

Devereux
ADVANCED BEHAVIORAL HEALTH

CENTER FOR
RESILIENT CHILDREN



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RESILIENT CHILDREN

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Screen, Assess, Plan, Strategize

**Infant Strategies 0-18months
English**

Suggested Classroom and Home Strategies for: Initiative

Initiative is the child’s ability to use independent thought and action to meet his needs. There are many ways infants show us they are developing initiative every day, such as cooing, sharing a smile and reaching for a toy. When looking at a child’s DECA Infant rating, you may notice that a particular element of initiative needs to be strengthened.

The strategies below are taken from [Conscious Discipline: Building Resilient Classrooms](#), [Easy to Love Difficult to Discipline](#), [Baby Doll Circle Time](#), as well as [Feeling Buddies Curriculum](#).

Feel free to explore those books for more ideas, or, use your own planning resources and strategies guides! These strategies are meant to give families and caregivers a sample of ideas to choose from when planning to intentionally promote the initiative of children within a group and/or home settings. Users should feel free to expand on these strategies, add strategies of their own, or use additional strategies.

Classroom Strategy	Home Strategy
<p>(A) Read Cues: As infants communicate through their cries and body language, the adult may decipher what they are trying to say. For example, a baby who might be fussing as you are preparing a meal can be told in a soothing voice, “You wanted to let me know that you are ready to eat. It is hard to wait. Breathe with me, your food will be ready in just a minute.”</p>	<p>(A) Read CuesAs infants communicate through their cries and body language, the adult may decipher what they are trying to say. For example, a baby who might be fussing as you are preparing a meal can be told in a soothing voice, “You wanted to let me know that you are ready to eat. It is hard to wait. Breathe with me, your food will be ready in just a minute.”</p>
<p>(B) Noticing Language:Get down to the child’s eye level and provide feedback on what you see and hear, without judging the behavior. “Kendra, you reached for the rattle, grabbed it, and shook it. You did it!”</p>	<p>(B) Noticing Language:Get down to the child’s eye level and provide feedback on what you see and hear, without judging the behavior. “Kendra, you reached for the rattle, grabbed it, and shook it. You did it!”</p>
<p>(C) Calming:To help infants calm in times of upset, hold the baby up against the left side of your chest (heart beat) and take three deep belly breaths to calm yourself first, and the baby second. Inhale through the nose. Exhale through the mouth and relax your shoulders, jaw and eyes.</p>	<p>(C) Calming:To help infants calm in times of upset, hold the baby up against the left side of your chest (heart beat) and take three deep belly breaths to calm yourself first, and the baby second. Inhale through the nose. Exhale through the mouth and relax your shoulders, jaw and eyes.</p>
<p>(D) Handling strong emotions:Handling strong emotions. A secure attachment is formed when an adult attachment figure responds appropriately to a child in distress or upset. The “DNA process” (Describe the actions, Name the feeling, Acknowledge wants) is the key to creating a secure attachment. “Your face is like this (demonstrate). Breathe and download your calm state and label the feeling with your best guess, “You seem..... . You wanted”</p> <p>Example #1 – Infant is startled by a loud noise during a diaper change. Pick up the infant and place them on your chest and say, “Breathe. (Take a deep belly breath.) You seem scared. I will keep you safe.” Continue taking deep belly breaths until you have downloaded your calm to them. Complete the diaper change once the infant is calm, and after telling them, “I am going to lay you down and finish changing your diaper. I will keep you safe.”</p> <p>Example #2 – Infant cries and arches back while</p>	<p>(D) Handling strong emotions: A secure attachment is formed when an adult attachment figure responds appropriately to a child in distress or upset. The “DNA process” (Describe the actions, Name the feeling, Acknowledge wants) is the key to creating a secure attachment. “Your face is like this (demonstrate). Breathe and download your calm state and label the feeling with your best guess, “You seem.... . You wanted”</p> <p>Example #1 – Infant is startled by a loud noise during a diaper change. Pick up the infant and place them on your chest and say, “Breathe. (Take a deep belly breath.) You seem scared. I will keep you safe.” Continue taking deep belly breaths until you have downloaded your calm to them. Complete the diaper change once the infant is calm, and after telling them, “I am going to lay you down and finish changing your diaper. I will keep you safe.”</p> <p>Example #2 – Infant cries and arches back while attempting to dress them. Pick up the infant and place them on your chest and say, “Breathe. (Take a deep belly breath.) You seem frustrated. You</p>

