PART 3
APPENDICES

APPENDIX I

OBSERVATION FOR MEDIATIONAL INTERACTION (OMI)

The OMI is an observation method for the assessment of mothers' (or other caregivers') mediational interaction with their infants and young children. The OMI is used within the MISC intervention as one of the basic measures of mediation. It can be applied to videotaped mother–child interactions at any health or day-care center or to observations carried out at home. There are several variations of the OMI (Klein, 1988, 1992; Klein & Alony, 1993; Klein, Weider, & Greenspan, 1987b). The OMI involves counting the frequency of behaviors defined as factors of mediation.

The observation requires noting only those *in situ* behaviors that fit within the defined criteria of mediation. Behaviors of either a parent or an infant are coded in relation to the respective behaviors and the meaning conveyed through these behaviors. For example, observing a parent hand an object to a child was coded as reflecting intentionality and reciprocity only if it was met by a response suggesting reciprocity on the part of the child. Several additional categories of nonmediational behavior are coded in the OMI (these are marked by stars on the sample observation coding page; see Table IA). For example, maternal behavior that is intentional but not met by the child's reciprocity reflects the mother's motivation to act but may not reach the child. Similarly, a mother's expressions of affection, love, acceptance, or excitement that are not related to anything specific in the environment or to the child's behavior are not mediating anything specific to the child, but may reflect a mother's active affective involvement with the child. Demands are noted as separate from regulation of behavior, and are behaviors that may lead the child to act in a way that is desirable to the parent but do not assure that any learning has occurred.

The OMI enables researchers to rate the frequency of mediational interactions initiated by the child as compared to those initiated by the mother, as well as the frequency and types of response to those initiations.

There are two basic methods of coding the OMI. One method calls for coding the frequency of behaviors in the various categories, whereas the other requires coding these behaviors as they occur, in a sequential order. The first method of coding yields the sum of mediational behaviors in the different categories; the other yields a more detailed account of the flow of interaction. The latter method is particularly suitable for preremediation assessment or clinical intervention programs with populations of children with special needs.

TABLE IA PARTIAL SAMPLE OF OBSERVATION SHEET FOR THE ASSESSMENT OF MLE WITH INFANTS AND TODDLERS

	Provision of MLE by		Request for MLE by		Total	
	Mother	Child	Mother	Child	Mother	Child
MLE criteria						
Intentionality and reciprocity						
Verbal						
Nonverbal						
Combined verbal and nonverbal						
Intentionality without reciprocity						
Mediation of meaning						
Expression of affect (nonverbal)						
Naming						
Naming and affect						
Relating to past or future						
Acceptance and affect (unrelated to infants' behavior or to anything in the environment)						
Transcendence in relation to content of specific experience						
Clarifying processes (insight)						
General rules						
Other						
Clearly above child's capacity to grasp						
Mediated feelings of competence						
"Good," "Great," "Fine" (statement only) but with good timing						
Reinforcement + explanation						
Modification of situation to allow success						
Undifferentiated encouragement						
Mediated regulation of behavior						
In relation to time						
In relation to space						
Sequencing of steps						
Matching ability and task requirements						
Other						
Commands						
*Nonmediational behaviors (no teaching involved)						

APPENDIX II

BASIC ELEMENTS IN THE PEDAGOGY OF MEDIATION
TO YOUNG CHILDREN
(A SAMPLE FROM MISC IN KINDERGARTEN AND SCHOOL)

HORIZONTAL AND VERTICAL PROCESSES

Horizontal processes in mediation, as defined in the MISC approach, relate to repeated application of learned models of behavior, including thinking strategies and modes of expression that have been acquired in previous experiences of learning. In other words, horizontal mediation involves practice and repetition, preferably through the use of a variety of different situations and materials. The adult may invite the child to cope with seemingly different situations that require application of what he/she already knows. For example, if the child can count, enabling him/her to count various objects in different situations is considered a horizontal process.

Vertical processes in mediation relate to mediation that is designed to help the child solve progressively more complex problems or to apply progressively more developed thinking strategies to existing social and other situations. For example, if the child can add single digits, attempts to teach him/her addition of a two-digit number and a one-digit number constitute a vertical process of mediation.

