some of their observations and memories during the first year of fatherhood. Fatherhood triggers many strong emotions as well as an opportunity to think about values. This book allows you to record observations about your developing baby as well as to reflect upon your own experiences as a new father. Try to take time on a regular basis to jot down your observations and reflections. The exercises and questions will guide you through some of the important stages of infant development as well as father development. This book is divided into bi-monthly sections. **The purpose of this workbook is to support a growing relationship between new dads and their babies.**

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Your baby's pace of development

What your child will learn in his first year is incredible. The following examples — attachment and vision, language, and motor development — show that the path babies follow in their development is, for the most part, the same while the rate at which they develop can vary greatly. These skills cannot be taught. Babies learn when their bodies and minds are mature enough to be ready. When they are ready they will amaze you with their determination and ability to learn new skills.

ATTACHMENT

A secure attachment in infancy lays a foundation for how your baby will think of herself, how she will relate to others, and how she will live her life. In the pre-attachment stage (birth to 2-3 months) a circle of action and response between you and your child begins. Your baby's interest in your face expands to include smiles and cooing and gurgling as a way to get and keep your attention. At this stage your baby usually can be comforted by anyone. During the attachment-in-the-making stage (2 to 6-7 months) your baby limits who can console her to those people who are most familiar to her. Laughing and babbling continue and the baby responds when someone approaches her. Your baby will attach to two or three people during the last stage of clear-cut-attachment (6 months to 2-3 years). She will want to stay close to you and will most likely become wary of strangers (anyone she doesn't spend time with on regular basis). Continuing to offer her a home base of love and security helps assure healthy, competent development in the future.

VISION

A newborn can only see clearly object that are at a distance of eight to ten inches — the distance his face is from yours when you hold and talk to him. Gradually a baby's ability to focus improves along with his ability to understand and act on his world. By three months he begins to know one face from another. By four month he knows and prefers his parent's face. Step-by-step he learns more about what he sees and what he can do — looking at his hands, reaching for a rattle, and coordinating hands and eyes.

“My daughter, at age 2, had her first encounter with a “big wheels” bike. She had watched her friend of the same age race back and forth in front of our house. She sat down on the “big wheels” bike, tried to pedal, and ended up scooting herself forward with her feet. I tried some coaching, some gentle pushing, and encouraging her to pedal. She just didn't get it, and after awhile she was no longer interested in scooting around. I worried about her development — was something wrong? It took another six months before she gained the coordination to pedal her “big wheels” bike. I learned sometime later that pedaling a trike develops for some children shortly after their second birthday while it takes others until age three to master this skill. When trying to understand how your child is developing and learning, remember that typical development occurs during a wide range of ages for some skills. A child's interest in the task and his “readiness” to accomplish the task will influence when he learns new skills.”

LANGUAGE

A baby's first sounds are not deliberate, rather they are a result of his physical state (being well-fed and content). Around six weeks a baby begins to respond with smiles and general signs of pleasure when someone talks or smiles at her. By around two months she begins to add sound to her feelings of well-being. In another two weeks she distinguishes between smiling and talking and will talk back when talked to and smile when smiled at. In these early months her "talk" is not an attempt to say something specific, rather it is a way to interact with others.

By three or four months, a baby shows more excitement and interest in interacting with people. As he plays, he will begin to "babble." Gradually he adds consonants (P, B, and M) to his "oohs" and "aahs" and his language becomes more complicated as he is talked to and as he matures. His language continues to develop so that during the seventh month he turns his cooing and babbles into two syllable "words." During the eighth month he takes an interest in conversations between adults and will learn to call out for your attention. Gradually his speech develops so that he strings syllables together to form "sentences" and in the tenth to eleventh months he begins to use a particular sound for a specific object. Though often hard to identify, his first real word comes soon after.

FINE MOTOR

Newborns have very little control over their bodies. Muscle control starts with the head and moves downward. Around ten to twelve weeks, a baby has discovered where her hands are by seeing them and touching them. She has played with her hands up to this time, but she did not truly know they were a part of her. Now the baby is getting ready to reach out and grasp things – a complicated process. The baby will have to want the object, estimate how far away it is, and control her arm enough to get her hand on it. The baby's first attempts will be swipes at the object. She will learn to touch the toy with her open hand but usually closes her hand too soon. By six months she will have learned to reach out to the toy, put her hand on it, and close her fingers around it.

The baby still needs to learn to explore her world through her sense of touch. To do this she needs to refine the control she has over the small muscles in her hands and fingers. At six months she grasps with her whole hand and picks up toys with her cupped hand. During the seventh and eighth months she begins to use her fingers and thumbs to hold and grasp objects. During the last three months of the first year, the baby uses her forefinger and thumb to pick up objects (pincer grasp) and learns to let go of objects whenever she wants to rather than just by chance.

The developmental milestones, as presented in these materials, are useful guides for identifying approximate ages when skills or behaviors might first appear. Whether your child sits or creeps at six months or seven months will not matter in the end. Give him plenty of opportunity, encouragement, and reinforcement. By accepting and valuing his personal time schedule for learning new skills, he will know that you value him as an individual.

1-2 Months

“When our son was born, I was there for the moment of birth. He came into the world in a calm manner, and I was able to hold him and talk to him shortly after birth. I was totally engaged by his intense gaze and his soft red skin. When the nurse came to take him down the hall to do the routine exam, I didn’t want to give him up. The nurse seemed annoyed that I was getting in the way of “her work,” but he was “my baby” and I wanted to stay with him. I persisted and was allowed to carry him around and observe his first exam.”

Attachment

New fathers often experience a fascination and wonderment about their new babies. They enjoy watching them and are amazed at their capabilities and the miracle of life that is part of them. Experts call this feeling engrossment. Fathers say things like “I just stared at him in my arms and was struck by his perfect tiny fingers and toes. I didn’t want to put him down.”

This fascination with babies can be a starting place for the process of attachment as fathers learn to know and understand their babies and as babies grow in their trust and affection for their fathers.

Many dads feel an instant bond and strong sense of attraction and affection for their babies from the instant they hold them after birth. This instant bond feels like “super glue”— it does not take long to feel the strength and permanence of their new relationship. Other fathers may not feel this strong sense of attraction and may feel more reluctant and unsure about their new baby and how their lives fit together.

Regardless of your first experience and feelings, it is important to invest yourself in building a secure sense of attachment with your baby during this first year. All parents experience some of the ups and downs of attachment – sometimes feeling very close and loving and other times more distant. This section on attachment outlines the importance of attachment for both babies and parents.

Both mothers and fathers can develop a secure sense of attachment with their baby, but they may take different paths to building this sense of closeness and trust. As a new father you must build this relationship through caring for your baby's needs in a consistent manner, showing affection – touching, stroking and cuddling your baby, learning what your baby's non-verbal cues mean, and playing with your baby in a fun, stimulating and safe manner.

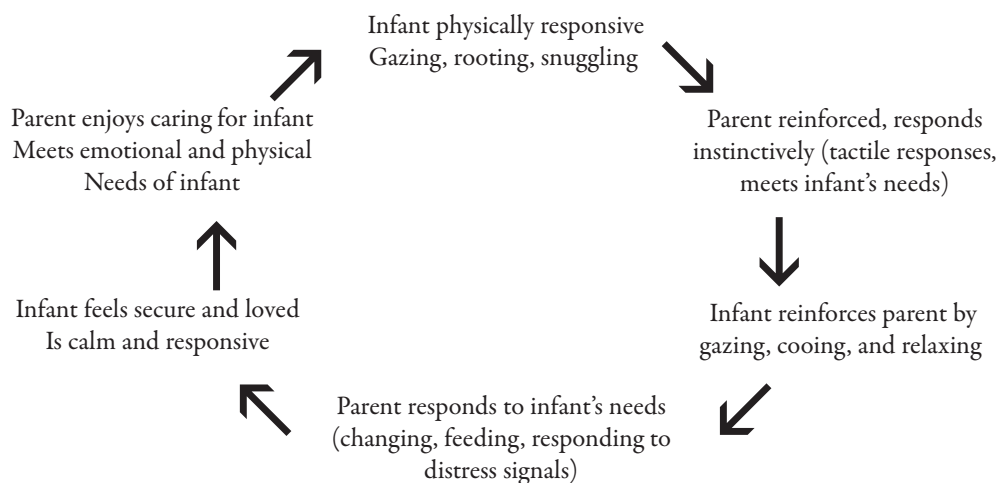
You may not feel or experience the same type of connection as your partner does. Mothers have a different bond based on their own imitate connection and sharing rhythms of their bodies with babies through nine months of pregnancy. Your attachment to your baby will be different and will provide your baby with his or her first experiences of male caring and affection.

Your baby's earliest need is for people. To survive, he will need to get your attention and make sure that you take care of his basic needs. However, attachment goes far beyond feeding, changing diapers, and bathing. Attachment is a mutual relationship in which the child is an active partner and develops through interactions between the child and the parent.

Research shows that what helps a child succeed through all stages of development is a positive relationship with caring, supportive adult. Attachment between parent and child is important for good brain development, positive self-esteem, forming positive relationships with others, and success in school. A secure attachment forms a child's view of the world and helps him develop trust in his parents. That trust provides a "home base" as the child gets older and begins to try things on his own.

The following illustration shows how infant and parent interactions create a sense of secure attachment.

Attachment Cycle between Infant and Parent
(M. Erickson, Family Information Service, 1977)



When a father can spend time with his baby, he offers unique and interesting interactions that the baby longs for. A father can build his own fatherly relationship with his child. Instead of competing with the mother's special mother-baby relationship, fathers can create their own special relationship and secure their baby's affections. (Leach 1978).

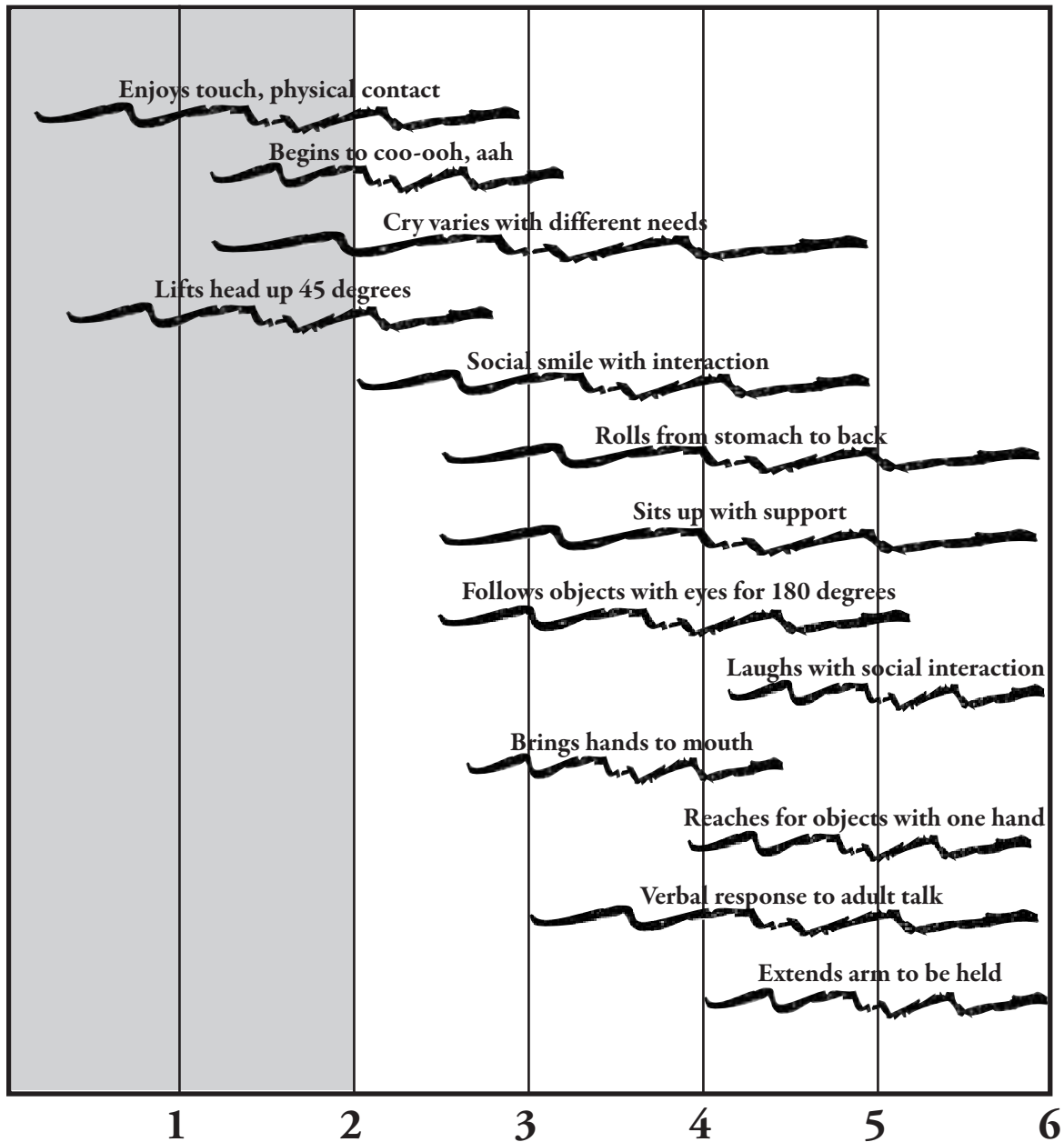
To build a secure attachment between you and your baby,