<p>attempting to dress them. Pick up the infant and place them on your chest and say, "Breathe. (Take a deep belly breath.) You seem frustrated. You were wanting me to know getting dressed is hard for you. You are safe. Breathe with me. You can handle this." Continue taking deep belly breaths until you have downloaded calm to the infant, then say, "I am going to lay you down. There you are. (Make eye contact and breathe.) You can handle this. I am going to..." and complete the process. Repeat the process if the infant becomes distressed again.</p>	<p>were wanting me to know getting dressed is hard for you. You are safe. Breathe with me. You can handle this." Continue taking deep belly breaths until you have downloaded calm to the infant, then say, "I am going to lay you down. There you are. (Make eye contact and breathe.) You can handle this. I am going to..." and complete the process. Repeat the process if the infant becomes distressed again.</p>
<p>(E) Give Infants Notice Tell the baby what you are going to do, before you do it, so they know what to expect, which reduces anxiety. Use the phrase, "I am going to..." For example; wipe their nose (I'm going to clean your nose), pick them up (I'm going to pick you up) or before a diaper change (I'm going to change your diaper).</p>	<p>(E) Give Infants Notice Tell the baby what you are going to do, before you do it, so they know what to expect, which reduces anxiety. Use the phrase, "I am going to..." For example; wipe their nose (I'm going to clean your nose), pick them up (I'm going to pick you up) or before a diaper change (I'm going to change your diaper).</p>
<p>(F) Connect During Feedings. Look and smile at infants while holding and rocking during feedings. Notice nonverbal cues of infant.</p>	<p>(F) Connect During Feedings. Look and smile at infants while holding and rocking during feedings. Notice nonverbal cues of infant.</p>
<p>(G) Show Interest. Look at infants and smile to let them know they have your attention. Use noticing language to respond to the infant's verbal and nonverbal cues. "You wanted me to see you picked up the rattle. You did it. You picked up the rattle all by yourself."</p>	<p>(G) Show Interest. Look at your infant and smile to let them know they have your attention. Use noticing language to respond to the infant's verbal and nonverbal cues. "You wanted me to see you picked up the rattle. You did it. You picked up the rattle all by yourself."</p>
<p>(H) Respond. Respond to infants' coos, babbles and single words by smiling, imitating their actions, and talking with them. "There you are! Oh yes Josh that is a big smile. You are smiling just like this. You are saying, Ba, Ba, Ba!"</p>	<p>(H) Respond. Respond to your infants' coos, babbles and single words by smiling, copying their actions, and talking with them. "There you are! Oh yes Josh that is a big smile. You are smiling just like this. You are saying, Ma, Ma, Ma!"</p>
<p>(I) Use Songs, Rhymes and Finger Plays. Interact with infants using songs, rhymes and finger plays. "Pat-a-cake, pat-a-cake, baker's man..." and I Love You Rituals by Dr. Becky Bailey.</p>	<p>(I) Use Songs, Rhymes and Finger Plays. Interact with infants using songs, rhymes and finger plays. "Pat-a-cake, pat-a-cake, baker's man..." and I Love You Rituals by Dr. Becky Bailey.</p>
<p>(J) Observe and Support Style. Monitor a child's behavior to know whether an infant approaches peers quickly or takes more time to observe. Pace your attempts to engage infants in play based on what you observe. "Jenny, I put out some new toys. Would you like to sit together and see how they work?"</p>	<p>(J) Observe and Support Style. Watch your infant to know if they approach other babies quickly, or take more time to warm up. Take your baby's lead based on what you noticed. "Jenny, I put out some new toys for you and your brother. Would you like to sit together and see how they work?"</p>
<p>(K) Notice and Talk. Acknowledge infants' awareness of others, and verbally discuss emotions. For example, "Yes, that little girl seems sad. She's crying."</p>	<p>(K) Notice and Talk. Notice your infants' awareness of others, and talk about others' emotions. For example, "Yes, that little girl seems sad. She's crying."</p>
<p>(L) Give Positive Feedback (Praise). Give positive feedback to infants. "Ben, you gave Rachel a big smile. She smiled back."</p>	<p>(L) Give Positive Feedback (Praise). Praise your child. "Sarah you rolled over to get the ball! You worked hard!" Focus on effort (trying hard), not results (winning).</p>
<p>(M) Be Present. Sit close while infants play next to each other. Notice verbal and nonverbal cues, which shows a need for interaction, positive feedback, or assistance. For example, "There you</p>	<p>(M) Be Present. Sit close and play with your infant. Avoid distractions. Notice verbal and nonverbal cues, which shows a need for interaction, positive feedback, or assistance. For example, "There you</p>