SURFACE OBJECTIVES AND DEEP OBJECTIVES

Surface objectives are the objectives that are immediate, concretely related to the actions of the adult in his/her interaction with the child (i.e., teaching a new word, a new skill, or a problem-solving technique). The deep objective is more general; it relates to more distant objectives, such as wanting the child to be able to communicate well with others, to be a moral individual, to enjoy life, to be a leader, and so on. Good mediators are aware of *both* types of objectives and try to regulate the immediate surface objectives in line with the deep objectives. Parents are in a position to be more flexible in this process as compared with teachers, who have a fixed curriculum that they have to follow and whose "deep" objective is

to achieve the objectives defined by that specific curriculum.

NATURAL, WORTHWHILE, AND MEANINGFUL

Mediation is based on the understanding of what is *natural* for the child. If a six-month-old child is presented with an object, it is likely that he/she will place it in his/her mouth. It would be unnatural to attempt to train the child not to place objects in his/her mouth, however. A good mediator would select objects that may enhance the child's experience of learning "using" what is natural to him/her (different tastes, textures, etc.). Mediation that is matched to the ability of infants who have learned to bang may involve presentation of various objects that will produce different sounds if banged on or banged with.

In line with cognitive developmental theory, children have an innate need to activate, to practice what they are capable of doing, and to apply their budding abilities in their experiences with the environment. In this sense there is no need for external rewards and encouragement, or for external guidance. Cultural transmission and the development of higher cognitive and social-emotional skills involve adult mediation to the young child. This mediation should be *meaningful* and *worthwhile* to the child if the deep objective of the mediation, that is, helping the child to develop as a member of a specific culture and as an active learner, is to be achieved. *Worthwhile* relates to the extent to which an invited action is favorable and desirable to a child. *Meaningful* relates to the extent to which the mediated experience is associated with or endowed with meaning or excitement (as perceived by the child).

APPENDIX III

BASIC MISC TRAINING MATERIALS USED IN DIFFERENT COUNTRIES

TRAINING 1: HOW DOES IT FEEL TO MEDIATE?

This training exercise leads one to imitate the behaviors that are considered as typical of some basic forms of mediation. Modeling may be useful with families who show very poor mediation.

Enhancing Mediation through Focusing, Exciting, and Expanding

The main functions of mediation are focusing, exciting, and expanding. Read the following and act them out as though you are mediating to a child:

1. a. Focusing behavior

For toddler or older child inquiries may be added as part of focusing, for example:

- "Look, look at that."
- "See? Right here."

- "Listen . . ."
- "Can you hear it?"   "Look, what is it?"

- "Taste it."
- "Do you taste it?"   "Listen, can you recognize it?"

- "Touch it."
- "Do you feel it?"

- "Smell it."
- "Do you smell it?"

We can clearly see that focusing as demonstrated above has two components: 1. Directing the child's attention and 2. Trying to find out whether reciprocity has been established, in other words, whether the child has paid attention.

1.b. Focusing non-verbally

Focusing can also be done non-verbally in many different ways, for example:

- Behaviors that make some things stand out against the background (covering confusing surroundings, repeating stimuli, making a stimulus stronger or bigger exaggeration.
- Controlling the *distance* from the stimulus (bringing the child closer to a stimulus or the stimulus closer to the child).

If the adult wishes to focus the child's attention on something big (on the whole rather than on its parts), then taking the child away from the stimulus may be appropriate for focusing.

(Focusing as part of good mediation will be done in accordance with the child's needs, abilities and interests at a particular moment, and in line with the adult's general educational plan for the child.)

2. Energizing, adding affect and meaning

Verbal examples:

- Changing the rate of speech, speaking suddenly at a faster speed or at an exaggerated slower speed.
- Spacing the verbal expressions: L . . o . . o . . k, a b . . a . . b . . y!
- Repeating expressions, especially adjectives or adverbs, "It is beautiful, beautiful"; "You ran well, very well."
- Identifying by relating to past or future experiences: "It is a doggie like Dan's doggie."

