

Four-Five Months



REACHING..

...GRASPING

LAUGHING....

...ROLLING



Oshkosh - 920-233-6630

Appleton - 920-831-1132

Menasha - 920-739-4226

DEVELOPMENTS:

This month the baby may...

- Understand his own name.
- Reach for and grasp an object smoothly.
- Bring his toes to his mouth.
- Sit supported for about 30 minutes with her back firm.
- Be easily pulled to a stand and bounce if held.
- Raise and wave arms in anticipation of being picked up and cling when held.
- Make sounds to himself, his toys or his mirror image, babbles to get attention.
- Wake up at dawn ready and eager to play.
- Be alert for one to two hours at a time.

ENCOURAGING ACTIVITIES:

- Baby enjoys sounds, particularly rhymes, so treat baby to poems, songs and Mother Goose rhymes.
- Before picking up your baby, hold out your arms saying "Come to Mommy," then hesitate, allowing her to raise her arms in anticipation of being lifted.
- Baby can be pulled to a standing position and even helped to walk, although the action of putting one foot in front of the other is still largely reflexive.
- Notice a movement or sound that your baby makes and repeat it yourself. Eventually, vary your sounds a little for the baby to imitate.
- Baby will enjoy games such as "peek-a-boo" and "this little piggy."

BABY HINTS:

- When baby's asleep do not talk in whispers or tiptoe around for fear of waking him. Let him hear the natural noises of his home. He'll begin to feel more secure with sounds and he won't wake up at every little noise.
- Leave a few **SAFE** toys in your baby's crib at night so when he wakes up in the morning he'll have something to keep him busy.
- Hang an accordion type rack by your baby's changing area for washcloths, clothes, etc.

Nurturing Feeding Time Routine



Eating is one of the most pleasurable times during infancy and young childhood. Babies love to eat. In fact, most babies double their birth weight in the first 3 to 5 months of life. That's a lot of eating! If they could talk, babies would probably tell us that nothing in this world is as good as sucking on a nipple and getting milk or juice. Watch them when they are sucking: they relax, begin to coo, close their eyes and fall asleep. Parents are pleased when babies eat probably because the child quiets down and is more pleasant to be with.

As children begin to grow older, something happens that changes all this pure pleasure into frustration, dissatisfaction, and stress for both the children and the parents. Children refuse to eat certain foods; are more attracted to "junk" foods, snack between meals, and begin to hate the very foods parents feel are the best for the child to eat.

The Importance of Feeding Times

To understand how feeding and eating behaviors may change, here are some common facts about children's eating.

- Despite some popular beliefs, babies know how many calories they need and what their stomach can handle. If the baby is not getting enough, she'll want more. If she gets too much, she will stop sucking.
- Feeding is one of the earliest experiences babies have. As such, they begin to learn a lot about themselves and the world they live in. Good experiences in feeding lead to good feelings of self and the world. Bad experiences lead to bad feelings toward themselves and their world.
- Somewhere around a year old, babies begin to change their feelings about food. They become more choosy and less hungry. What might look good to eat today won't look good tomorrow. Their choice of certain foods is the beginning of exerting autonomy and control of their lives.
- Teething often takes away children's appetites, especially when the first molars are beginning to come out.
- As children become more mobile (around 1 year) they may lose interest in eating because they often are too busy exploring the environment and practicing new motor skills to sit still and eat.



Nurturing Feeding Time Routine (cont.)