- **Learn your child's cues and signals.** Listen to the sounds she makes, and observe the way she moves, her different facial expressions, and the way she makes eye contact.
- **Respond to your child quickly, consistently, and predictably.** Lots of attention does not spoil babies. Their cries are an important way to communicate. Learn their different cries and what they mean.
- **Touch, cuddle and show affection.** Touch stimulates the brain to release hormones necessary for growth. Find out how your baby likes to be held.
- **Play with your child.** Simple games can be fun for both babies and dads. Watch to see which games your baby likes and when he is ready to stop playing.
- **Talk, read, and sing with your child.** Babies begin to learn about language from your tone of voice and the sounds you are making even if they don't yet understand what the words mean.

Developmental Milestones

1-2 Months

The developmental milestones charts introduce the typical range of some common emerging infant capabilities in 6-month age ranges to illustrate the ongoing process of development. Observe and enjoy your baby's unique rate and patterns of interacting and learning during the first year of life.



If you have any concerns about your baby's rate of development in any area, consult your health care provider.

What can baby do?

1 Month

Daily Cycle

Your baby spends most of the day moving in and out of sleep and is not yet ready for much stimulation. A newborn's daily cycle has several states:

- 1) actively alert (ready for play and interaction),
- 2) quiet alert (content to look around),
- 3) deep sleep (little movement),
- 4) active sleep (moves around, wakes up if disturbed), and
- 5) drowsiness (transition between sleep and wakefulness, does not respond).

What are signs that your baby is ready to play? ...ready to go to sleep?

Comfort and Cuddling

During the first few weeks of your baby's life, the best way to communicate with him is through physical closeness. When he is awake, your baby requires comfort and cuddling. Gently stroking your baby's body, holding him close, and cuddling him helps your baby trust his environment and respond to those who care for him.

When your baby cries, what are the best ways to comfort him?

How does he respond to cuddling? . . . stroking? . . . calm talking?

What can baby do?

2 Months

Hearing

Your baby is beginning to connect her listening with her looking. At first your baby listens to your voice without looking at you. Eventually she begins to search for the source of your voice.

Experiment with looking at and talking to your baby from different distances – five feet to six inches. When is she most comfortable and tuned in to you?

How can you tell?

Facial Expression

Your baby's facial expression can tell you a lot about what he likes and dislikes.

As you play and talk to you baby, can you tell from his face how he feels?

What are the signs of distress?

What are the signs of delight?

What are the signs of fear or wariness?

Reflections on being a new dad.

1-2 Months

How did you prepare for becoming a new father during pregnancy?
What was most helpful?

What was your biggest fear about becoming a dad?

Birth Story – Dad’s Version — Where were you during your child’s birth?
Describe the birth – your involvement, circumstances, and feelings.

What were the most striking features of your child when you first held him/her?
...the most surprising feature or characteristic?

What changes or arrangements have you made to your home to accommodate
a new baby?

What have been the major changes in your daily routine since your baby was born?

What has been the most rewarding part of being a new dad?

What has been the most challenging part of being a new dad?

Other thoughts about being a new dad...

New Game

1-2 Months

Follow My Face

During your baby's first month, she will enjoy looking at you. Sometime in the second month, she will follow your face as you move within her field of vision. If you talk to her and make silly noises while she is watching you, she will soon learn to recognize your voice as well as your face.

Dance with Baby

Slow, rhythmical movements will be familiar to your baby. Listen to music as you hold and slowly dance with your baby. She will enjoy the rhythm that will someday help her learn to talk, walk, run and gallop.

Make a Toy

1-2 Months

Mobile

One of the first toys you can make for a newborn is a mobile. Your baby will look at what you put on the mobile and perhaps follow its movement. Your child's interest in the mobile will be maintained if you change the position of the objects or replace one of the objects every few days.

Materials: 3' - 4' length of 1" plastic pipe
string
bright card stock

1. In the middle of a 3' - 4' length of 1" plastic pipe, drill holes for objects to hang from. On each end of the pipe, drill holes to tie the pipe to the crib rails.
2. Lay the pipe across the crib. Securely tie the ends of the pipe to the bed's side rails.
3. Hang one or two objects from the pipe. Tie them securely. Position the objects so that your infant sees the most attractive and interesting part of the object. Infants can only focus on objects that are no more than eight to ten inches away. Change the objects from time to time.
4. Be creative in what you choose to hang on the mobile:
 - Infants like to look at faces. On a small paper plate, draw a simple face or glue a photo of yourself or your family.
 - Hang objects or pictures that represent your interests or hobbies — airplanes, dogs, fishing, stars, cars, cooking...
 - Use objects that have sentimental value — a toy from your childhood, a sibling's favorite stuffed animal...
 - Use objects from around your house — feathers, bows, an aluminum foil pie pan, spirals cut from colorful paper, shiny spoons...
5. Safety precautions:
 - Be sure the objects you hang are out of reach of your child.
 - Securely tie the rod and the objects.
 - Keep the strings as short as possible.
 - Remove the mobile when you are not close by.
 - Do not use the mobile once your child can reach out and grab it.

Safety

1-2 Months

Car Seats

To provide full protection for your baby, infant car seats (specifically designed for infants up to 20 pounds) need to be installed and used correctly.

- Use only federally approved car seats.
- To install the car seat correctly, follow the car seat instructions and the directions in the car owner's manual carefully.
- Be sure the car's seat belt is routed through the correct slots so that the car seat does not move sideways or from front to back.
- Keep the car seat harness snug, with no more than 1" of slack.
- Infants up to 20 pounds must face the rear of the vehicle in a semi-upright position. The middle of the back seat is the safest place for your infant's car seat.
- Put your baby in a car seat every time you put him in the car.

Shaken Infant Syndrome

Infants' neck muscles are not strong enough to support their heads. If they are shaken, their heads wobble back and forth, which may cause brain damage, blindness, spinal injury, paralysis, seizures, impaired motor skills, and broken bones. Some play activities can damage the head and neck of a baby.

- repeatedly tossing a small child into the air
- jogging while carrying an infant on your shoulders or back
- bouncing a child on your knee or swinging him on your foot
- swinging a child while holding her by her hands or feet
- spinning a child around

Secondary Smoke

Secondary smoke increases the frequency and severity of a baby's respiratory infections, increases the chances of having ear infections, agitates a baby's cough, and may increase an infant's risk for SIDS (Sudden Infant Death Syndrome).

Loud Noises

Loud, intense sounds and long exposure to less intense noise can not only damage a baby's hearing but also interfere with language development and learning.

Reduce the Risk SIDS (Sudden Infant Death Syndrome)

- Put your baby to sleep on his back.
- Use a firm mattress; avoid soft pillows, comforters
- Avoid snuggling blankets and clothing up around baby's mouth and nose.
- Keep the bedroom cool; avoid overdressing.
- Provide a smoke-free environment.

To Keep Your Baby Safe:

- Always stay beside your baby when she is on any high surface such as a bed, chair, or changing table.
- Do not use a long cord to tie toys to your baby's crib or a pacifier around his neck.
- Check the temperature of bath water. Turn down the temperature of your water heater to 120o to prevent burns.
- Keep small objects out of reach of your baby.
- Do not leave plastic bags where your baby can reach them.
- Never leave your baby alone in the house, car, or yard.
- When carrying your baby in an infant seat, be sure she is securely strapped in.

Issues & New Development

1-2 Months

Soothing a Crying Baby

Babies cry for a reason. Your goal is not just to stop the crying but to identify the baby's needs and satisfy them. A baby will develop a sense of predictability and security when she knows that someone will respond to her and that her needs will be met. Whatever strategy you choose, give it enough time to work before giving up on it and trying something else.

Causes and cures of crying:

"I'M HUNGRY!"

Hunger is the most common cause of crying. If your baby has not been fed in the last two hours, try feeding him.

"I'M WET!"

Some babies are very sensitive to wet or dirty diapers. Does your baby's diaper need to be changed?

"I'M IN PAIN."

Pain — too hot of a bath, a bump, or a pinched finger — is very certain to cause a strong cry.

"I'VE HAD ENOUGH."

Overstimulation — too much noise, too cold of hands, too much tickling or bouncing, too bright of lights — can overwhelm your baby. Give him a break so he can comfort himself.

"I'M TIRED."

Your one month old baby has probably not settled into routine sleeping patterns. She will sleep fourteen to eighteen hours in a day and may be awake for only thirty minutes in a four hour period. A two-month-old baby may be awake as many as ten hours throughout the day and has two to four long sleep periods.

"I NEED YOU."

It is natural for a baby to be content when she is being held. When you cannot hold your baby, carry her in a front pack or wrap her in a blanket as a way to give her the feeling of being held.

"I'M IRRITABLE"

What a baby can tolerate will depend on how he feels at the moment. What he likes when he is happy and well rested may not be tolerable when he is tired or hungry. A baby who cannot relax or fall asleep because he is irritable or tense might be soothed by a constant rhythmical stimulation — the hum of a fan, soft music, or rocking.

"I NEED A PACIFIER."

Sucking can usually calm a crying baby except when she is hungry. Use a pacifier as a last resort; always attempt to identify what it is that is causing your baby to cry.

If you feel stressed by your baby's crying, give yourself a break. If possible, let someone else try to quite your baby or put her in her crib for a few minutes. If your baby has not calmed herself, try EVERYTHING again.

3-4 Months

“Today, seven week old Mara learned a “new trick.” She is fascinated by the mobile that hangs above her cradle. Like a good breech baby (Mara was born bottom first) she enjoys sticking her feet high in the air. The comfortable “V-shape” from the womb makes kicking a natural movement. She discovered that she could kick the different figures as they twirl above her. She seems very deliberate with her kicking and watches with delight as the figures bounce up and down after she kicks.”

Temperament

Your baby’s temperament is the way he responds to his environment and the way he faces life. The more you know about his temperament, the better you will be at reading his cues and responding to his needs in appropriate ways.

Most children fall into one of three categories:

Easy child – flexible, easy to live with, responds positively to new situations, adapts to new people and situations, cheerful

Feisty child – irregular eating and sleeping schedules, high activity level, reacts intensely, highly distractible, fussy, feisty

Cautious child – slowly adapts to new people, places, and things; withdraws from new situations

Thinking of your baby in terms of the following characteristics will help you know if she is “easy” “feisty” or “cautious.” Each trait can be seen as a continuum such as intense to quiet, and your baby will fall somewhere between the two extremes.