are. You scooted on your belly to reach the toy. You did it!"	are. You scooted on your belly to reach the toy. You did it!"
(N) Celebrate. Show pleasure in an infant's accomplishments by smiling back or clapping your hands. "Wow, Thomas, you took 6 steps just like this! You did it!" (Demonstrate with your body).	(N) Celebrate. Show pleasure in your infant's accomplishments by smiling back or clapping your hands. "Wow, Thomas, you took 7 steps just like this! You did it!" (Demonstrate with your body).
(O) Go Back and Forth. Respond to an infant's actions and attempts to interact. "You touched my nose, Bobby. Now I'm going to touch your nose."	(O) Go Back and Forth. Respond to your infant's actions and attempts to interact. "You touched my nose, Bobby. Now I'm going to touch your nose."
(P) Notice Actions. Share information on an infant's use of nonverbal communication, such as how they request interaction, a toy, or food. "Stacey was pulling on my glasses today. She was trying to get to know me and play together."	(P) Notice Actions. Notice and respond to your baby's nonverbal communication, such as how they ask for attention, toys, or food. "Stacey was rubbing her eyes today. She wanted me to know it was almost time for her nap."
(Q) Create a Safe Space. Have places where adults can comfortably sit with infants to cuddle, soothe and talk with them. "Mica. Look at your friend Sam, he is dumping the water out."	(Q) Create a Safe Space. Have places to be comfortable and sit with your infant to cuddle, soothe and talk with them. "Mica. Look at your brother Devin, he is pushing a truck."
(R) Talk about What is Next. Talk with infants about specific sequences of events. "After we change your diaper, we will have lunch."	(R) Talk about What is Next. Talk with your infant about the order of daily events. "After we change your diaper, we will have lunch."
(S) Ask for Help. Talk about upcoming activities such as outdoor time, and ask for the infant's help getting things ready. "Next it's time to go outside. Would you be willing to help me put on your hat? Help? Put on hat?"	(S) Ask for Help. Talk about upcoming activities such as bath time, and ask for your infant's help getting things ready. "Next it's bath time. Would you be willing to help me find your yellow duck for bath time? Help? Find yellow duck?"
(T) Describe Details. Use words to describe foods, tastes, and smells during feedings. "I smell the peaches. Don't they smell sweet?"	(T) Describe Details. Use words to describe foods, tastes, and smells during feedings. "I smell the peaches. Don't they smell sweet?"
(U) Point Things Out. Point to and label new sights, sounds, tastes, toys, and activities during one-on-one interactions and routines. "Kevin, do you see the rain outside? (Point to the rain and wait for the child to look.) It is falling fast!"	(U) Point Things Out. Point to and label new sights, sounds, tastes, toys, and activities. "Kevin, look at the rain outside? (Point to the rain and wait for the child to look.) It is falling fast!"
(V) Involve Infants in your Daily Routines — for example, cleaning up. Allow them to feel different textures, such as bumpy towels and wet clothes. Relate the experience with words. "Ooh...that towel feels damp and cool." Refer to the appropriate pictures of each part of the daily visual schedule as they experience it.	(V) Involve Infants in your Daily Routines — for example, washing laundry. Allow them to feel different textures, such as bumpy towels or smooth sheets. Talk about what you do together. "Ooh...this towel feels warm and soft. Let's touch it." Refer to the appropriate pictures of each part of the daily visual schedule as they experience it.
(W) Play Hiding Games. Use everyday objects in simple play. Hide objects under a blanket or pillow to help infants learn things exist even when out of sight. "Joanna, where did the ball go?" When they find it say, "There it is!" and point at the ball. (Encourage them to point with you as you say, "There it is! There's the ball!")	(W) Play Hiding Games. Use everyday objects in simple play. Hide objects under a blanket or pillow to help your infant learn things exist even when out of sight. "Joanna, where did the ball go?" When they find it say, "There it is!" and point at the ball. (Encourage them to point with you as you say, "There it is! There's the ball!")
(X) Floor Play. Help infants develop a focused interest in play by showing enthusiasm and playing next to them. "Linda, you are putting the ball in and it pops out! You did it!" Notice opportunities to make eye contact during play.	(X) Floor Play. Play next to your infant. Show excitement for what they do. "Linda, you are putting the ball in and it pops out! You did it!" Notice opportunities to make eye contact during play.
(Y) Walk and Talk. Hold an infant in your arms while walking around, looking at, and talking about things you see. "I hear birds singing. Do you hear	(Y) Walk and Talk. Hold your infant in your arms while walking around, looking at, and talking about things you see. "I hear birds singing. Do you hear