3. Expanding

Showing relations between things, comparing, contrasting. Demonstrating cause and effect relations.
Examples:

"Look at this flower, it looks just like a butterfly. Why is it not a butterfly?"
"My shirt smells of smoke; it's because I sat too close to the fire, and my clothes absorbed the smoke."
"Your shoulders are wet but your hair is dry. Your hat protects your head from the rain but you had nothing to cover your shoulders, so they got wet. If you cover something, it stays dry in the rain."
"You have so many balls, let's see how many, let's *count:* one, two, three . . ."

TRAINING 2.

1.a. Activating your understanding of the criteria by producing your own examples.

Give your own example for:

Focusing _____

_____

_____

_____

Energizing _____

_____

_____

_____

Expanding _____

_____

_____

_____

1.b. Make your own dramatization or role playing of the three criteria as presented in the examples above.
(Alternate roles of child and caregiver)

Enhancing the Quality of Mediation:
Feeding

With mediation	Without mediation
Focus the child's attention on the food	Feeding the child with little or no activity beyond placing the food in the child's mouth.
Point out the kinds of food on the plate (before mixing them, for example, rice, vegetables, meat)	"Open your mouth"
	"Come on, eat quickly"
Focus the child's attention on perceptions through all senses. Let the child taste the food touch it smell it Tell him/her what he is tasting, touching or smelling.	"Don't spit it out"
Provide meaning through naming of things on the plate and their qualities, e.g., soft, hard, hot, cold, smooth, small, big.	
Express your own excitement and likes about the food, "Oh, I love peas", "I love the smell of tomatoes."	

Expand, go beyond the immediate experience. "Yes, the rice is hot. I cooked it in hot water so it would become soft." (Pointing out cause and effect.) "Look, this is how rice looks before it is cooked." (Pointing out the "before" and "after" sequence.) "The pineapple is sweet, a banana is sweet, but the fish is salty." (Comparing and contrasting)

Praise the child, mediate competence: "Yes, that's good, you put the rice into your mouth, nothing fell onto the table." "You almost finished all your meat." "You can hold it all by yourself now."

Regulating Behavior. Mediate planning: "Let's taste the noodles first, they are soft and not too hot, and later you can eat the meat, it is still hot," or "mix these two so it won't be so dry." "Eat slowly, slowly," or "chew harder so it will be easier to swallow, it will become softer ... like this."

Bathing

With mediation

Focus the child's attention on various components of the situation, e.g., the bath, the water, the soap, the bubbles, the towel etc.

Mediate meaning by naming the objects or parts of them.
Share excitement with the child, "MM ... it smells so good," "The water feels warm and comfortable," "This towel is beautiful, it has lovely designs on it."

Without mediation

Undressing and dressing the child, washing the child with little or no communication other than commands or instructions directly related to the situation

e.g., "Lift your arm," "That's enough, out now," "Don't cry."

Expand (i.e., introduce associations from the past: "This soap smells like a flower," "Remember the time you didn't hold on to the bath and you slipped into the water?" "We must wash your hands well, you have touched all those dirty poles on the street."

Form connections with the future, "Soon we'll take you out and cuddle you in the soft towel."

Dripping water into the bath ... "Here, look, it's raining." "Look how many different colors the soap bubbles have, red, green, yellow, purple ... What else is red ...? Green ...? There are small, tiny ones like these, and big ones here ..."

Praise, mediate competence (e.g., "Very good, you are holding on so you won't slip." "You know how to save the soap from falling into the water." "That's nice, you have made a boat from this plate." "Good, you have washed your face very nicely, it is clean now."

Regulating and planning behavior: "Here, first we wash your arms, then your hands and fingers ... otherwise your fingers will get dirty when we wash your arms." "Let's take your clothes off - we have to unbutton the shirt before we try to take it off, otherwise it won't come off." "Try to wash your feet, like that ... harder, the dirt won't come off it you do it so softly."


Yes, the water feels warm...

Now I'll dry you with the towel, It feels warm and soft.

TRAINING 4.

Activities for the Identification of the MLE Criteria

(The activities listed below relate to pictures 1-5.

Step 1: General questions:

Which of the basic criteria of MLE is best represented by each of the following pictures?

Pictures nos. 1 _____ 2 _____

3 _____ 4 _____ 5 _____

Is there intentionality in each picture? How can you tell?

1 _____

2 _____

3 _____

Is there reciprocity? How can you see it?