Temperament Traits

(E. Crary, 1994, Love & Limits)

Activity Level	Very vigorous and physically active OR low energy and moves slowly
Intensity	Always intense OR quiet and reserved
Approach/withdrawal	Easily approach new people and situations OR resists or dislikes new things
Adaptability	Adapts quickly to change OR slow to adapt
Sensitivity to the Physical World	Very aware of light, sound, temperature, texture OR unaware of physical world
Mood	Happy and cheerful OR irritable and upset
Persistence	Long OR short attention span
Regularity	Consistent in daily routine OR inconsistent in sleep, eating and elimination
Distractibility	Easily distracted by what is going on around them OR rarely distracted

Once you identify your baby’s temperament traits, it is important to recognize how those traits affect his personality and how you can respond rather than merely labeling him.

When a baby’s temperament is difficult to deal with or when a baby’s and a parent’s temperament do not mesh, parenting may be challenging. Parents must accept and develop techniques to interact with the baby in a positive way. Your infant’s individual temperamental traits can be understood as strengths to be appreciated and refined.

Dads with difficult or slow to warm babies have to work harder and adapt more to support development.

Temperament Observations & Experiments

Select three or four of the above temperament traits to observe. Rate your baby on a scale of 1 to 5 on each trait after observing her at play. Compare your observations with ratings by your baby's mother.

1. Activity Level

5	4	3	2	1
High		Medium		Low

2. _____

5	4	3	2	1
High		Medium		Low

3. _____

5	4	3	2	1
High		Medium		Low

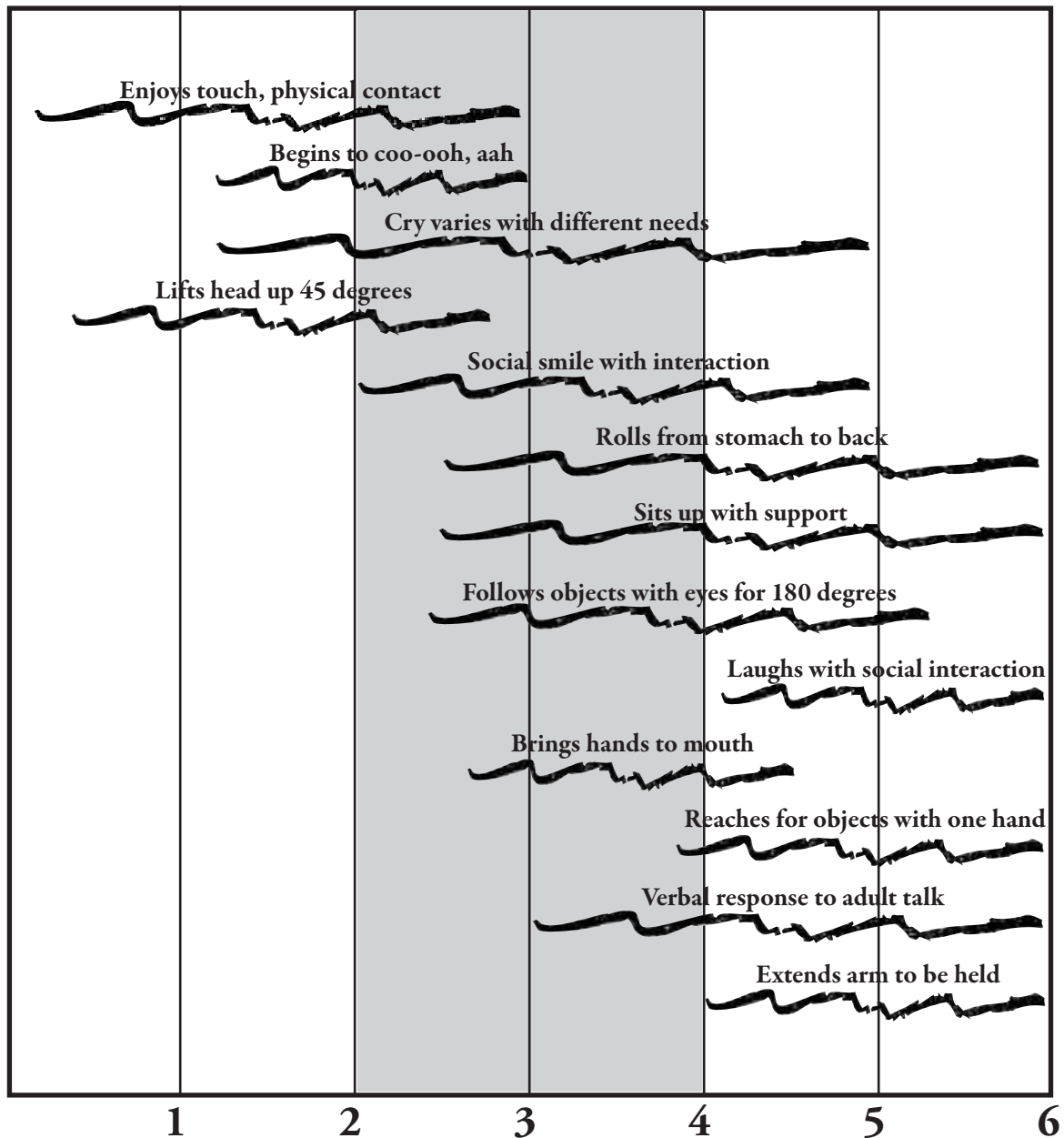
4. _____

5	4	3	2	1
High		Medium		Low

Developmental Milestones

3-4 Months

The developmental milestones charts introduce the typical range of some common emerging infant capabilities in 6-month age ranges to illustrate the ongoing process of development. Observe and enjoy your baby's unique rate and patterns of interacting and learning during the first year of life.



If you have any concerns about your baby's rate of development in any area, consult your health care provider.

What can baby do?

3 Months

“Talking”

Your baby may begin to say some vowel sounds (ah-ah-ah, ooh-ooh-ooh).

What sounds does your baby make?

When you talk to him, how does he “talk” back to you?

Tracking

A newborn cannot focus on objects farther than seven or eight inches from her face. At two months your baby’s eyes are become more coordinated and she can move them and focus at the same time.

Hold a toy so your baby can focus on it. Move the toy slowly. Do your baby’s eyes follow the toy?

If the toy is moved too fast or out of the baby’s range of vision, she will lose interest. Your baby does not yet have an understanding of object permanence. Once the toy is out of sight, she will not look for it or remember that it ever existed.

Hearing

When your baby is lying on his back, move to a place where he cannot see you. Say his name.

Does he turn his head toward you?

If he looks towards you, go to him and cuddle him. Play this game at other times — when you go to his crib to get him up in the morning or when you enter a room where he is playing. With practice he will get better at finding you when he can only hear you.

What can baby do?

4 Months

Newborn Reflexes

Many of your baby's reaction during the first weeks and months are the result of built-in reflexes. Gradually your baby loses these reflexes and begins to use what she has learned about the world and her own body to adjust and control her actions.

You may want to check some of the newborn reflexes to find out if your baby still has them. Tell your child what you are going to do, and only try these when she is interested. It will probably take several sessions to try them all.

<i>Present</i>	<i>Not present</i>	<i>Reflex</i>
<input type="checkbox"/>	<input type="checkbox"/>	Babinski Reflex: Stroke the sole of the foot from the heel up; the toes will flare out
<input type="checkbox"/>	<input type="checkbox"/>	Sucking: Stroke the baby's cheek or mouth; baby's mouth will pucker
<input type="checkbox"/>	<input type="checkbox"/>	Grasping Reflex: Stroke the baby's palm or press the balls of her feet; the baby's fingers or toes will curl.
<input type="checkbox"/>	<input type="checkbox"/>	Stepping Reflex: Hold the baby in upright position with his feet touching a surface; the baby will lift each foot as if to walk.
<input type="checkbox"/>	<input type="checkbox"/>	Moro Reflex: Sudden changes in light, noise movement, or position will cause the baby to extend his neck and fling out his arms and legs.
<input type="checkbox"/>	<input type="checkbox"/>	Masopalpebral Reflex: Tap the bridge of your baby's nose; both eyes will close.

Language

Choose a time when your child is interested in being held to give him a tour of your house.

What attracts your child's attention? How long will he look at something?

Stop and tell him about each item – what it is, what color it is, how it works, what it is used for, the sound it makes. Let him touch or play with it if it is safe.

Grasping

Your baby may be reaching out to grab toys. Her trust and attachment to you provides the confidence to reach out to discover her environment, an important step in her development.

Give your baby different objects to grasp – a metal teaspoon, a wooden block, one of her socks. What is her reaction as she touches each object? Does she prefer one object over the others? Does she look at the object when it is in her hands?

Reflections on fatherhood and important relationships.

3-4 Months

FEELINGS OF ATTACHMENT

How would you describe your relationship to your baby?

When did you first start to feel connected to your baby?

What do you do to be connected with your child?

How does your baby get and keep your attention?

What are the times that you feel least attached or connected to your baby?
What do you think is going on during this time?

YOUR RELATIONSHIP WITH YOUR CHILD'S MOTHER

The first three to four months can be trying time for mothers and fathers as they establish a new set of family routines and relationships.

How has parenthood changed your relationship with your spouse/child's mother?

What impact has parenthood had on your feelings of emotional closeness?

What impact has parenthood had on your sex life?

How has parenthood changed how you spend time as a couple?

New Game

3-4 Months

“Talking”

Hold your baby so that he can see your face. Talk happily to him. Pause to give him a chance to make his own sounds. If he does, repeat his sounds to him. At first your baby may only smile at you. There is a lot for him to learn about “talking.”

This is a game you can play with your baby for many months to come. What you have to say to one another will change as your baby gains new skills and sounds.

Mirrors

Though your baby will enjoy and understand mirrors more in a few months, it is not too early to introduce her to some mirror games. Holding your baby in your arms, stand in front of a mirror. Make faces, touch the mirror, and talk about what you and your baby see. Play a game of peek-a-boo by stepping to the side of the mirror

“Up You Go!”

Hold your baby around his chest, under his arms. Gently raise him up and say, “Up you go.” Move your baby slowly and keep eye contact with him. You do not want to startle him. As you lower him, say “Down you come,” and hug him as he comes back down to you. As you play this game for the first times, watch his reactions to know if he is enjoying it.

Play this game as you pick your baby up out his crib or infant seat and eventually he will anticipate what will happen when he hears “Up you go.”

Watch your baby’s reaction to this game and stop playing when he has had enough or seems frustrated.

Make a Toy

3-4 Months

Kicker

Your baby will enjoy lying on her back and kicking at things hanging above her. Kicking will strengthen her legs, help develop coordination, and teach her about cause and effect.

Materials: 2 liter clear plastic bottle
length of cord
collection of objects to put into the bottle

1. Make the kicker from a two-liter plastic bottle, an oatmeal box, or other container.
2. Make a hole for the string to go through in the lid and the bottom of the container. Depending on what material the container is made of, use a drill, a hot nail held in a pair of pliers, or an awl to make the holes.
3. Thread a long, sturdy cord through the bottom of the container and its lid.
4. Put a variety of objects in the container — some that will make noise, others that are colorful or shiny. Ideas include bells, pom poms, crumpled paper, a ball of aluminum foil, dried beans, buttons, or paper clips.
5. Put the lid on. If the lid does not stay on securely, glue or tape it in place.
6. Tie the kicker between the rails of your baby's crib. Hang it low enough so your baby's feet can reach it.

*As with all baby toys that have strings and small parts,
be sure that you stay close by while your baby is playing with this toy.*

Safety

3-4 Months

Are your child's playthings safe?