Establishing a Nurturing Feeding Time Routine

- Provide your child with a comfortable eating environment. Putting your babies in infant seats securely stationed on a table or older children in highchairs on the floor helps provide the child with feelings of security. Secure your child with straps to keep her safe.
- Allow your child the opportunity to reject food. When you honor the request, you are reinforcing feelings of personal power. Remember a child knows when he is not hungry, or when he doesn't like something just like you and I do. When you force your child to take "one more bite" of food he doesn't like, you're actually setting up a conflict situation in which the child will end up the loser.
- Reinforce personal choice in eating. Get in the habit of giving small portions. If the child wants more, she'll let you know. Making the child sit at the table until she cleans her plate does not build healthy attitudes towards eating.
- Try to get children to think of food as something they want, not something they need to reject. One way to encourage positive attitudes toward food is to allow your child to eat larger than usual amounts of one wholesome food than others. Remember, the older the child gets, the more his attitudes and tastes are changing. Continue to offer servings of your child's less preferred food.
- Encourage your child to begin to feed himself around 9 to 10 months. Practice with finger foods, bread crusts, and other foods. Children will want to pick up the food with their fingers. Let them. Expect a lot of accidental messes. If you're worried about the rug, put some plastic under the highchair.
- Encourage your child to use a spoon. Give her reason to use it. At the beginning of the meal when she's the hungriest, let her try to get food on the spoon and into her mouth. Assist your child in feeding herself with a spoon. Praise her efforts; tell her how proud you are she is trying to feed herself.
- Don't worry about table manners. Touching, smashing, squeezing, and smearing food is an early form of child's play. Don't punish your child or take his food away. Remember, building positive attitudes toward food and eating is nearly as important as the actual eating of the food.
- Praise your child. There are many behaviors you can praise: feeding himself, eating a wholesome meal, sitting patiently waiting for food, using a fork or spoon, wiping his face, etc. Remember, praise the behavior you want.



PREVENTING FOOD ALLERGIES

A baby's risk of developing a food allergy may double if one of his or her parents has food allergies. If your baby has been passed these genes, making them at high risk for developing food allergies, taking the following precautions may lower their risk by around fifty percent.

- **Prevent allergies prenatally.** Some studies suggest that mothers who are allergic to certain foods, especially dairy products, can lessen the chances of their infants being allergic to that food by limiting the child's exposure prenatally. Avoid bingeing on common allergens during pregnancy and while breastfeeding.
- **Breastfeed your baby as long as possible.** The longer you breastfeed, the less chance your child has of developing allergic diseases, such as eczema and asthma. Breast milk keeps your baby's intestinal lining healthy and more able to break down proteins into individual amino acids.
- **Delay introduction of solid foods.** If you feed your baby solid foods (especially those containing protein, such as wheat, soy, and dairy) before their intestinal lining is mature, food allergens can seep into the bloodstream, causing him or her to build up antibodies to those allergens and later become allergic to those foods. When you do start solids, introduce the least allergic (lowest protein) foods first, such as fruits, vegetables, and rice.
- **Variety, variety, variety.** Most food allergies are dose related, which is why it is important to gradually introduce your baby to a variety of foods.
- **Be a pure parent.** During the early years, it is important to keep your baby's diet fresh. The fewer cans, boxes, and packages you open, the less likely they will be exposed to allergens.

COMMON SIGNS OF FOOD SENSITIVITIES

<u>SKIN</u>	<u>RESPIRATORY PASSAGES</u>	<u>INTESTINES</u>	<u>BEHAVIOR</u>
hives red, sandpaper-like facial rash dry, scaly, itchy skin (mostly on face) swelling in hands and feet puffy eyelids dark circles under eyes lip swelling tongue soreness and cracks	sneezing runny nose stuffy nose wheezing watery eyes rattling chest persistent cough congestion bronchitis recurring ear infections	burn like rash around anus abdominal discomfort mucousy diarrhea constipation intestinal bleeding poor weight gain boating, gassiness excessive spitting up constipation vomiting	fatigue migraine headaches hyperactivity crying irritability night-waking anxiety crankiness sore muscles and joints

Information taken from AskDrSears.com. 2002. Always consult your pediatrician for your individual needs.

When to Call the Doctor



Get help if your baby:

- ◆ LOOKS or ACTS different
 - * Seems very tired or drowsy...
 - * Is tired, irritable or restless...
 - * Is unusually pale...
 - * Is not interested in anything...
 - * Acts bothered by something (keeps touching an ear or eye, for example)...

- ◆ SWALLOWS or MAY HAVE SWALLOWED poison or something else unusual.

- ◆ Has a FEVER of over 101 degrees or seems very sick with a low fever.

- ◆ WILL NOT EAT or is VOMITING.

- ◆ Is HOARSE or HAS TROUBLE BREATHING.

- ◆ Has watery, frequent, or greenish DIARRHEA.

- ◆ Has BLOOD in vomit or bowel movement.

- ◆ Gets a RASH.

- ◆ Has an EYE INJURY or swelling.

- ◆ BUMPS HEAD and is not back to normal in 15 minutes.