1 _____

2 _____

3 _____

4 _____

Step 2: Exercising Mediation

Suppose the mother in each picture would say the sentences listed below for each picture, what criteria of MLE would you then identify in the interaction?

Picture 1

a)   L..o..o..k ... a ball! ....

b)   Back and forth, back and forth ... back and forth ....

....

Picture 2

a)   That's great, you built it all by yourself ....

b)   How many blocks do you think there are in here? ....

....

c)   Carefully, slowly now, if you put another block on it may fall

....

d)   You built a tall tower ....

Picture 3

a)   Very nice, you put them all in place ....

b)   You did it carefully, first this one, then this, then that

....

c)   It looks like a boat, a beautiful boat ....

d)   Let's see how many different colors we have here ....

....

Picture 4

a)   I am pouring cold water, feel the water now, it's comfortable

....

b)   See, when the water is too hot, we can put some cold water in to cool it down ....

c)   Here is your rubber ducky ....

d)   Slowly, sit down, first try putting your hand into the water, then sit down ....

Picture 5

a)   Do you want to touch it? ....

b)   This little chick is small and soft ....

c)   It has hatched out of the egg just a little while ago, it is still a baby ....

d)   Touch it gently, yes ... like that, with your fingers ....

....

e)   You are a good boy, you care for little animals ....

....

1

2
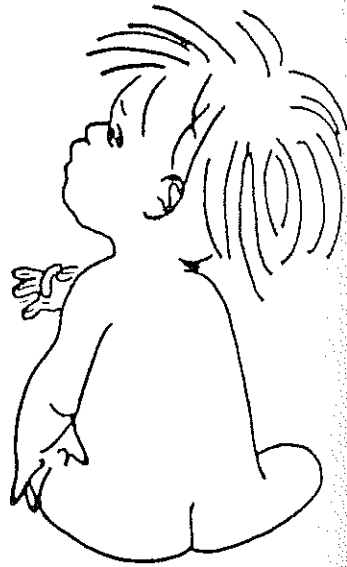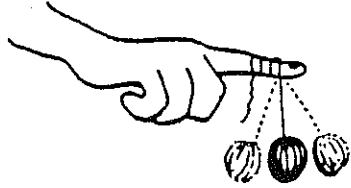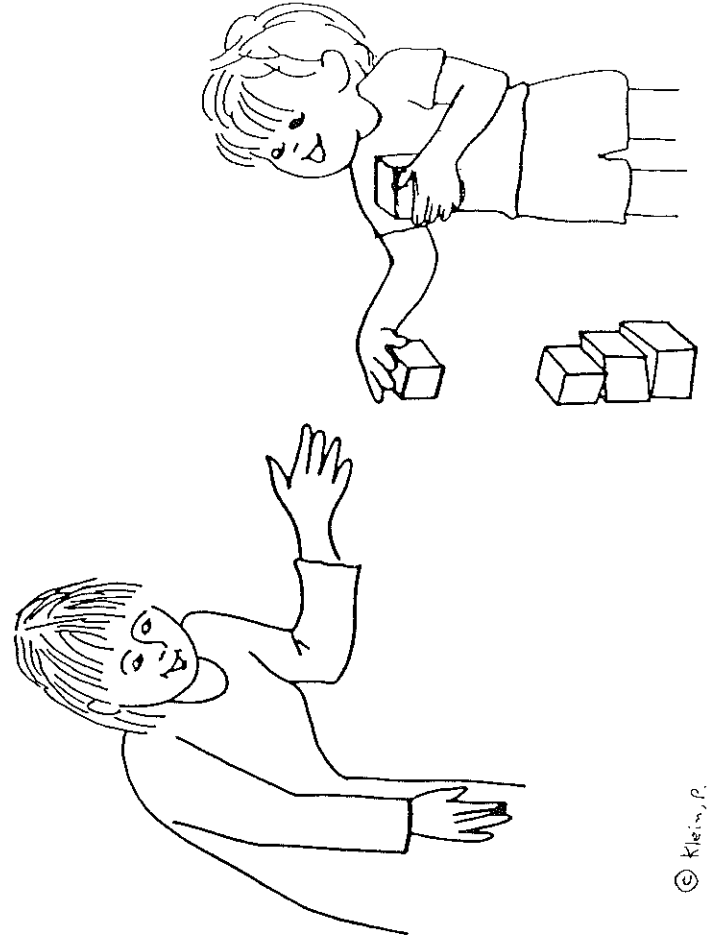
TRAINING 6.

