

HCLS Hatchlings: Baby Beginnings (RTH/ITN combo)

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*Script is used as is outside of adaptations which are noted in green*

#### Panel 1: Welcoming comments/Introductions

- Introductions include caregiver and baby's name/age
- The purpose of this session will also be to give insight into how things you may already be doing are important and why. You may learn some new things (we hope so!), but you will also learn that you are already doing great things, and we want you to keep it up!

#### Panel 2: Brain Diagram

#### Panel 3: Brain Growth

#### Panel 4: Reading to Baby

- Mention and show Indestructible books and accordion board books, as well as *Hello, My World* by Jannie Ho.
- Mention how books with mirrors are great for babies to see facial expressions and learn what they look like, as well as learn names of body parts.
- Show toys from the collection that can be used along with books (e.g. puppets, instruments).

#### Panel 5: Multiple Ways to Share Books

- Discuss how sharing books with baby helps their eyes learn to track images and print from left to right, which will come into play later when they begin to read. (this information comes from ITN)
- Remind group that it is unrealistic for baby to listen to a complete story at this age. If they can, great, if not, you are working up to it.
- Reading with baby at this age can be uncomfortable because they are not necessarily "communicating." However, babies communicate using sounds, coos, eye contact, and facial expressions.
  - o Model interacting with baby based on "serve and return" concept. Babies are dependent on caregivers being responsive to their signals and needs. For example, if baby looks sad, name it for them, and model it with your face so they can begin to see what it looks like and recognize it in others. If baby babbles, converse with them about what they could be talking about, pausing to allow them a chance to babble to you in a back-and-forth exchange.
  - o If you are reading together and baby is initially happy, but begins to look away or fuss, that is them communicating that they are finished with the activity and need to move on or take a break.
  - o Serve and Return source: [Harvard University Center on the Developing Child: Serve and Return](#)

#### Panel 6: Hello, Sun, Yes, Indeed

#### Panel 7: Body Rhymes

- Mention how not only are smiling and positive interactions important, but it is also important to think about cell phone use around babies. Typically, when someone is looking at their phone

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they have a flat affect, or “still face.” The lack of eye contact and facial expression has been shown in studies to cause distress in babies. Extended periods of this could impact baby's feelings of safety and attachment to their caregivers.

- Still Face source: [The science behind the possible effects that staring at your phone can have on a child](#)

### Panel 8: Name the Body Parts

- Use “Can You Kick with Two Feet” and have caregiver and baby participate together.
- Mention how to build songs like this into routines and transitions. For example, if a baby does not enjoy diaper changes, you can change the words to songs to tell them what is happening and name body parts. Baby will become aware of what to expect, and may enjoy the songs, too.

### Panel 9: Hokey Pokey

### Panel 10: Animal Songs

- Share examples of other ways to sing the last line of “The Wheels on the Bus” like, “on our way to grandma’s house.” (from ITN)

### Panel 11: Shakers

- Mention items they may already have at home that can be used as a shaker, like a box of pasta.
- Show toys from the collection and/or instruments and are available for check out.

### Panel 12: Lullabies

- Sing the version of “Twinkle, Twinkle, Little Star” from ITN using baby’s name
- Remind participants that if they forget words, or say the words incorrectly, it is okay! It’s most important that they sing and engage with the baby in a positive and loving way.
- Share that “Talk, Sing, Share Books, and Play” can be used as a lullaby. It is a good reminder of what is being shared during this session.

### Panel 13: Libraries

- Share monthly library calendar and how they can access information about classes online.

### Panel 14: Self Care

- Share books about baby milestones, and self-care; mention and show reading list.
- Mention that the library is a wonderful resource and if we don’t have the specific information they are looking for, we can direct them to where they can find it.
- Tell caregivers they are doing a great job.

### Panel 15: Questions

### Panel 16: Closing

*\*This session involves a tour of the children’s area of the library.*