- ◆ Hurts an ARM or LEG, then does not use it normally or has pain using it.

- ◆ Gets BURNED.

- ◆ Gets CUT badly.

- ◆ Has a NOSEBLEED that will not stop after 10 minutes.

HAZARDOUS PLANTS LIST

TOXIC

Acorns
Aloe Vera (leaf)
Angel Trumpet (all parts)
Asparagus Fern (shoots, berries)
Azalea (all parts)
Bittersweet (leaves, fruit)
Buckthorn (all parts)
Caladium (all parts)
Castor Bean (all parts)
Chinese Lantern (leaf, unripe fruit)
Chrysanthemum (all parts)
Creeping Charlie (all parts)
Daffodil (bulb)
Delphinium (all parts)
Dieffenbachia (all parts)
English Ivy
Ficus (sap, peel)
Foxglove (leaf, seeds)
Geranium (all parts)
Gladiola (bulb)
Holly (all parts)
Horse Chestnut (flower, sprout, seeds)
Hyacinth (bulb)
Iris (all parts)
Jerusalem Cherry (leaf, unripe fruit)
Lily of the Valley (all parts)
Mistletoe (all parts)
Mushrooms (all parts)
Narcissus (all parts)
Nightshade (all parts)
Oleander (all parts)
Peony (roots)
Philodendron
Potato (sprouts, vines, unripe tuber)
Pothos (all parts)
Rhododendron (all parts)
Rhubarb (leaf, roots)
Sygonium (all parts)
Trumpet Lily (all parts)
Vinca Vine (all parts)
Wandering Jew (leaf)

NON-TOXIC

African Violet
Air Plant
Aluminum Plant
Baby's Breath
Begonia (except Sand Begonia)
Boston Fern
Cactus (most)
Chinese Evergreen
Coleus
Corn Plant
Dracaena (except D. Marginata)
Echeveria
False Aralia
Forsythia
Gardenia
Gloxinia
Grape Ivy
Hibiscus
Hollyhock
Honeyplant
Impatiens
Jade Plant
Kalanchoe
Mountain Ash
Norfolk Pine
Palms (all)
Peperomia
Petunia
Piggyback
Poinsettia
Rose
Rubberplant
Sanseverria
Schefflera
Sedum
Snake Plant
Snapdragon
Spider Plant
Swedish Ivy
Yucca
Zebra Plant
Zinnia

Italicized plants have caused fatalities.

Poison Control: 1-800-222-1222
1-800-815-8855

SOURCE: Children's Hospital Poison Control Center

Teething: What to Expect

Usually around 6 to 7 months of age, you will see your infant's primary (baby) teeth appear. Although this is the first visible sign of teeth, they began developing before your child was born. The first teeth to appear will most likely be the front teeth, either on the top or bottom. Your child will probably have all 20 primary teeth by age 2 to 3 years.

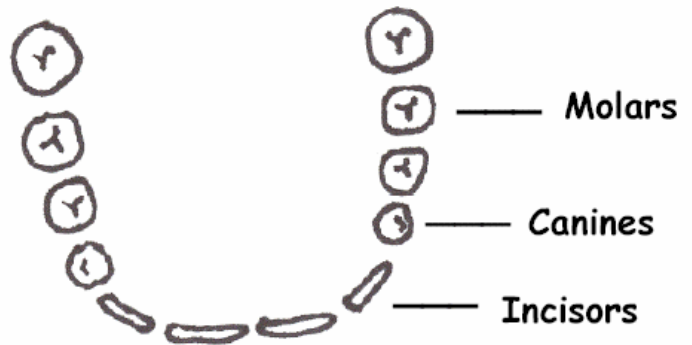
APPROXIMATE AGE OF ERUPTION OF PRIMARY TEETH

Upper Teeth

Central incisor	8-12 months
Lateral incisor	9-13
Cuspid	6-22 months
First molar	13-19 months
Second molar	25-33 months

Lower Teeth

Central incisor	6-10 months
Lateral incisor	10-16 months
Cuspid	17-23 months
First molar	14-18 months
Second molar	23-31 months



Some children will give no indication that a tooth is erupting, other children will make it more obvious by drooling or chewing on anything they can get in their mouth. You can help a child that is having difficulty by letting her chew on a crust of toast or a teething biscuit. Biting on cold objects, such as frozen teething rings, numbs the gums and eases the pain of teething.