<u>Test your mediational skills</u> (analysis of verbally presented episodes of interaction).

The following suggested situations present possible episodes in everyday life in a family with an infant or young child. Imagine yourself as the adult caring for the child, how could you make the following situations into experiences of Mediated Learning?

1)   Mother is pouring water into the bath or wash basin. The baby is standing near her. He/she is beginning to pull of his/her shirt in anticipation.

What do you intend to mediate? ....
....

How can you achieve reciprocity from the child? ....
....

How would you introduce meaning into this situation? ....
....

How would you introduce transcendence? ....
....

How would you introduce mediated feelings of competence? ....
....

Is it appropriate to introduce mediated regulation of behavior here?
How?...
....

2)   Father or mother is taking the child to collect firewood (or vegetables and/or fruit from the garden or field). The child is walking alongside the parent trying to keep pace.

What do you intend to mediate? ....
....

How can you achieve reciprocity from the child? ....
....

How would you introduce meaning into this situation? ....
....

How would you introduce transcendence? ....
....

How would you introduce mediated feelings of competence? ....
....

Is it   appropriate to introduce mediated regulation of behavior here?
How? ....
....

What should we look for in a good place for young children?

A look at the caregivers

They smile frequently.

They express interest and excitement about things the children experience.

Their voices sound relaxed, quiet.

They provide information about things that interest children.

They provide encouragement.

They give specific, individualized praise.

They give children individual attention.

They respond to children's demands and interests.
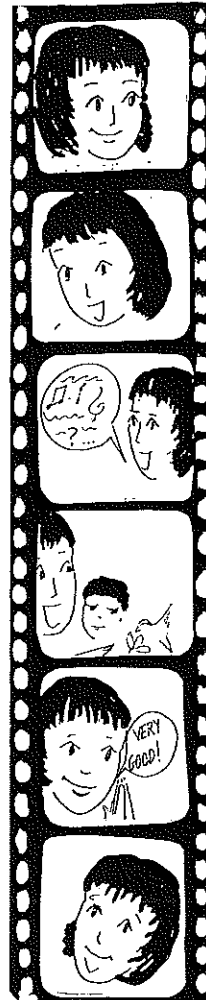
Identification of Good Caregivers for Young Children

The MISC Program

The following points may be of help in the process of choosing caregivers for young children.

What should we look for?

Personality

---- Enjoys the beginning of each new day, shows enthusiasm about something or someone. (How can one mediate excitement if one is not excited oneself?)

---- Is aware of her own feelings and can verbalize them. Can recognize the feelings of others. Can identify and share children's feelings.

---- Believes in her capacity to affect children's growth and development. (If such a belief is lacking, why should one invest one's energy in mediating to children?)

---- Loves to listen and talk to children (remembers what they have said or wanted and responds to it).

---- Likes to be close to the children, likes to maintain physical contact or eye to eye contact with one or more of the children most of the time.

---- Accepts and respects individual differences in children's rate of development and behavior.

---- Is capable of attending to and focusing on detail as well as on the global picture or situation. (E.g., Can see and point out to the children the feathers as well as the bird, the leaf as well as the tree.)

Knowledge

---- Has a good understanding of the criteria of mediation. Can say all 5 basic criteria and explain them, with examples.

---- Has a good basic knowledge of the environment (names of trees, birds, places, and stories about them).

---- Has a good knowledge of the culture and the people around her (including songs, dances, art).

---- Recognizes basic landmarks and basic processes in the development of young children.

---- Knows how to construct an educational sequence for a child (i.e., how to choose a starting point in terms of level of difficulty, and how to proceed to more difficult levels suitable for a particular child).

---- Understands basic landmarks in cognitive and social emotional development of young children.

Although one can learn to become a good mediator and caregiver, it is easier to achieve good mediation with individuals who are naturally enthusiastic, optimistic, talkative and sociable.