the bird? The blue bird is singing up in the tree.” Point at the bird and say, “There it is! The bird is in the tree.” Notice opportunities to make eye contact during the walk.	the bird? The blue bird is singing up in the tree.” Point at the bird and say, “There it is! The bird is in the tree.” Notice opportunities to make eye contact during the walk.
(Z) Mystery Bag. Gather objects from around the caregiving setting and put them in a paper bag or under a blanket. Let infants reach in and take out objects to explore with you. “Rebecca, you pulled out a green ball. Is it soft?”	(Z) Mystery Bag. Gather objects from around the house and put them in a paper bag or under a blanket. Let infants reach in and take out objects to explore with you. “Rebecca, you pulled out a green ball. Is it soft?”
(I) I Can Play. Provide toys and materials that are open-ended and meet any child’s developmental needs; for example, board books, blocks, rattles, dolls, and mouthing toys. Notice each child's preferences.	(I) I Can Play. Provide toys and materials that can be used in many different ways; for example, bowls for stacking, a shopping bag and blocks for dumping and pouring or a bin of sudsy water and cups for pouring and play. Notice each child's preferences.
(A) Excite the Senses. Provide options that infants can explore through touch, taste, hear and smell; for example, play dough, texture balls, rattles, and music. Notice each child's preferences.	(A) Excite the Senses. Provide options that infants can explore through touch, taste, hear and smell; for example, play dough, rattles, and music. Notice each child's preferences.
(J) Safety Check-up. Do a review or observation of the physical surroundings in which babies play, live and learn so babies can explore and learn safely.	(J) Safety Check-up. Do a review or observation of your home so your infant can explore and learn safely.

Suggested Classroom and Home Strategies for: Attachment/Relationships

Attachment/Relationships refers to the child’s ability to promote and maintain mutual, positive connections with other children and significant adults. These emotional bonds that develop in early childhood can be observed as infants calm with help, share smiles and cuddles with familiar adults, and begin to express and cope with an array of emotions. When looking at a child’s DECA Infant rating, you may notice that a particular element of attachment/relationships needs to be strengthened.

The strategies below are taken from [Conscious Discipline: Building Resilient Classrooms](#), [Easy to Love Difficult to Discipline](#), [Baby Doll Circle Time](#), as well as [Feeling Buddies Curriculum](#).

Feel free to explore those books for more ideas, or, use your own planning resources and strategies guides! These strategies are meant to give families and caregivers a sample of ideas to choose from when planning to intentionally promote the initiative of children within a group and/or home settings. Users should feel free to expand on these strategies, add strategies of their own, or use additional strategies.

Classroom Strategy	Home Strategy
(A) Attunement. Remain present and in a calm state, so that you can be aware and responsive to the internal state of the infant. Attach language to the experience such as, “It was hard to say goodbye to mommy. Breathe with me, I’m going to keep you safe until mommy comes back.”	(A) Attunement. Remain present and in a calm state, so that you can be aware and responsive to the internal state of the infant. Attach language to the experience such as, “It is hard to wait for your food. Breathe with me. You can handle it. Your food is almost ready.”
(B) Handling Strong Emotions A secure attachment is formed when an adult attachment figure responds appropriately to a child in distress or upset. The “DNA process” (Describe the actions, Name the feeling, Acknowledge wants) is the key to creating a secure attachment. “Your face is like this (demonstrate). Breathe and download your calm state and label the feeling with your best guess, “You seem You wanted”	(B) Handling Strong Emotions A secure attachment is formed when an adult attachment figure responds appropriately to a child in distress or upset. The “DNA process” (Describe the actions, Name the feeling, Acknowledge wants) is the key to creating a secure attachment. “Your face is like this (demonstrate). Breathe and download your calm state and label the feeling with your best guess, “You seem..... . You wanted”

Example #1 – Infant is startled by a loud noise during a diaper change. Pick up the infant and place them on your chest and say, “Breathe. (Take a deep belly breath.) You seem scared. I will keep you safe.” Continue taking deep belly breaths until you have downloaded your calm to them. Complete the diaper change once the infant is calm, and after telling them, “I am going to lay you down and finish changing your diaper. I will keep you safe.”