Fever, runny nose, rash, cough, or changes in bowel movements may occur at the same time as teething, but are not necessarily related. If any of these conditions persist, see your doctor.

LEARNING TO TAKE VOICE TONES PERSONALLY!

I am learning to distinguish between friendly and angry voices. This enables me to interpret and associate voice tones with the intent of the speaker and situation. I associate friendly and soothing voices with good feelings, and loud or angry voices with scary or unpleasant feelings.

HELP ACTIVITIES:

- Let me hear a variety of emotions through voice tones, but avoid strong negative inflections when possible since this can be quite frightening.
- Watch for changes in my expressions and movements when I hear various voice tones that are directed at me or others.
 - * Some children cry suddenly to angry voices, others may react by becoming very quiet.
 - * Friendly voices often elicit smiling and eye contact.
 - * Soothing voices may relax me.



- Help comfort me with your soothing voice if I suddenly cry or become distressed from hearing others' angry or stern voices.
- Occasionally, children become upset from loud, angry voices on TV. Keep the volume low if this seems upsetting.
- Initiate many loving and friendly conversations throughout the day! Even though I cannot understand the words, I can interpret your good feelings.

LOOKING AT DISTANT OBJECTS

I am ready to begin noticing more things at a distance now that I can see things further away. At this age children can typically see at a distance as clearly as an adult. The following are suggestions to help broaden my visual experiences and interests as situations of potential interest may occur during the day.

HELP ACTIVITIES:

- Hang up a few brightly colored posters in my room; change them periodically for variety.
- Call my attention to a ceiling fan or light as you turn it on and off.
- Roll a colorful ball, past or away from me; use a chime or jingle ball as an extra attention "getter."
- Help attract my attention to things of potential interest at a distance; enthusiastically say "look," exaggerate your point and name the object. Bring me closer if possible to touch it.
- Let me look out a window to see the mail truck driving up, children playing, a barking dog, lights at night in a distance, etc.
- When I seem to be looking at something at a distance, name and describe what I am looking at; bring me closer to touch it if convenient.
- This is a great time to start taking me to the zoo or park to watch animals and other children at play.



"WORKING" TO GET SOMETHING OUT-OF-REACH

I am learning to move my body on purpose in order to get something that is out of my immediate reach, e.g., I may repeatedly wiggle my body, lean forward, stretch my head forward, crawl, pivot or wiggle for the exclusive purpose to get something I want. My method for "working" will depend on my stage of motor development and the distance of my goal. At this stage it doesn't matter whether I actually reach my goal, it's my purposeful intent that counts!

HELP ACTIVITIES:

- Give me plenty of practice time to try to reach the things I want rather than always getting it for me. Help me after I have tried to get it a few times to show me that my "work" is worthwhile.
- Encourage me to "work" for the things in different locations from various positions. Depending upon my age and motor abilities, examples include:
 - * Place a favorite toy about a foot from my chest when I am lying on my side so I need to stretch my upper arm and roll to my tummy to get it! If I can roll fairly well, place the toy even further away so I need to make a complete roll to get it.
 - * Put my cookie at the most distant part of my highchair tray so I need to stretch and lean forward a bit to get it.
 - * Put my bottle toward my side near my waist when I am lying on my tummy so I'll try to pivot on my tummy to reach it.
 - * Place my toy on a low shelf or table to encourage me to reach when I am on my hands and knees.
 - * Place toys on a sofa to encourage me to pull to a stand.
- Don't expect me to work for things I am not interested in or those which are way beyond my motor abilities. If I am frustrated, I may give up trying.



Daily Activity Applications

After diapering, show me a favorite toy for me to roll over to (giving me some help if appropriate); when I drop my bottle let me try to work for it a few times if I am not in a cranky mood.

Activities & Games

(4, 5, and 6 months old)

Muscle Control & Body Awareness

Pull-ups

Place your infant on her back. Grasp her forearms and gently pull her up into a sitting position. She will assist you by bending her legs up out of the way, holder her head steady and leaning her trunk forward, strengthening neck, back and abdominal muscles.