A good caregiver is a good mediator

1. Someone who can match her intentions to teach with the children's needs, interests, and capacities in various situations of everyday living, using those situations to enrich the child's understanding of the world around him and to increase his "appetite" to learn more.

2. Someone who can express enthusiasm and excitement over different things.

3. Someone who can and is willing to label (name), expand, explain, relate, compare, contrast, classify (group) and analyse things for the children.

4. Someone who can see the accomplishments in children's behavior and is willing to praise children and explain why they deserve praise.

5. Someone who is aware of the need to plan or regulate one's own behavior and can mediate it to young children.

Basic Requirements for Good Care of Infants and Young Children

---- Is the general atmosphere one of acceptance and love?
Do caregivers smile at the children?
Hug or kiss them?
Hold them close?
Tell them they love them?

---- Is there any indication that someone thought of the children's interests, e.g., chose toys or objects they might like to play with?
Pictures they may be interested to look at?
Music they may like to hear or produce?

The caregiver should be able to answer the question: Why is any object around? How can it be used for the child's benefit?

What do you want the child to focus on today? I.e.,
to see
to hear
to feel
to smell

Did you do anything to make it possible for the child to focus on anything you think is interesting for him/her?

---- Did anyone think of the children's comfort? E.g., carpeting or other floor covering, low chairs, tables, appropriate toilets, water faucets?

---- Is the environment responsive?
Does any behavior on the child's part initiate a response?
People who come and talk to him/her?
Toys that move or make a sound in response to the child's movement?
Are toys available and displayed so the child can benefit from them?

---- Can the child reach out by himself for any kind of food or drink if he so desires?-

---- Can he go to the toilet by him/herself?

---- Does someone praise or encourage the children's activity verbally?
Are any of the children's drawings publicly displayed?

---- Does someone share *excitement* with them over things around them? "Look how beautiful this is", "I love flowers", or "I love music".

---- Is there any expression of perceptions and ideas beyond that which is necessary to satisfy any existing need?
E.g., Speaking to the child about the food while feeding, playing and speaking to the child while bathing or while changing his/her diaper.
Speaking to the child about things one uses on the way to places

---- Is there any attempt to mediate to the children concepts of time and space, of relations, of cause and effect?

- Is there *stability* in the care given to children?
Do most caregivers stay at least one year with the children?
Do the children have a stable "home base"?

---- Are the children taken out for brief field trips every day (weather permitting?

---- Is there *something new* introduced to the children every day? (Focusing their attention on something they have not seen before or have not known about.)

<u>Space</u> Is there an average of 2 square meters space for each child in the center?

<u>Materials and Toys</u> Are there enough materials for the child *to choose* and age appropriate task to get involves in?

<u>Parental participation</u> Are parents consulted or asked to participate in any of the activities ongoing in the center (other than being invited to shows and parties)?

<u>Safety</u> Are there any safety hazards in or around the center?

<u>General Notes</u> _____

_____

_____

THE FOLLOWING ARE EXAMPLES OF MISC TRAINING MATE-RIALS PREPARED BY REDD BARNA FOR USE IN ZIMBABWE.

MEDIATED LEARNING EXPERIENCES

YES, THAT IS MY EAR
SAY: EAR...

MY EAR
AND YOUR EAR
EEARR!!

MEDIATION OF MEANING

YES, THAT IS A PUMPKIN! LOOK, IT IS YELLOW. THAT MEANS IT IS RIPE. WE SHALL EAT PUMPKIN TONIGHT! DO YOU THINK YOU CAN LIFT IT?
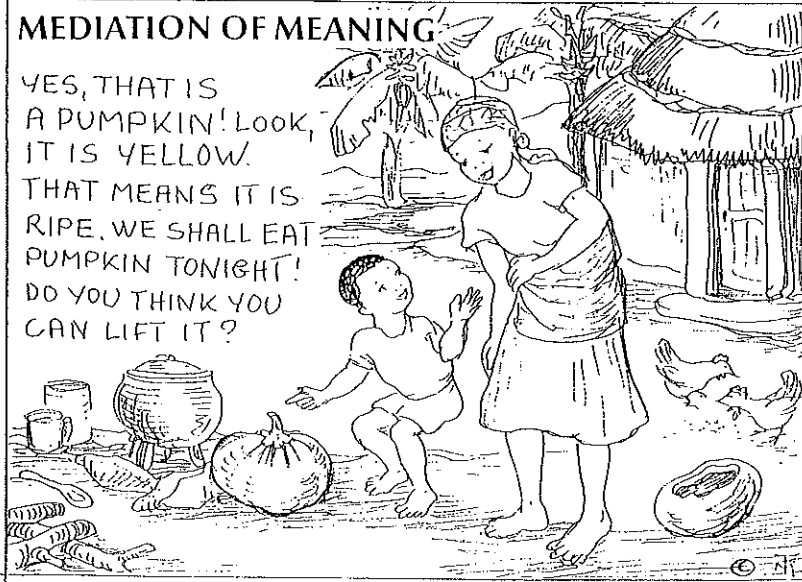
MEDIATION OF EXPANDED MEANING