- sturdily built so pieces will not break or fall off
- have a nontoxic finish
- no small pieces; can pass the Choke Test (*see below*)
- no sharp edges
- washable
- cords, strings, or ribbons are no longer than 6"
- toys make gentle sounds rather than sharp, loud, or squeaky ones
- cannot be compressed so that the entire object fits in the child's mouth
- eyes, noses, and buttons on stuffed dolls are well attached;
squeakers are not removable

Choke Test

To see if an object is dangerous because of its size, drop it into a tube 2 ¼" long and 1¼" in diameter. (A toilet paper tube is close to this diameter.) If the object fits completely in the tube, it fails the Consumer Product Safety Commission test and should not be used by children under the age of three years old.

Issues & New Development

3-4 Months

Bedtime

As your baby gets older, he is becoming more alert and active and may have trouble settling down at the end of the day. A bedtime routine may help. Instead of letting your baby fall asleep while feeding or rocking him, put him to bed while he is still awake so he will learn to fall asleep on his own. A key to establishing good sleep habits is getting children to fall asleep on their own — to become self-soothers. A child who can sooth himself to sleep can put himself back to sleep when he wakes up in the middle of the night.

When establishing your child's bedtime routine, consider the age of your baby and your family's daily schedule. Finding a bedtime routine that works will take trial and error. There is no right or wrong. Choose a routine that works for you and your child.

- set a time for bed _____
- give night feeding _____
- take a bath _____
- put on pajamas _____
- find teddy _____
- read a book _____
- sing a song _____
- say "GOODNIGHT!" _____

5-6 Months

Love, attention and spoiling

If you have ever known a child or adult who seems to never think about another person's needs, you may be worried that the love and attention you give your child will spoil him.

You may begin to feel the need to let your child know that "he is not the only person in the world."

To be spoiled, a person has to be able to want things and to need them. Your baby would need to see himself as an individual who is separate from everyone else, to appreciate other people's rights as well as his own, and to be able to think that he can assert his rights over others (Leach 1978). At this age your baby is not old enough to think in these ways.

For now, what he wants is the same as what he needs.

You may begin to think that you should change the way you respond to your baby so that he does not become spoiled – for example, to delay going to him when he cries. In the end, it will be less work and less stress if you meet his needs without unnecessary delays. It is easier to feed, diaper, and play with a baby who is not overly stressed, tired or anxious from unnecessary crying. Delays will likely make your baby more demanding, and he may lose trust in his ability to get his needs met.

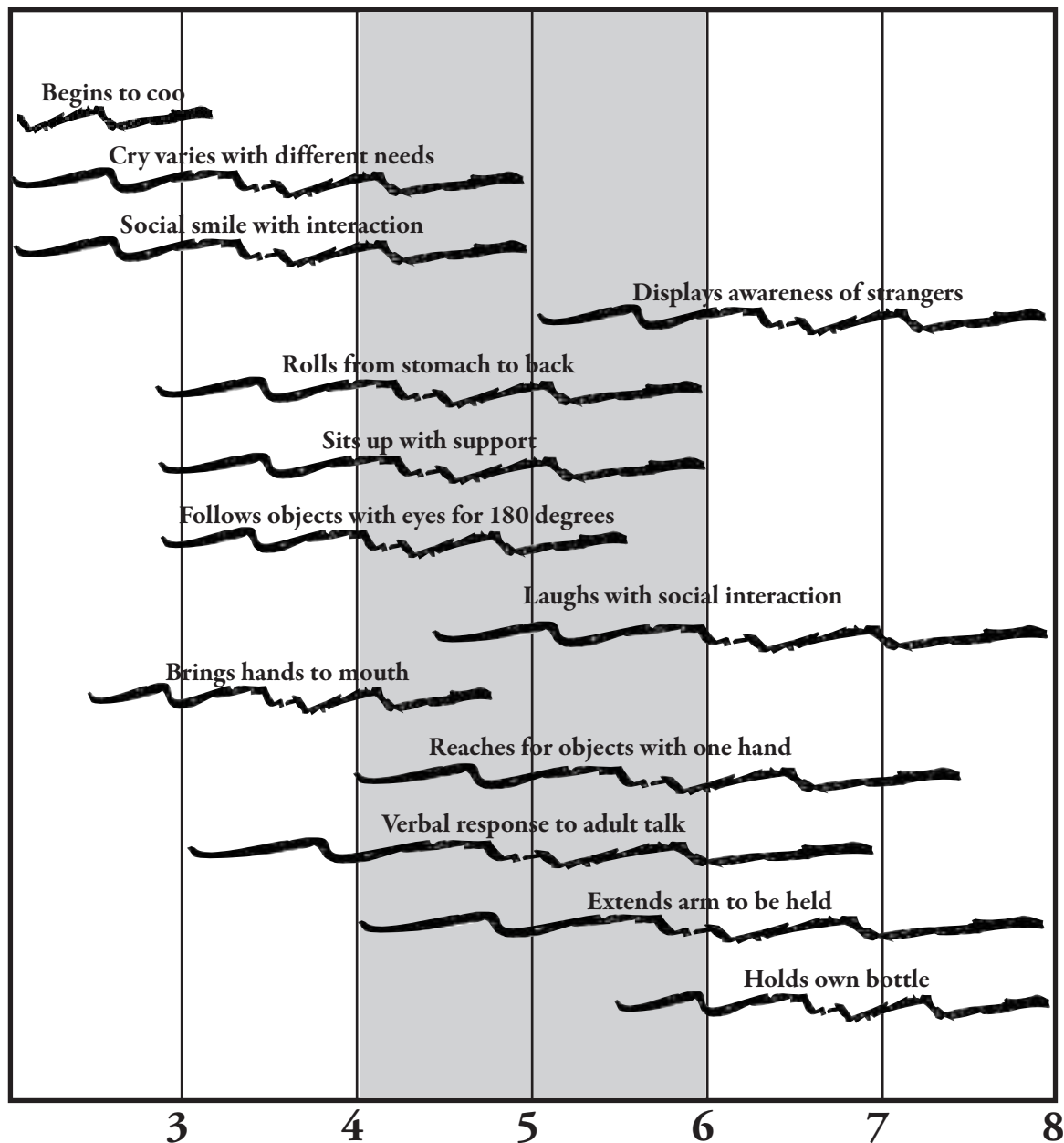
For now, your love and attention are what he needs. Your baby needs you to pay attention to his cues for distress, hunger, discomfort, and contact. When you meet these needs, your baby will cry less frequently and know that he can depend on you to understand and meet his needs.

"On the day Erich was born, my wife and I arrived at the hospital about forty-five minutes after he was born. He was waiting there for us. One year later, his adoption became final. Over the first few months, I wondered occasionally, 'will this baby love me as much as I love him?' It did not take long for me to become very attached to Erich, but I knew I would have to wait for his attachment to me to develop. During his sixth month, I began to notice he would fuss a little when I would leave him with his caregiver. Not long after when I would leave him, he was becoming very upset when I would go. It was so difficult to leave him, but small part of me felt good to know that I was being missed and that he was feeling attached to me."

Developmental Milestones

5-6 Months

The developmental milestones charts introduce the typical range of some common emerging infant capabilities in 6-month age ranges to illustrate the ongoing process of development. Observe and enjoy your baby's unique rate and patterns of interacting and learning during the first year of life.



If you have any concerns about your baby's rate of development in any area, consult your health care provider.

What can baby do?

5 Months

Rolling Over

At this age, your baby may be getting ready to roll over from his back to his stomach. To see how close he is to accomplishing this feat, lay him on his back and get his attention by showing him a toy. Move the toy to the side and top of his field of vision. You want him to turn his head and shoulders and arch his neck and back.

What was your baby's response?

Did this movement and repositioning of his body cause him to roll over?

Rolling over is not something you can “teach” your child. Even if he did not roll over, the exercise will strengthen his muscles. If he is not interested in this game, try again another time. When he is developmentally ready, he will roll over.

Laughing

A baby first laughs at around four months of age. Kisses on her tummy will bring on a squeal of delight. At this age, your baby's laughter is probably a reaction to something that feels good or is physically exciting.

What makes your baby laugh — a game of peek-a-boo, kisses on the neck, funny faces, strange sounds...?

What can baby do?

6 Months

Listening and Touching

To develop their sense of hearing and touch, babies need to hear variety of sounds and touch a variety of textures. Let your baby crumple a piece of wax paper to hear the crisp crackling noise and feel the waxy texture. Watch to be sure she does not eat it.

What is her reaction? Is she interested in handling the paper to see what she can do with it? Does she resist touching the wax paper?

At other times try white tissue paper, a stiff cotton napkin, lightweight corrugated paper, and a variety of fabrics (fur, terry cloth, velveteen, stretchy knits...). Before presenting any material to your baby, keep her safety in mind – be sure the item is clean and safe to mouth. Avoid newspaper and colored tissue paper; they will stain baby's skin.

Changes in work and family life.

5-6 Months

WORK AND FAMILY LIFE

How has your work life changed over the last few months – Are you working longer hours? Do you feel more or less committed – satisfied?

What are the work/family tensions that you have experienced as a new parent?

If you could have an ideal job to complement your new role as a parent, what would it be?

How does your employer recognize and support your role as a parent?

YOUR RELATIONSHIP WITH YOUR PARENTS

How has fatherhood changed your view of your parents?

How have your parents' attitudes toward you changed now that you are a father?

What are some ways you want to be different from your father?

What are the most important lessons your parents taught you about being a good parent?

New Game

5-6 Months

Peek-a-boo

The first time you play peek-a-boo with your baby, it will be less scary if you hide a teddy bear or doll beneath a blanket and take it off as you say “Peek-a-boo!” Next you might cover and uncover your face with the blanket or your hands.

Once your baby is familiar with those versions, cover her face with a lightweight blanket or cloth. Talk to her as you cover her face so she will know you are still there. Then pull the blanket off and say, “Peek-a-boo.” Be surprised as you see her face. Gradually take longer to pull away the blanket. Eventually your baby may cover her own face and take the blanket off herself and make up her own versions of the game.

If your baby seems afraid of being covered, play the game so that she can see most of the time or wait a few days to try again.

What makes this game fun for your baby is that she does not yet understand that when you are out of sight you are not really gone. She enjoys your magical disappearance and reappearance.

Make a Toy

5-6 Months

Baby Barbell

Give your child this toy and watch as she explores it. She might mouth it, shake it to hear the clatter of the rings, or watch it as it rolls across the floor.

Materials: two 1½” wooden balls with a ⅝” hole drilled part way into it
one piece of ⅝” dowel 5½” long
three 1⅛” - 1¼” plastic, metal, or wooden rings
vegetable oil

1. Sand the wooden balls and dowel.
2. Securely glue one wooden ball to the end of the dowel.
3. Slip three rings onto the dowel.
4. Securely glue the other wooden ball onto the end of the dowel.
5. Rub vegetable oil into the wood. Wipe off the excess oil.

Safety

5-6 Months

First Aid Supplies

Keep first aid supplies in a locked box or cabinet. The kit should include:

- bandages (several sizes)
- sterile cotton
- gauze pads
- a roll of stretch gauze
- adhesive tape
- baby aspirin or acetaminophen
- syrup of ipecac
- a thermometer
- small scissors
- tweezers
- first aid book

Highchairs

- Strap your child into the highchair.
- Use a chair that is sturdy and that has wide spread legs so it does not tip over.
- Set the chair far enough away from counters or tables so your child cannot push herself over.
- Always check that the food tray is locked in place.
- Keep other children from climbing on the highchair as they may cause it to tip over.

Drowning

Never leave your baby alone in a bath or near a pool of water, no matter how shallow it is. Babies can drown in just a few inches of water.

Issues & New Development

5-6 Months

Large Muscle Development

When we talk about children's large-muscle development, we are talking about the basic skills of body movement. Young children are using large muscles whenever they lie on their back or stomach, sit, kneel, get on all fours, or stand. They are using large muscles every time they change position — roll from back to front, sit up, rise to their knees, or stand up. They are using large muscles every time they move from place to place — whenever they roll, crawl, creep, walk, or run.