Follow the toy

Use a toy to help your baby learn to roll from her back to her front. Lay her on her back and get her attention with a toy. (If she does not seem interested in it, postpone the game until another time.) Move the toy slowly in an arc to the side and top of her field of vision, so she will have to turn her head and shoulders and slightly arch her neck and back to keep the toy in sight. If the baby is developmentally ready to roll over, her effort to keep her eyes on the toy may cause her to do so. A gentle push on the backside may help. Even if the infant does not roll over, her muscles will benefit from the exercise.



Reaching up

Seat your baby on the floor, surrounded by pillows in case she topples over. Then hold a toy just beyond her arm's reach, so that she has to straighten her back and stretch a little bit to get it. Give her the toy quickly, even if she does not quite reach it, so that she does not become frustrated. Reward her efforts with smiles and hugs. This game strengthens your infant's back while she practices both sitting on her own and reaching.

Hearing and Language

A symphony of common sounds

Make sure your baby hears a wide variety of pleasing sounds. Let her crumple tissue paper to familiarize herself with the soft crackling noise—while you watch, to make sure she does not eat the paper. If it is autumn, carry her outdoors and rustle your feet through a pile of crisp leaves. Hit the bars of a toy xylophone or the keys of a piano. She will learn that sounds bring pleasure and that she can create them for herself.

Rhythmic language

Although specific words probably mean little to her yet, your infant's response to the rhythm of language continues to develop. It is not too early to start reading to her briefly every day, from a book of *Mother Goose* or other nursery rhymes, for example.

Babble dialogue

To encourage your baby's vocalization, imitate her sounds when she babbles. Wait until she pauses, then slowly repeat back to her one of her strings of syllables, such as "la la la." She probably will listen intently, then will either try to reproduce the sound or resume random babbling more enthusiastically than ever. Give her smiles and hugs to reinforce her efforts to imitate your imitation of her, but keep playing the game with her even if she does not repeat the original sound. Babies learn language through imitation, and eventually will catch on.



Activities & Games

(4, 5, and 6 months old)

Vision and Perception

Follow the bouncing ball

To give your child yet more practice tracking moving objects with his eyes, play games with a brightly patterned ball—if possible, one that makes a noise. Roll it against a wall so that it comes spinning back. Slowly bounce it up and down. He will be exercising his visual skills while having fun.

Sights for new eyes

Make sure your baby's environment is filled with interesting colors and shapes to look at. By this age, he is attracted to red and blue; try to provide them in his window shades, in posters on his walls or in his crib blankets. Keep moving his from room to room during the day. Childproof a space in the kitchen for him. Arrange for him to have time out of doors, on the porch or in the yard, so he will learn nature's special hues.

Now you see it...

Start teaching your baby to look for things. Half-conceal a toy he likes beneath an overturned plastic bowl, leaving enough of the toy showing for him to recognize it. Ask him where the toy is, and then help him to lift the bowl to find it. Act surprised and delighted that the toy has been uncovered. Once he has caught on, conceal the toy completely under the bowl or a towel, or slowly and obviously move it into hiding behind your back.

Source: *Your Baby's First Year*

Emotional and Social

An expanding social life

Continue to widen your child's circle of acquaintances—even if he does not remember many of them from one encounter to the next. Take him along when you visit friends. Share your guests with him. You should make an effort to introduce him to other children, but beware of exposing him to colds or other illnesses. By getting to know people outside the family, he is building social confidence even at this tender age.



Peek-a-boo

There are many variations on this old favorite. It is probably best to start with the tamest, concealing Teddy or Dolly beneath a light baby blanket, then pulling off the cover as you exclaim "Peek-a-boo!" and laugh. Next you might progress to covering and uncovering your eyes with your hands, then covering and uncovering your baby's eyes to the same peek-a-boo refrain. Keep it jolly so that he will know it is a game. If he seems to like it, try covering yourself with the blanket, then finally drape it over your baby. Besides giving the child a good time, you are helping him to learn that things and people continue to exist when they are out of sight.

For the Toy Box

Toys that make noise, such as rattles, squeaky squeeze toys, bells, a music box. Brightly colored balls. A baby's mirror. Stuffed animals. Toys with handles or loops that are easy to grasp. Safe kitchen measuring cups or ladles.