TASTE THE PUMPKIN! IT IS A LITTLE SWEET. LOOK, THIS IS ANOTHER PUMPKIN. THE SKIN IS DRY AND HARD. WE CAN USE THE PUMPKIN AS A BOWL. THIS PUMPKIN IS CALLED A GOURD.

MEDIATION OF EXPANDED MEANING
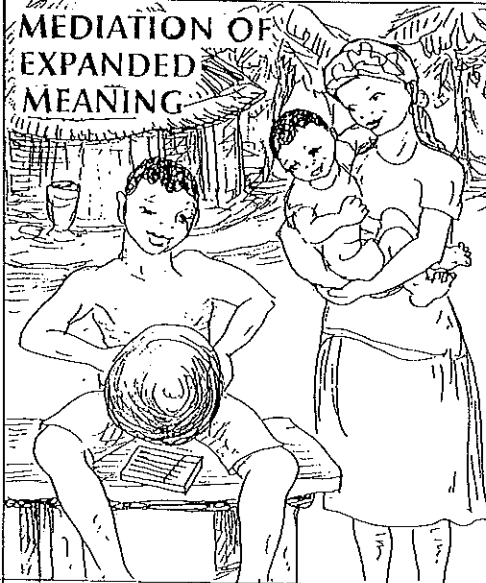
OH, HERE IS ANOTHER PUMPKIN WE CALL GOURD. LISTEN TO THE MUSIC! THE MAN PLAYS A FINGER PIANO INSIDE THE GOURD. IT SOUNDS MUCH BETTER. HE HAS TWO FINGER PIANOS - ONE INSIDE AND ONE OUTSIDE

THE FOLLOWING IS AN EXAMPLE OF MISC TRAINING MATE-
RIALS PREPARED FOR USE IN ISRAEL.

Comparing Mediational Styles of High and Low Mediators
(Mothers of 8–12-Month-Old Infants) in Israel

(High Mediators)	(Low Mediators)
Mothers use frequent verbalization to mediate their thinking about the child. It sounds almost like reporting to another adult. "You are too busy, you don't know what to choose."	Almost no "reporting" behavior. Little verbalization. Frequent substitution of sounds, i.e., "oh oh" for words to express disagreement, anger, concern. No differentiation.
If one form of calling an infant's attention does not bring about the desired response, mother tends to combine a number of techniques, e.g., calling infant's name, making sounds with a toy, movement, changing body position to improve possibility of eye contact.	Tends to repeat same form of calling child's attention (also true for attempts to get the child to comply).
Only 10% of the mothers engaged in encouraging motor activity, e.g., walking, during the play session rather than exploring the offered toys.	70% of the mothers encouraged their infants' gross motor activities.
Mothers sat on the carpet with the baby attempting to achieve eye contact or at least to see the infant's face.	30% of the mothers did not attempt to achieve eye contact with the infant and remained seated on the couch throughout the entire play session.
Most intentional acts are met by reciprocity. Intentionality without reciprocity is primarily of a verbal nature, e.g., many rhetorical questions building expectations for need to reply.	Intentionality without reciprocity primarily of motor and visual perceptual nature.
Many of the mothers' behaviors are organized in sequences of behaviors, each expanding the previous ones, e.g., starting with calling the infant's attention followed by manipulating and naming objects, repeating actions or pointing out salient characteristics of the target behavior.	Many fragmented behaviors, i.e., mothers call the infant by name or use other methods to capture his/her attention, but when they have that attention they do not proceed to use it. Any reciprocity that is achieved is short-lived.
Mothers rarely label objects or actions using one single word. Labelling frequently appears with an age appropriate expansion of information, not necessarily verbal, related to the labelled object or action.	Most frequently, labelling occurs with labels, stated only once.
Mothers verbally expressed their own learning from the play sessions at the center (spontaneously), e.g., "I see you like that toy more than the others, we'll have to get you one like that".	No expression of learning from the play session.
Mothers repeat expectations for meaning, e.g., "What is in there?", "What is that?", or opening up boxes, pots, containers, putting things inside. Mothers answer the questions as they arise.	No systematic repeated experience of request for mediation. In several cases when questions were posed by mothers, e.g., "what is in there?", these were left unanswered or answered in a manner unsynchronized with child's attention.
Many verbal statements of praise expressed together with nonverbal indications of excitement and positive effect, e.g., smiles, clapping hands, changes in tone of voice.	Show almost no clear expression of praise following infant's behavior.
Few and brief episodes of rough physical play or tickling.	Many rather prolonged tickling episodes and rough physical play. The use of tickling as a means of calming the baby.