Example #2 – Infant cries and arches back while attempting to dress them. Pick up the infant and place them on your chest and say, “Breathe. (Take a deep belly breath.) You seem frustrated. You were wanting me to know getting dressed is hard for you. You are safe. Breathe with me. You can handle this.” Continue taking deep belly breaths until you have downloaded calm to the infant, then say, “I am going to lay you down. There you are. (Make eye contact and breathe.) You can handle this. I am going to…” and complete the process. Repeat the process if the infant becomes distressed again.

(C) **Connecting Rituals** Create intentional opportunities for children to build trusting relationships with caring adults by incorporating rituals that involve eye contact, appropriate touch, a present adult in a playful manner.

(D) **Transitions** Help infants handle transitions by telling them what you are going to do before you do it. For example, “It is time to change your diaper. I am going to pick you up and take you to the changing table.” (Continue to tell them what you are going to do before you do it during the diaper change.)

(E) **Respond Quickly.** Promptly pick up infants after a nap. Gently hold and talk to them as they continue to wake. “Lakeisha, you were asleep and now you are awake. There you are. I am here. You are safe.”

(F) **Provide a Safe Base.** Gently touch or pick up infants in the presence of unfamiliar adults to reassure them they are safe. Offer them language such as, “Breathe with me, I will keep you safe.”

(G) **Use Gentle Touch.** Model caring, nurturing behavior by stroking an infant’s hair or slowly rubbing circles on his back. Notice the infant’s touch preferences and respond appropriately.

(H) **Learn about Strengths and Needs.** Take time to learn ways to support an infant’s special development and temperament needs through observation and discussions with those in the child’s life. “Ashton is reaching to stand, tell me more about how you support this at home.”

(I) **Reassure Their Safety:** Toddlers can become aggressive when they feel frightened. Talk to toddlers about what seems scary. “I know you are

Example #1 – Infant is startled by a loud noise during a diaper change. Pick up the infant and place them on your chest and say, “Breathe. (Take a deep belly breath.) You seem scared. I will keep you safe.” Continue taking deep belly breaths until you have downloaded your calm to them. Complete the diaper change once the infant is calm, and after telling them, “I am going to lay you down and finish changing your diaper. I will keep you safe.”

Example #2 – Infant cries and arches back while attempting to dress them. Pick up the infant and place them on your chest and say, “Breathe. (Take a deep belly breath.) You seem frustrated. You were wanting me to know getting dressed is hard for you. You are safe. Breathe with me. You can handle this.” Continue taking deep belly breaths until you have downloaded calm to the infant, then say, “I am going to lay you down. There you are. (Make eye contact and breathe.) You can handle this. I am going to…” and complete the process. Repeat the process if the infant becomes distressed again.

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(E) **Respond Quickly.** Promptly pick up your infant after a nap. Gently hold and talk to them as they continue to wake. “Lakeisha, you were asleep and now you are awake. There you are. I am here. You are safe.”

(F) **Provide a Safe Base.** Gently touch or pick up your infant when unfamiliar adults are around. This helps reassure them they are safe. Offer them language such as, “Breathe with me, I will keep you safe.”

(G) **Use Gentle Touch.** Model caring, nurturing behavior by stroking your infant’s hair or slowly rubbing circles on his back. Notice the infant’s touch preferences and respond appropriately.

(H) **Learn about Strengths and Needs.** Learn ways to support your child’s growth. Share ideas with their others that care for your child. “Sarah is starting to hold her spoon, maybe you can let her try when she is at your house tomorrow?”