Children develop large-muscle skills as a natural part of growing up. As a newborn your baby had little control over her body. She develops muscle control starting with her head and it then moves downward to her shoulders, arms, back, stomach, hips, and legs.

The path that muscle control and development takes is, for the most part, the same for every child. What differs is the rate at which each child moves along the path. Some babies will make sudden spurts of growth and then slow for a while. Others will make slow and steady progress. "Milestones" are useful guides for what to expect. They are not useful for knowing when it will take place. Your child has her own unique schedule for mastering new skills that should be respected.

It is important to remember that every day your child is strengthening her muscles, perfecting coordination, and working toward new skills. You cannot teach your child to roll over, to sit, or to crawl, but you can make it easier for your child to teach herself.

- Let your child have plenty of space to move about in. Put him on his back on the floor where he has the freedom to stretch and move. Your baby cannot strengthen the muscles necessary for rolling over or sitting if he is always in an infant seat or swing.
- Let your baby set her own pace for development.
- Dress your child so that his clothing does not limit his movement.
- Your baby may show great frustration as she learns new skills. Frustration can have a positive impact on learning. Intervene in your child's struggles only when you think the situation has become "too much" for her.
- Trust in your child's competence and offer encouragement.

7-8 Months

“Put Mariko on the floor and within seconds she has found something to investigate. It may not look graceful, flopping forward on her stomach, but it works to get her where she wants to go. The things she finds—dust in the corner, a newspaper left on the floor, a piece of food that did not quite make it into the garbage, even the speckles in the kitchen tile. I love her determination and persistence, but her safety takes on a whole new perspective now that she can move around. I find I need to get right down there with her— to look with the eyes of a curious eight-month-old and with the eyes of a father who knows what is safe and what is not.”

Separation

It is at this age that your baby begins to discover that Mom and Dad are separate people from himself and that you are his favorite people to have around. At the same time, he does not clearly understand that you still exist even when he cannot see you. Even going into the next room may cause concern for your baby. Your baby’s temperament will be an important factor in how intensely he will react to your leaving. Gradually, through experience, your baby will learn that when you go away, you do come back.

You may also experience feelings of guilt, anxiety, and ambivalence when your child has difficulty with separation. These are signs that you care about your child and it is difficult to see her distressed. It helps to talk with other parents and to feel confident about the individuals caring for your child. Infants pick up parental anxiety around separation that can make separation even more difficult.

In a few more months, your baby will become cautious of people he does not know. Smiling and looking at them from your protective arms is fine. It is when they want to touch or hold him that he objects. Try to let your baby get to know a new person gradually —by playing peek-a-boo from behind your legs or over your shoulder.

To help your baby handle his anxiety about leaving:

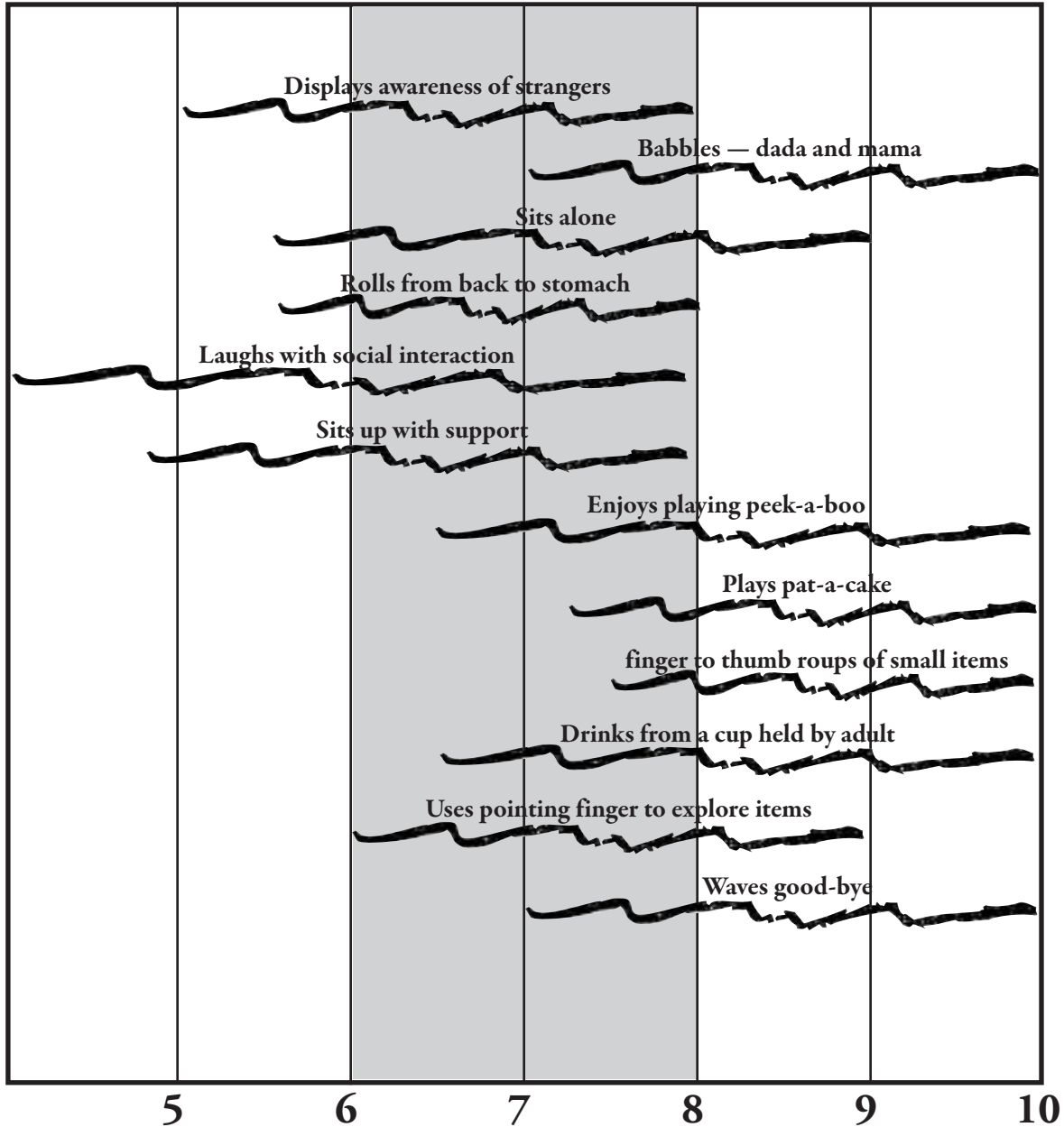
- Develop a predictable routine that you go through whenever you leave. Practice your routine even when you go to another room for a brief time – “Bye, Bye. I’ll be back... Here I am again (accompanied by a hug or touch).”
- Say your goodbyes and then leave. Lingering and waiting for your baby to calm herself can prolong the suffering. After you leave, she can more likely be redirected.
- Always tell your child you are leaving and that you will be back. Sneaking away will make him more watchful and feeling that he needs to keep an eye on you because he cannot trust that you will not leave.
- Accepting that your child’s anxiety is real and normal for her stage or development can make it easier for you to live with her need to be within sight of you. Ignoring her feelings will only make her more anxious.
- Give your baby time to check out new people.

These anxieties are signs of your baby’s social and emotional growth and development. He needs support and encouragement. He needs to feel secure in his relationship with you, and then he will be ready to reach out and enjoy other people.

Developmental Milestones

7-8 Months

The developmental milestones charts introduce the typical range of some common emerging infant capabilities in 6-month age ranges to illustrate the ongoing process of development. Observe and enjoy your baby's unique rate and patterns of interacting and learning during the first year of life.



If you have any concerns about your baby's rate of development in any area, consult your health care provider.

What can baby do?

7 Months

Getting Around

Your six-month-old may be beginning to find ways to get from one place to another. In getting ready to crawl, your child may move by a twisting or rolling method that requires a lot of energy. In her early efforts, she cannot rely on her sense of direction, and she may find herself under furniture, stuck in corners, or going backward more often than forward. If she does get stuck, protect her from getting hurt, but encourage her to find her own way out.

Can your baby move from place to place? How does she do it — rolling, twisting, on her hands and knees and flopping herself forward, or crawling with her tummy on the floor and pushing with her feet? Does she make progress either forward or backward?

What can baby do?

8 Months

Picking Up Small Objects

Young children improve their ability to grasp small objects over several months. At first they try to pick up a small object without much success. They eventually learn to “rake” the object into their palm by pulling their fingers toward the palm without using the thumb. With better coordination, they will next pick up small object using the index finger and thumb with the thumb positioned to the side of the index finger. The final step is for the child to use the index finger and the thumb with the pads of the two finger tips coming together. Perfecting this fine motor skill may not be completed until the child is twelve months old.

While your child is sitting lying on her stomach, place a piece of cereal or cracker or a small toy in front of her. Does she pick it up? What type of grasp does she use?

Provide opportunities for your child to pick up small objects. Be sure that what you give her to pick up is safe for her to put in her mouth.

Object Permanence

A young baby does not fully understand that when an object (or person) is out of sight it still exists. Over time and with many experiences she will learn that hidden objects or a parent who has left the room still exists although she cannot see them — a step toward understanding object permanence and a step toward separating from her parent. As she begins to explore her world, being able to depend on the stability and permanence of people and things are important for her.

As you and your child are playing with one of her favorite toys, let her see you hide it underneath a towel and say, “Where did the bunny go?” Does she look for it? How can you tell?

If she does not, hide it again so that some of it is showing. If she looks towards it say, “Great. You found bunny.” Or, she may crawl to get it herself. Let her play with the toy and perhaps play the game again.

Soon, playing the game of hide and seek is more important to her than having the toy to play with. Eventually she may want to hide the toy. Young children often hide the toy by holding it close to their body and bending over it. They may think that if they cannot see it, no one else can see it either. Hide and seek is a good game you and your child will play for many years to come.

Fatherhood as a time of stability and change.

7-8 Months

CHANGES IN HEALTH AND HABITS

How has fatherhood changed some of your daily routines- sleeping, eating...?

How has fatherhood affected your health habits?

- smoking/drinking
- risk-taking behavior?
- own use of medical care?
- exercise?

SPIRITUAL/VALUE DOMAINS

How has fatherhood influenced your main priorities in life?

How has fatherhood created important shifts in your values or what is important in life?

- What values are now more important?
- How will you pass these values on to your child?

How has fatherhood influenced your commitment to religious beliefs?

- religious practices?

New Game

7-8 Months

Reading Books

Reading books with your child is a good way to have “together time” with her. For very young children choose books that have simple pictures and short text. Your child may want to sit in your lap or be down on the floor. Sometimes your child may just want to look at the pictures at her own speed; other times she may want you to read the words. Often she may choose to flip through the book randomly — front to back has no meaning to her yet. As your child becomes familiar with the names of different things, you might ask, “Where is the train?”

Your child will let you know when she has had enough. When she chooses when to read and when to stop, she is more likely to choose to read books with you.

Pat-a-Cake

Do this rhyme yourself for the first time, then try to guide your baby’s hands to do the actions. Saying the same rhymes day after day helps your child learn to anticipate what comes next. The actions help give meaning to the rhyme.

Pat-a-cake, pat-a-cake, baker’s man	<i>(clap four times)</i>
Bake me a cake as fast as you can	<i>(cup one hand, stir with a finger)</i>
Pat it and prick it	<i>(pretend to knead dough, prick with fork)</i>
And mark it with a “B”	<i>(trace baby’s initial on your palm)</i>
And put it in the oven	<i>(pretend to do so)</i>
For Baby and me!	<i>(point to baby and yourself — give a hug)</i>

Need more rhymes? Go to the public library or make up your own.

Giggle Games

Tickle games are another type of action rhyme. As your child becomes familiar with the actions he will soon squeal with delight as he anticipates the forthcoming tickles.