Few commands. Any instructions given, e.g., "get the ball" are preceded by attempts to ensure that the infant focuses and by repeated attempts to model the desired behavior, and to reinforce approximation of it.

Many commands stated with no or little nonverbal elaboration, direction or attempt to model the desired behavior. Hardly any reinforcement for approximations of the target behavior.

Demonstrate little physical rough and tumble play but express physical pleasure in the relationship.

Demonstrate much physical pleasure in the relationship and much rough and tumble play. Repeated request for the infant to kiss or hug the mother.

Goal setting behavior is present but there is a reinforcing episode of goal reaching following infant's efforts to reach it.

"Teasing" the child in order to teach goal reaching, i.e., showing the child a desired object then moving it away out of reach repeatedly following infant's attempts to reach it.

Cause and effect sequences are intentionally modified by mothers to bring about more dramatic effects, e.g., when the infant bangs on the carpet with a set of metal measuring spoons she moves it up to meet the child's arm. Repeated.

Few sequences of cause and effect are repeated or modified to mediate the cause and effect relationship.

Mediated competitive behavior present in combination with mediated feelings of competence, e.g., mother makes the ball roll slightly and crawls together with the baby to get it.

What appears to be mediated competitive behavior most frequently turns to episodes of teasing the child.

EXPLAINING

TALK ABOUT THINGS AROUND YOU AND EXPLAIN THEM
TO YOUR CHILD.

Explain *what* you do,
how you do it,
why you do it,
what *your ideas* are about things, and
what *you believe* to be true.

Develop in your child the need to go beyond the present experience.

Communicate your beliefs and values, your own view of the world, and your likes and dislikes.

PRAISING

SHOW YOUR CHILD THAT YOU ARE
PLEASED WITH HIS OR HER BEHAVIOR.

Let your baby know *why* you think she or he did something well.

Give your child simple things to do, and show that you are pleased.

Tell your child exactly what she or he did well.
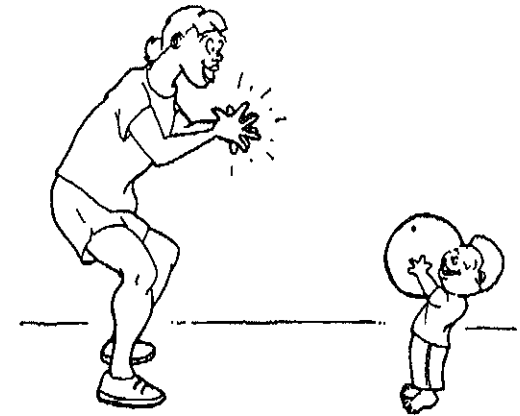
Showing you approve and are pleased with your child's behavior will make your child want to do more of what led to his or her success.

This will begin to happen without having to constantly praise your child and will help your child to feel more capable to learn and do new things.

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SOURCE BOOKS ON EDUCATION

EARLY INTERVENTION
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