(I) **Reassure Their Safety:** Toddlers can become aggressive when they feel frightened. Talk to your toddler about what seems scary. “I know you are

<p>afraid. That was a very loud noise. I'll keep you safe."</p>	<p>afraid. That was a very loud noise. I'll keep you safe."</p>
<p>(J) Make Routines Special. . Incorporate the child's routines preferences, (including Connecting Rituals); understand and respond to an infant's individual characteristics when designing and carrying out routines. "Kevin, it's time to change your diaper. We can change it S-L-O-W or we can change it fast! Oh, you like it fast! Faster, faster! Here we go!"</p>	<p>(J) Make Routines Special. . Incorporate the child's routines preferences, (including Connecting Rituals); understand and respond to an infant's individual characteristics when designing and carrying out routines. "Kevin, it's time to change your diaper. We can change it S-L-O-W or we can change it fast! Oh, you like it fast! Faster, faster! Here we go!"</p>
<p>(K) Cuddle and Hold. Hold, cuddle and rock infants to give them the physical contact essential for their development. Essential ingredients for connection; eye contact, touch, presence, in a playful way.</p>	<p>(K) Cuddle and Hold. Hold, cuddle and rock your infant throughout the day to give them the physical contact essential for their development. Essential ingredients for connection; eye contact, touch, presence, in a playful way.</p>
<p>(L) Be Understanding, Never Harsh: Accept mistakes as part of learning and growing. "Paul, your juice spilled. Let's get some paper towels to wipe it up."</p>	<p>(L) Be Understanding, Never Harsh: Accept mistakes as part of learning and growing. "Paul, your juice spilled. Let's get some paper towels to wipe it up."</p>
<p>(M) Do Favorites Over and Over. Read a child's favorite story or sing their favorite song during hellos and goodbyes to make transitions smoother. Notice their favorite parts of the story or song, and repeat the favorite parts to extend the play.</p>	<p>(M) Do Favorites Over and Over. Read a child's favorite story or sing their favorite song to make transitions go smoother, for example, reading a book before bedtime, singing a song before drop off at Grandma's house, etc. Notice their favorite parts of the story or song, and repeat the favorite parts to extend the play.</p>
<p>(N) Share and Respond. Pay attention to a child's cues of hunger, readiness to play, sleepiness, etc. Respond gently to these cues and talk with other adults in the infant's life to share these observations and actions. "Mr. Kierland, Joshua rubbed his eyes today when it was nearing nap time on the daily schedule. That was helpful when he shared that nonverbal cue with me yesterday."</p>	<p>(N) Share and Respond Pay attention to a child's cues of hunger, readiness to play, sleepiness, etc. Respond gently to these cues. Talk with other adults in the infant's life to share what you notice. "Mr. Kierland, Joshua rubbed his eyes today when it was nearing nap time on the daily schedule. That was helpful when he shared that nonverbal cue with me yesterday."</p>
<p>(O) Engage. Use every day routines to interact with infants. Coo and babble during diaper changes, talk during mealtimes and share laughs during floor play. For example, make eye contact, smile, and say, "There you are! You brought your nose to lunch time!" (and touch their nose) or "There you are! Your face looks likes this. You seem ready to eat!"</p>	<p>(O) Engage. Use every day routines to interact with infants. Coo and babble during diaper changes, talk during mealtimes and share laughs during floor play. For example, make eye contact, smile, and say, "There you are! You brought your nose to the dinner table!" (and touch their nose) or "There you are! Your face looks likes this. You seem ready to eat!"</p>
<p>(P) Use an Even Tone of Voice. Speak calmly and gently to your infant throughout the day and avoid using a loud or abrupt voice that can startle a young child. Taking periodic deep belly breaths helps you maintain a calm tone of voice.</p>	<p>(P) Use an Even Tone of Voice. Speak calmly and gently to your infant throughout the day and avoid using a loud or abrupt voice that can startle a young child. Taking periodic deep belly breaths helps you maintain a calm tone of voice.</p>
<p>(Q) Soothe and Calm. Hold the infant closely and take deep belly breaths. (Inhale through the nose. Exhale through the mouth.) Rock or gently pat infants' backs to calm and help them sleep. Gently lift a crying infant to your shoulder, breathe and calm first, then rock or walk depending on their preferences. Talk softly to the infant or hum, perhaps saying, "You are safe. Breathe with me."</p>	<p>(Q) Soothe and Calm. Hold the infant closely and take deep belly breaths. (Inhale through the nose. Exhale through the mouth.) Rock or gently pat infants' backs to calm and help them sleep. Gently lift a crying infant to your shoulder, breathe and calm first, then rock or walk depending on their preferences. Talk softly to the infant or hum, perhaps saying, "You are safe. Breathe with me."</p>
<p>(R) Support Self-Soothing. Support infants when they engage in self- soothing techniques. "Adam,</p>	<p>(R) Support Self-Soothing. Support infants when they do things to calm themselves. "Adam, you are</p>