Slowly, slowly, very slowly creeps the garden snail.
Slowly, slowly, very slowly up the wooden rail.
Quickly, quickly, very quickly runs the little mouse.
Quickly, quickly, very quickly run around the house.
(Let your fingers creep around your child’s body as you say the rhyme.)

Watch to know how your child is accepting this game. Some children do not like to be tickled. Others can take some tickling while others enjoy it very much.

Make a Toy

7-8 Months

Books

You can make homemade books about your child's special interests and about her family. The books you make can be made from pictures you cut from a magazine, your own drawings, or photographs of your family.

Choose materials that can withstand chewing. Keep the books to a size that your child can easily hold and use one large picture per page.

Materials: 6-10 pieces of card stock cut to size
clear contact paper
pictures of people, animals, toys
metal rings

1. Use heavy clear tape or clear contact paper to attach pictures to cardboard.
2. Punch holes along the left side or one hole in the upper left corner. Hold pages together with string or metal rings.

Safety

7-8 Months

As your baby becomes more mobile, it is important to keep one step ahead of his abilities. Look at your home from your child's perspective — what looks interesting, how high can he reach, how well and how far can he travel, and what new skills is he acquiring. Check the following:

HOME FURNISHINGS

- be sure furniture is sturdy enough for child to pull herself up on
- keep electrical wall sockets covered
- put gates at the top and bottom of the stairs
- cover sharp edges and corners of furniture
- secure or put barrier in front of plate glass windows, windows with flimsy screens, patio doors, and balcony windows
- keep things that dangle out of reach or tied up — drapery/blind draw cords, table lamp/ appliance cords, tablecloths

BURNS

- keep radiators, fireplaces, and space heaters out of reach
- set the water heater no higher than 120o
- keep hot foods and drinks on the stove's back burners and away from table edges
- in the bath tub, turn your child away from the faucet

POISONS

- keep cleaning and gardening supplies, medicines, beauty products in locked cabinets
- remove or protect from lead paint
- keep poisonous plants out of reach

SUFFOCATION

- keep plastic bags out of reach
- don't allow your child to play with anything small enough to be swallowed
- keep balloons out of reach
- cut food into small pieces; cut round foods (grapes, hot dogs, bananas) into irregular pieces

OTHER TIPS

- keep plastic bags out of reach
- be wary of places your child can get into but not out of
- watch your child around pets — dogs, cats, hamsters, fish...
- keep guns unloaded and locked up; lock ammunition in a separate cupboard
- install smoke detectors in each bedroom and on every level

**POST EMERGENCY
NUMBERS BY TELEPHONES**

**EMERGENCY
911**

Police - Fire - Ambulance

Issues & New Development

7-8 Months

Language Development

Your child's language development depends on physical growth, cognitive development, and his hearing. An infant whose hearing is developing normally can respond to different tones of voices and distinguish between voices. As he gains control of his lips, jaw, tongue, and vocal cords, he can begin to babble. Gradually his babbling turns into sounds that are more like adult speech patterns, though words do not come until his first birthday or later.

Your Child's Speech and Hearing Development

<i>Age</i>	<i>Hearing & Understanding</i>	<i>Talking</i>
4-6 months	<ul style="list-style-type: none"> • Does your child respond to "no" or changes in your tone of voice? • Can your child look around for the source of new sounds? • Does your child notice toys that make sounds? 	<ul style="list-style-type: none"> • Does your child's babbling sound more speech-like with lots of different sounds, including P, B, M? • Does your child tell you (by sound or gestures) when he wants you to do something again? • Does your child make gurgling sounds when left alone? ...when playing with you?
7-12 months	<ul style="list-style-type: none"> • Does your child enjoy games like peek-a-boo and pat-a-cake? • Does your child turn or look up when you call her name? • Does your child listen when spoken to? • Does your child recognize the names of common items? • Has your child begun to respond to requests such as "Come here"? 	<ul style="list-style-type: none"> • Does your child's babbling have both long and short groups of sounds, such as ta-ta, up-up, b-b-b-b, d-d-d-d? • Does your child imitate different speech sounds? • Does your child use speech or non-crying sounds to get and keep your attention?

Table from July, 1996 Family Information Services Parenting/Child Development Focus Issue, developed by Linda Schueler, Kandiyohi, MN.

Helping your child to listen and to talk

- Give uninterrupted one-to-one conversation time with your child.
- Use your child's name often as you talk to her.
- Your child will first learn the names of things. Say, "Where did your ball go?" rather than "Where is it?"
- Talk about things that are physically present so your child can make the connection between the word and the object.
- Point to things you are talking about.
- Talk about things that interest your child— things you have done together, his toys, what he eats...
- Be enthusiastic and expressive in your speech.
- To encourage her efforts at speech, do your best to understand her gestures, words, or invented words.
- Talk to your child in a comforting voice. Harsh sounds may make him afraid and limit his interaction.
- Talk about what you are doing. Use routine care times to talk to your child.
- Sing songs and say rhymes to your child.
- Repeat the sounds that your child says to you. Make a game of it.
- Look at books and talk about the pictures. Ask your child to point to pictures in the book, "Where is the truck?"
- Play music — all kinds of music (but not too loud). Make up songs. Dance to the music.

9-10 Months

Competence

Since her birth, your child has become more skilled at living in the world. She will continue to develop competence in developing relationships with others, controlling her body, and knowing about the world and how things work.

Young children are very curious. It is their nature to want to explore everything – things adults often have no interest in. Your child may explore dust balls to know how they feel, corn husks to know how they taste, or the sound of pans banging on the floor. As a parent you will want to encourage this curiosity and your child's mastery of the world.

“We spent a lot of time at my in-laws’ house about the time Ben was learning to walk. Ben loved to get Grandpa Jack to hold him up while he practiced. Ben would look over at Grandpa, let out a grouchy little cry, and fling his arms up in the air. The Grandpa Jack would come over and stand behind him, bent over now not from his arthritis but so he could reach down to hold Ben’s hand in his. Ben would head out around the kitchen table, taking seven or eight sharp, stiff steps with Grandpa shuffling behind. One such day is still sharp in my mind today. This time when Ben stopped he looked over at me and smiled with a face alive as the morning sunlight shining on his hair. His look had the confidence of one who had everything he could want – the power of walking, his grandpa literally wrapped around his finger, and his father watching his accomplishments. The only ones as happy as Ben was Grandpa Jack and me.”

Social Competence

- When your child tries to communicate with you through gestures or body posture, acknowledge his attempts by trying to understand them and responding to them.
- Provide opportunities for your child to play with other children.
- Help your child practice separating from you and work toward allowing strangers to care for her.
- Talk with your child about what she sees, what you are doing, and how things work. As she learns to talk, ask questions of her.

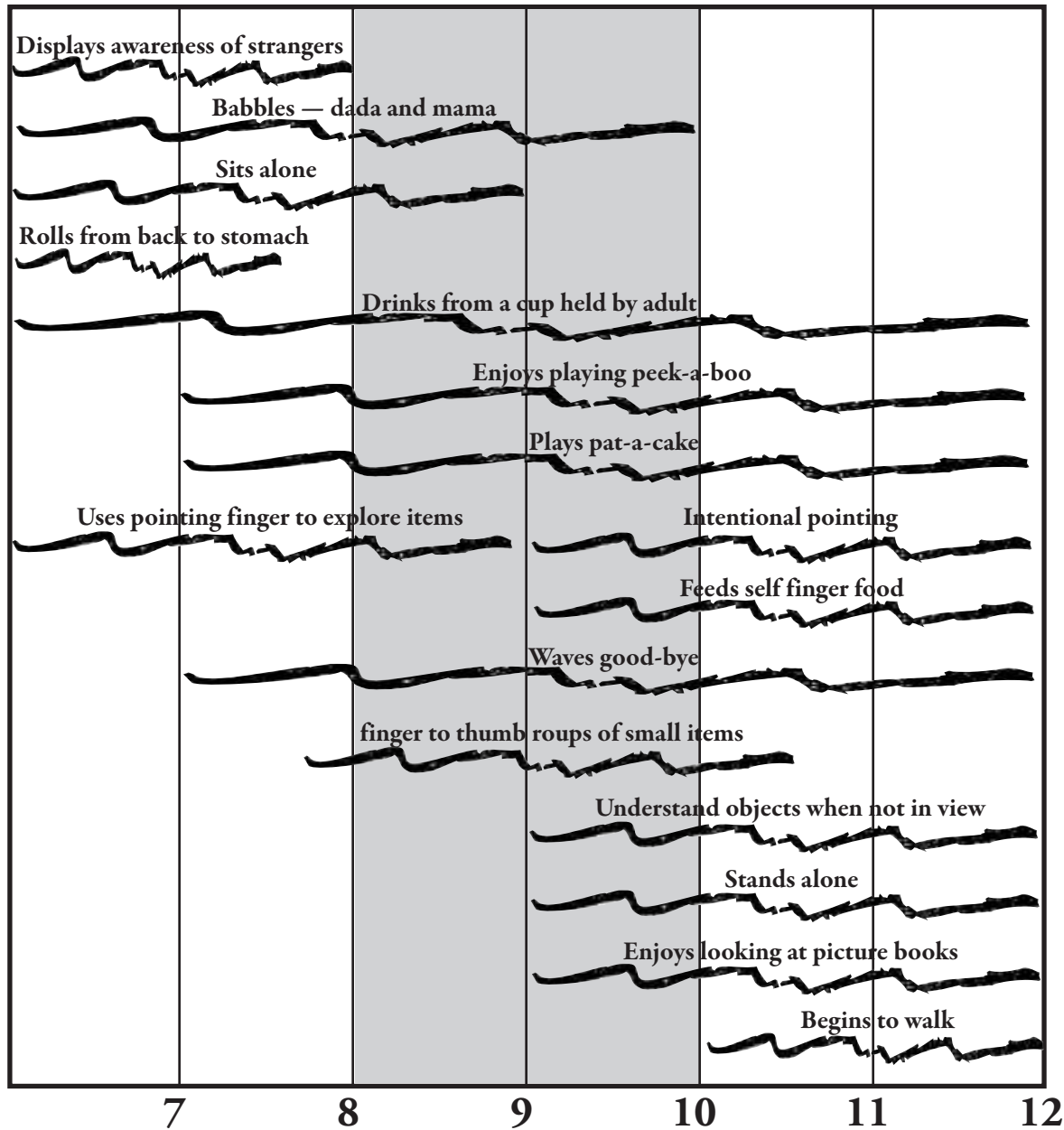
Physical and Mental Competence

- Provide opportunities for your child to do things for himself or for you to provide only partial help — feeding himself, taking off socks, washing his tummy...
- Provide a safe environment where your child can freely explore.
- Put toys on low shelves so your child can select the toy he wants to play with.
- If it is safe, be accepting of what your child likes to explore and be tolerant of temporary messes and clutter.
- Allow your child to struggle. The feeling of “having done it myself” is a great booster of one’s self esteem. Intervene if he becomes frustrated or before he gives up because the task is too difficult.
- While watching or playing with your child, notice what she can do and try to think of materials or games that might extend her learning or development of skills.

Developmental Milestones

9-10 Months

The developmental milestones charts introduce the typical range of some common emerging infant capabilities in 6-month age ranges to illustrate the ongoing process of development. Observe and enjoy your baby's unique rate and patterns of interacting and learning during the first year of life.



If you have any concerns about your baby's rate of development in any area, consult your health care provider.

What can baby do?

9 Months

Stranger Anxiety

Your child is becoming more aware of new places and new people. He is learning to tell the difference between people he knows and those he does not know (strangers). Each baby will relate to strangers in his or her own way – some will willingly go to a stranger, others are upset if someone they do not know comes near them.

What is your child's reaction to people he knows? Does he react differently to those people he has never met before? Does he react differently to adults versus children? ...men versus women? Have you found ways to help him overcome his distrust of strangers?

Let your child get to know the “stranger” on his own terms. Giving the person a toy can lead to an interaction. If you and the other person do not push the interaction, obstacles can be overcome and they can become friends. It may take a few minutes or several days, but it can happen.

What can baby do?

10 Months

Letting Go of Objects

Learning to let go of an object is a skill your child will learn through experience. While she is holding a toy in each hand, offer a third toy.

Does she reach for it with the other toy still in her hand? Has she already learned to let go of the toy in her hand to pick up the third toy?

Your child can probably hold objects very well, but it takes a different set of muscles to let go of them. You can encourage her to practice this skill if you drop a bell that makes a noise when it is dropped or a ball that bounces. Spread your fingers wide as you drop the ball and make sure she can see your hand and the dropped ball at the same time. She will want to make the ball bounce too, but it may take many tries before she can drop it.

Standing

At this age babies begin to pull themselves up on furniture. They focus on this new skill that gives them a different view on the world, and they seem very much aware that standing and walking are a “big deal.”

Have you seen your child pull himself up? Can he get up but not down? Has he started to move his feet when he is standing?

You can set up an environment that encourages standing and walking. Arrange chairs in a row or make the couch accessible to him. A few toys on the chairs might encourage him to move from one to another. Once standing, your child will learn through trial and error how to sit down. In the process of learning to stand, sit down, and walk, there will be falls; make sure sharp corners and edges are padded.

Going from standing to walking will take four or five months of practice. Offer help and encouragement; you don't need to push. A child's own desire to learn this new way of exploring the world will be enough motivation.

Relationships with Others.

9-10 Months

What are some changes in your relationships with others adults since you have become a parent?

How has fatherhood affected your social life and friendships?

Have you developed new friendships as a result of fatherhood?

New relationships with old friends?

Who has been most supportive to you as a parent?
How have they shown their support?

Have you been supportive of other parents in some new ways? Describe.

New Game

9-10 Months

Boxes

- open both the top and bottom of a box to make a tunnel — use a large appliance box and you can follow him through
- find a sturdy box that your child can push around as he learns to walk — you might need something heavy in the bottom so it does not tip over
- take the top off a box and cut an opening near the bottom of one side; throw a ball in the box and retrieve it out the opening
- put your child in a box with or without a lid (depending on how he feels about being in dark, closed spaces); hum or sing “Pop Goes the Weasel” and open the lid or find her on the word “Pop!”
- sit your child in a box and push her around
- give your child a wooden spoon to use as a beater and turn a box into a drum
- gather cereal boxes or milk cartons and use them to build a tower that can be built and knocked over with great gusto

Jungle Gym Dad

Lay down on the floor and become a jungle gym for your child to crawl over. Be creative in how you arrange your body — bend your knees to make a mountain, get on all fours to make a tunnel, put your feet up on a chair to make an slide...

Pull and Tug

Play this game when your child is good at sitting up on her own. Give her one end of a cloth. You hold on to the other. Give a gentle tug and encourage your child to pull on the cloth. When she gives a good tug, fall over with all the appropriate sound effects and enthusiasm! Encourage your child to fall over when you give a big tug — add sound effects for her too.

Make a Toy

9-10 Months

Bath Toys

Water play is fascinating for most children. Water can be played with in many different ways — it can be poured out of buckets and bottles, squirted out of basters, trickled out of “showers,” and sprayed out of spray bottles. It can be played with in different forms — frozen, hot, cold, soapy and bubbly, and colored. Many different toys can be used in water — funnels, boats, buckets, things that float, things that sink, scoops, water wheels, egg beaters, sponges...

To begin, your child does not need many different toys. At first she may be more interested in the toy itself rather than how it can be played with in the water. You might choose to make a few of the following toys and add others as your child gets older.

Materials: boats — old plastic or styrofoam containers
rubber band
other toys — 3 different sizes of plastic containers

1. Make boats and rafts from plastic or styrofoam containers — bottles, ice cube trays, margarine tubs, and some microwave meal trays. You can turn corks into rafts or buoys. (Do not use styrofoam trays that held meat. They may contain harmful bacteria from the meat.)
2. You can make showers or sprinklers from plastic containers and bottles. Use an ice pick, small drill, or a hot nail held with pliers to make the holes. Vary the size and the number of holes you put in different sprinklers. Make some sprinklers with holes in the bottoms and others with holes up the sides.
3. Cut the tops off plastic bottles and use them as funnels. Sand rough edges. When it is time to store your child's bath toys, put them in a string or mesh bag so they can dry. You can purchase string bags or recycle an orange or onion mesh bag.

CAUTIONS

When playing in the bath with your child, never leave her alone, remove toys that become a choking hazard if they get broken, and follow her lead in the types of water play she likes and dislikes.

When making water toys, consider your child's safety — smooth all rough edges; avoid small parts; attach pieces securely; use only containers that held nontoxic materials; and if your child mouths and bites toys, do not make boats out of styrofoam.

Cleanliness and care is essential in the kitchen and bathroom, but ordinary house dust will not be a bacterial threat to your child. To reduce harmful bacteria, get in the habit of cleaning in the kitchen and the bathroom with a mixture of — teaspoon bleach to two cups water kept in a spray bottle. Renew the mixture every week.

FOOD BORNE BACTERIA

- Bacteria will grow on objects that have been in contact with food (especially milk and meats) and then left at room temperature. Wash cutting boards, knives, sponges, etc., making sure they are clean before using them on foods that will not be cooked.
- Thoroughly wash, rinse, and sterilize bottles and “sippy” cups.
- Keep foods either hot or cold but never warm or left at room temperature.
- Do not carry warm milk in a thermos. Put in cold milk and warm it when needed.
- Using commercially prepared baby food when eating away from home will be safer than carrying homemade food in a cooler.

BATHROOM HYGIENE

- Feces provide a bacterial breeding ground. Wash your hands after using the bathroom and after changing your baby’s diaper.
- Wash your baby’s hands if he used them to explore his body while you changed his diaper.
- Thoroughly clean up after “accidents” or after a baby has burped up some milk.

Issues & New Development

9-10 Months

Play and Learning

Play is essential for your child to grow and learn and is often thought of as a child's work. His delight while playing is obvious; what he is learning through his play is not so obvious. Through play, your child learns about the physical world (physics, chemistry, math), his body (muscle control and coordination, visual and listening skills), learning skills (problem solving, attention span, imagination), himself as a person (self-esteem, self-confidence), and his relationships with others (social skills).

It is not so much what you give your child to play with but that he has the opportunity to play. It is his natural curiosity that motivates him to learn. With his new found ability to get around, he needs the freedom in a safe environment to move and explore. He can find things to handle and explore by himself. He can act on his ideas of what he wants to do and what to play with.

This does not mean that he doesn't need you. He needs your emotional support and encouragement and your participation in his play. Participation can mean watching (with undivided attention) your child play or actively playing with him.

Things to keep in mind:

- Be natural; do what feels comfortable. Fathers are generally livelier in their play with their child than are mothers. A baby can usually accept, and actually enjoy, the difference.
- Trust your intuition.
- Observe your child to know what he can and cannot do, what he enjoys doing, and when she needs a break.
- Knowing what skills your child is learning will help you know what new games or materials might be appropriate for his play.
- Let your baby take the lead in her play; trust in her ability to initiate and direct her play.
- Let him finish his explorations before interrupting him for another activity.
- Give your baby a sense of your pleasure when she has mastered a new skill by showing approval — “You put all the blocks in the box.”
- Children need to play both on their own and with others.

Toys and Games Babies LOVE

balls	musical toys
bean bags	nesting toys
board books	pails
busy boxes	paper tubes
cardboard blocks	pat-a-cake
cars - trucks	peek-a-boo
containers with lids	plastic bottles
dolls	pot holders
drums	puppets
egg cartons	push-pull toys
empty boxes	recorded music
floor pillows	sand
horsie	So Big
I'm gonna get you!	stacking toys
measuring spoons	things to dump
mixing bowls	toy telephones
mixing spoons	unbreakable mirror
mud	water
music instruments	water toys

11-12 Months

Feeling Competent as a Dad

How do you feel about your parenting skills? Have friends criticized the toys you bought for your baby, have your parents been critical of how you get your baby to sleep, have you been confused by the latest health news pertaining to infants, or have you seen a dad and his “perfect” baby at the park and wondered why you can’t get your baby to stop fussing? Feeling successful as a parent can be difficult because your idea of how you are doing as a dad is influenced by what you think and judgment of others.

The following suggestions might help you maintain a sense of competence and a balance in your life.

Know your child — How do you know if you are doing things right? Look to your baby for cues. If he is relaxed, responding predictably, and attentive you are doing things right. If he cries, is unable to calm himself, does not look at you, or holds his arms and legs stiffly, he might be overwhelmed, and you need to do things differently.

Avoid Comparisons — Respect your child’s unique interests, needs, and developmental timetable.

“When Erinn was eleven months old, she was walking and had just recently started to sleep through the night. By now we realized that she was a very active baby. She always seemed to be two or three steps in front of us. That’s due in part to the lack of sleep we experienced over the past nine months. (No one mentioned in our prepare childbirth classes that we would never sleep through the night again).

We thought that by one year we would be “prepared” to manage being parents but she continued to do new and different things that kept us learning as we tried to keep pace with her learning. Erinn made it to her first birthday and we began to realize that normal development included a wide range and that each child is truly individual. Erinn knew it all along; it took us a while to figure it out.”

Turn to Family and Friends — Parenting can be less stressful if you seek support from family and friends. If your family does not live nearby, create an extended family. Connect with other parents you meet at work, day care, church, or parenting classes.

Rely on Your Intuition and Knowledge —To some extent you can rely on your intuition, but you also need some knowledge about how children grow and develop. Learn about your child's physical and emotional development by reading, observing your child, asking your pediatrician, and attending parenting classes.

Decide Whose Advice to Follow — When you are given conflicting advice, decide whose advice matches your values and your child.

Celebrate Your Successes —Recognized your successes and enjoy them.

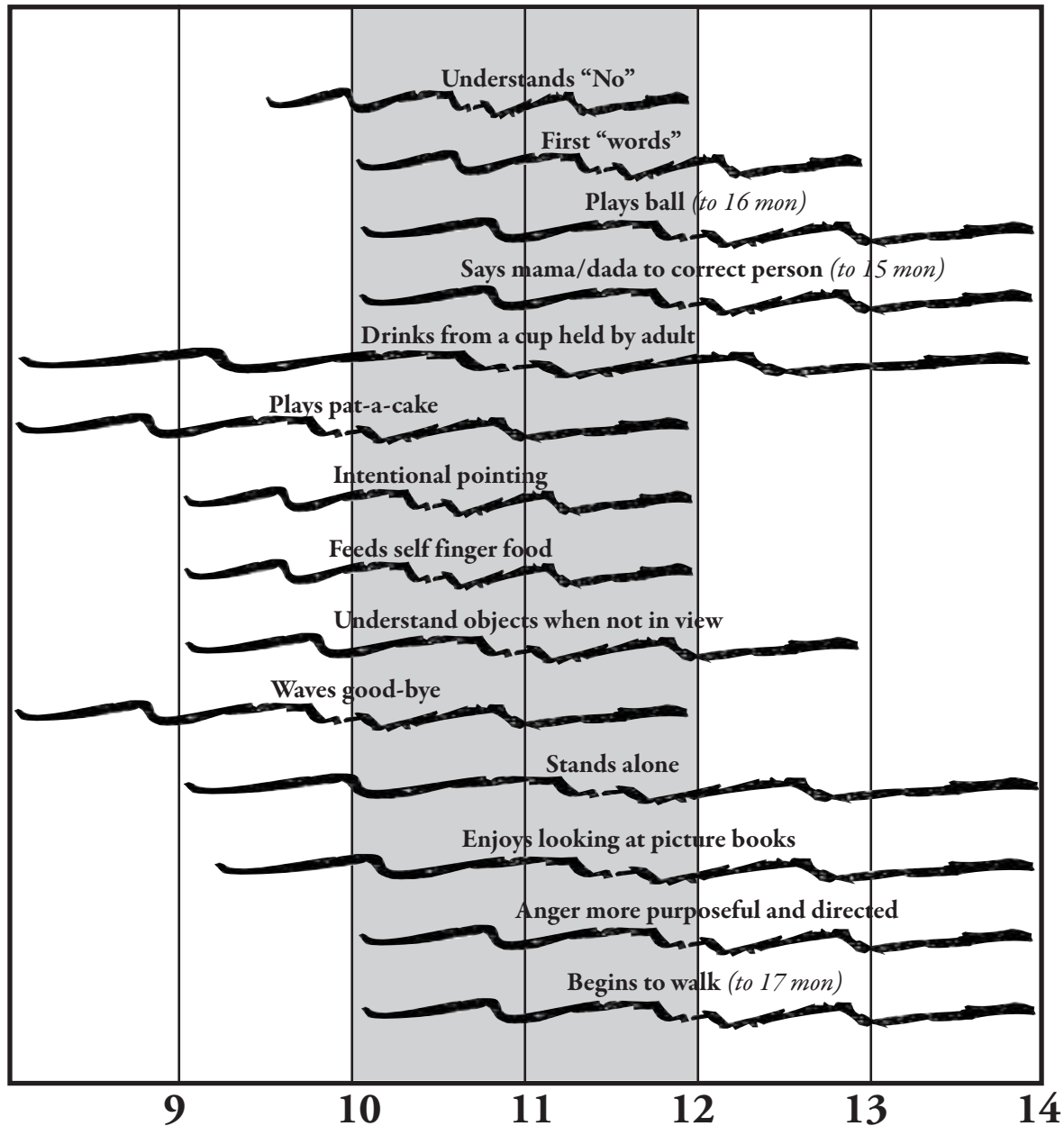
Enjoy Time with Your Child —Find things that you both like to do together.