you are holding your blanket and you seem sleepy. I will hold you and keep you safe.”	holding your blanket and you seem sleepy. I will hold you and keep you safe.”
(S) Encourage Comfort Items. When older infants feel upset, suggest they find a security or comfort item from their cubby or Safe Place. “Brady, you seem upset. I am going to find your bear. It helps you feel safe when you hug him.”	(S) Encourage Comfort Items. When your older infants feel upset, help them find a security or comfort item from their room or Safe Place. “Brady, you seem upset I am going to find your bear. It helps you feel safe when you hug him.”
(T) Describe Emotions. Use facial expressions along with words to express emotions. “Casey, you seem happy. Your face looks like this! You wanted me to know you feel happy!” (Match your face to the child’s).	(T) Describe Emotions. Use your face and words to show emotions. “Casey, you seem happy.” Your face looks like this! You wanted me to know you feel happy!” (Match your face to the child’s).
(U) Share Your Touch. Place your finger or thumb in the infant’s palm, to hold or squeeze while rocking or holding them gently on your lap.	(U) Share Your Touch. Place your finger or thumb in the infant’s palm, to hold or squeeze while rocking or holding them gently on your lap.
(V) Watch for Clues. Closely observe infants verbal and nonverbal cues to better understand their cry for help.. For example, infants may cry when they feel tired, hungry, bored, scared, or upset.	(V) Watch for Clues. Closely observe infants verbal and nonverbal cues to better understand their cry for help.. For example, infants may cry when they feel tired, hungry, bored, scared, or upset.
(W) Tune in. When singing songs or playing music, change the beat, pace, and volume according to the infant’s temperament or mood, or the time of day and routine. For example, slower and quieter before rest times.	(W) Tune in. When singing songs or playing music, change the beat, pace, and volume according to your infant’s temperament or mood, or the time of day and routine. For example, slower and quieter before rest times.
(X) Redirect. Gently guide an infant to a safe behavior or activity. Infants in particular often need redirection for their own safety. If an infant is moving toward something in the environment that is not safe, adults should remove the item or redirect the child to something more safe.. Use the phrase, “You wanted...” to acknowledge what they wanted, followed by what they can do instead. For example, “You wanted to put something in your mouth. Here is a rattle that is safe for your mouth.”	(X) Redirect. Gently guide your infant to a safe behavior or activity. Infants in particular often need redirection for their own safety. If an infant is moving toward something that is not safe, adults should remove the item or redirect the child to something more safe. Use the phrase, “You wanted...” to acknowledge what they wanted, followed by what they can do instead. For example, “You wanted to put something in your mouth. Here is a rattle that is safe for your mouth.”
(Y) Explore Emotions. It is never too early to talk about emotions and feelings. Read books or look in magazines to label different emotions that you see people engaging in, or hold a baby as you look in the mirror together noticing and describing what you see. Use the phrases, “See her face?” or “See his face?” or saying, “Jayden, your face looks like this,” then mirror the child’s face back to him/her and say, “You seem _____ !”	(Y) Explore Emotions. It is never too early to talk about emotions and feelings. Read books or look in magazines to label different facial expressions and emotions. Or, hold your baby as you look in the mirror together noticing and describing what you see. Use the phrases, “See her face?” or “See his face?” or saying, “Jayden, your face looks like this,” then mirror the child’s face back to him/her and say, “You seem _____ !”

Jonathan Herrera has great potential and the ability to be successful in school and life. Children are best supported when families and program staff work together. The space below should be used to document the ideas and comments of family members and program staff to ensure that everyone involved has an opportunity to participate in the protective factor planning process.

Family Input / Additional Goals: Notes

Signature of Family Member: _____ Date: _____
Signature of Teaching Staff: _____ Date: _____
Signature of Curriculum Specialist/Ed. Mgr.: _____ Date: _____
Signature of Licensed Mental Health Professional: _____ Date: _____
Additional Signature: _____ Date: _____
Additional Signature: _____ Date: _____

Progress Follow-up

Signature of Family Member: _____ Date: _____
Signature of Teaching Staff: _____ Date: _____
Signature of Curriculum Specialist/Ed. Mgr.: _____ Date: _____
Signature of Licensed Mental Health Professional: _____ Date: _____
Additional Signature: _____ Date: _____
Additional Signature: _____ Date: _____