Take Care of Yourself — Keep yourself physically fit, well nourished, and well rested. Adjusting to a new baby is physically and emotionally demanding. Fatigue can make coping more difficult and lead one to question their parenting skills, especially when things are not going well.

Developmental Milestones

11-12 Months

The developmental milestones charts introduce the typical range of some common emerging infant capabilities in 6-month age ranges to illustrate the ongoing process of development. Observe and enjoy your baby's unique rate and patterns of interacting and learning during the first year of life.



If you have any concerns about your baby's rate of development in any area, consult your health care provider.

What can baby do?

11 Months

Understanding Words

Your child is probably beginning to understand the meaning of words. She will show her understanding of what you have said through gestures or by doing what has been asked of her.

Give a direction – “Let’s go bye-bye.” How does your child respond? Does she look to the door, or her coat, the car? Does she wave bye-bye? Does she raise her arms, wanting to be picked up?

Keep the question simple. A series of questions will probably only confuse your child. Provide many opportunities for your child to show that she understands: “Wash your tummy.” “Want a cracker?” “Where’s Mommy?” “Let’s put your shoes on/off. Where’s your food?” Always allow plenty of time for her to respond. If she does not, add gestures or visual clues to your request.

What can baby do?

12 Months

Drawing

Tape a large piece of paper to the floor or on a table. (A paper grocery bag cut open and spread flat is a good source of paper.) Offer your child a fat, sturdy crayon. As he explores the crayon, talk with him about it.

Watch what he chooses to do with the crayon.

He may prefer the crayon or the paper. At first he may crumple the paper or feel, taste, or roll the crayon. His first attempts at using the crayon may be jabs at the paper or light wispy marks. He may not attempt to “draw” with the crayon. Do not expect your child to draw “things”; for now he is exploring what he can do with the crayon. At first offer your child only one crayon. Later he can choose from different colors.

Handedness

With the paper taped to the table, your child is free to draw with either hand.

As your child takes the crayon from you, watch to see which hand she uses to take it. Does she continue to use the same hand to draw with? Does she switch the crayon from one hand to the other?

All children start out using either hand with equal ability. Allowing your child to choose whether she will use her right or left hand is important. It is not until your child reaches the age of three or four (or sometimes later) that handedness becomes firmly established.

Looking back over the past year.

11-12 Months

FEELINGS ABOUT SELF

How has fatherhood changed your feelings of self-esteem and competence?

What are new perspectives and social skills that fatherhood has stimulated?

What new interests have you developed as a new parent?

How important is fatherhood to your current images of yourself? Why?

FAMILY CHANGES

How have feelings of family closeness changed?

What new family routines/rituals have you established?

How has fatherhood changed your responsibilities around the house?

What are new tasks that you do?

When do you most feel like a family?

New Game

11-12 Months

Hockey

Wooden spoons and a ball can be used to play hockey or croquet. Sitting on the floor you and your child can bat the ball around the floor. A young child will be more interested in batting the ball where ever it goes than in hitting it into a goal. Be adaptable — play by your child's "rules."

Rolling the Ball

Sitting across from your child, roll the ball to your child so that he can catch it. Ask him to roll it back, "so that I can roll it back to you." You may need to gently take it from his hands and quickly roll it back to him so he sees that you are not going to keep the ball if he rolls it to you.

Puzzle Play

Find a muffin tin (a plastic one made for use in the microwave is ideal) and gather items that just fit into the depressions. If the items fit fairly snug, the game will be more like a puzzle. (Be careful that the items are not so small that your child could choke on them.) Give your child the "puzzle" and watch how she plays with it. You might encourage her by asking, "What will fit in this hole?" At first she may be more interested in playing with the items. Follow her lead and return to the puzzle another time.

Exploring Outside

The outside world is a place your young child will enjoy exploring. Except for the most extreme weather, you can dress your child in suitable clothing and allow him to explore whether it be crunchy leaves, green grass, or fluffy snow. While exploring, your child needs your watchful eye so he does not eat a stone or crawl through the strawberry bed.

While you are with your child, talk to him, tell him what things are, make up songs about what he sees, and take pictures. If keeping things out of your child's mouth gets to be a challenge, put him in his stroller and take a walk, stopping occasionally to look at things from the safety of the stroller.

Make a Toy

11-12 Months

Boxes

Cardboard boxes are free, fun, and easy to turn into a variety of toys. Small to medium size boxes can be found at shoe and grocery stores; larger boxes can be found at department or appliance stores. If you are making toys that your child will crawl inside of, it will be more fun if you can crawl inside too.

1. You can make a tunnel to crawl through by opening up both ends of several large boxes and lining them up end to end.
2. Find shallow boxes that your child can climb in and out of. He might sit in the box and you can push it around.
3. Cut windows in a large box. Your child can crawl inside. You might consider using the flaps as a door or cutting a door in one of the sides.
4. You and your child can get inside a box (or a box for each of you) and think of all the things the box could be — a train, a car, a boat... Make up some pretend play for your ideas — catch fish from your boat, get out of your car and wash it or fill it with gas...

Dress for the Weather

For the most part, your child will be warm enough or cool enough in the same type of clothing that is comfortable for you.

Bugs and the Sun

Because sunscreens and bug repellents are not safe to use on babies, avoid the sun and use a mosquito net over the stroller.

Car Seat and Clothing

When dressing your baby for travel in the car, be sure the car seat's strap can go thru the baby's legs — avoid blankets and footless sleepers.

Walking and Climbing

As your child begins to walk and climb, take another look at your safety efforts. Nothing can be considered out of reach of your child. Look at not only what your child can reach from the floor but also what she can reach by climbing. If your child has learned to climb out of her crib, you will need to take steps to keep her safe.

- Be sure the crib mattress is at its lowest level. This may curb your child's ability to climb out of her crib.
- Childproof her room so she cannot hurt herself if she gets out of her crib and you are not aware of it.
- Put a mat on the floor under her crib so she does not hurt herself if she falls while trying to climb out

Issues & New Development

11-12 Months

Setting Limits

In the process of becoming independent, your child will explore, touch, and examine everything. She should not be allowed to do whatever she wants, but the way in which she is disciplined is important to her later development. Teaching limits within a safe environment and in a way that allows her to develop a healthy sense of independence requires both kindness and firmness.

By setting limits you will be teaching your child right from wrong, self-control, and respect for the rights and feelings of others. In addition you will be protecting your child from harm. Though you begin to set limits and teach these ideas now, it will be a long time before your child fully understands these ideas.

As you begin to discipline your child, keep the following in mind:

- Though discipline is often thought of as rules and punishment, it actually means to teach, to lead, to guide, to train.
- At this age, your child does not understand the meaning of the word “no.” He will gradually learn that it means “No, not right now.” Next he will need to learn that it might also mean “never.”
- Set up your child’s environment so there are as few no’s as possible. Put away your belongings that might get damaged; put barriers in front of things that need to be off limits.
- Make your list of what is off limits as short as possible. Too many no’s can overwhelm a young child and make it harder for her to learn what is okay and what is not okay.
- Consistency is important. Say “No” to those things that are really important to you so that you will always follow through. Rules become meaningless if you allow your child to do something one day and not allow it the next.
- If your first “no” is ineffective, it is important to follow through with action:
 - redirect your child’s attention to another toy; offer something else to do
 - remove him from the scene
 - explain in simple words why certain things are not okay

As your child gets older:

- Testing limits is the way your child learns your “rules” and what is expected of him.
- Find ways around confrontations. Focus on teaching your child what you and the world expect of her.
- To maintain your child’s self-esteem, never give her reason to think you don’t love her. Disapprove of your child’s misbehavior (“Biting is not okay.”) rather than finding fault with your child (“You are bad.”).
- Discipline does not require shouting and violence. They can hurt your child physically and emotionally and destroy the love and trust you have built.

Lessons of Involved Fatherhood

Each dad brings a unique blend of individual personality characteristics and male socialization to parenting. Male socialization encourages some of the following characteristics in fathers.

- interact with their children in an active and playful style.
- approach problems as a challenge to solve.
- often push the limits of one's talents and instill high expectations.
- provide a sense of security and protection.
- promote independence and a willingness to challenge authority
- encourage risk-taking in a positive way of trying new things and overcoming fear.

As a dad you also have some unique opportunities to influence your children in the following ways:

- What it means to be a man
- How to manage and regulate emotions.
- As a model for male-female relationships.
- Instill a sense of stability and safety
- Stress the importance of academic achievement and school success.
- How to be playful
- Foster curiosity, problem- solving and persistence
- Promote cognitive and social competence.

You also have a second chance to learn some social and emotional skills often stunted in men through male socialization. Your child gives you a chance to learn some of the following lessons of fatherhood:

- Caring about others, moving away from self-centeredness.
- Increased empathy for others.
- Sensitivity to nonverbal cues.
- Sacredness of human life.
- Problem solving skills and managing complexity.
- Attention to feelings and how to express as well as manage a range of emotions.
- The importance of relationships.
- The art of compromise.
- Patience.

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The developmental milestones selected for the charts were selected for general interest to fathers and are based on a variety of sources from infant development textbooks, developmental profiles, internet sites for parents and parenting books. They are based on a review of these different sources of information by Glen Palm, Ph.D., CFLE (May, 2008). They reflect a common understanding of the emerging capabilities of infant behaviors that may be of interest to fathers and direct their observations towards a better understanding of the process of development. Sources included: *Infancy: Infant, Family and Society* (Fifth Edition) Alan Fogel (2009); *In the Beginning: Development in the First Two Years*. J. Rosenblith & J. Sims-Knight (1985). *HELP Charts (Birth-3 years) Revised Hawaii Early Learning Profile* (1994); *First Feelings: Milestones in the Emotional Development of Your Baby and Child*. Stanley Greenspan (1985); www.pbs.org; (Public Broadcasting Services-The Whole Child); www.medem.com (American Academy of Pediatrics) www.childrenshospital.org (Children's Hospital Boston); www.MarchofDimes.com

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