



International Child Development Programmes

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DIRECTORY OF ICDP MATERIALS

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1. List of ICDP essential materials

General information about ICDP:

ICDP LEAFLET and ICDP PROFILE

- ❖ Short (2 page and 1 page), general information about ICDP

WHAT IS ICDP

- ❖ A brochure (19 pages) describing the objectives and content of the ICDP programme and way of working

IMPROVING MOTHER-CHILD INTERACTION TO PROMOTE BETTER PSYCHOSOCIAL DEVELOPMENT IN CHILDREN

World Health Organisation, Geneva

WHO adopted the ICDP programme. This document was derived from the original ICDP manual written by Karsten Hundeide and produced by ICDP. The document is a WHO/ICDP manual.

ICDP ANNUAL REPORTS

- ❖ The reports gives an outline of the work of ICDP in the world.

ORGANISATION OF ICDP AND ITS POLICY AND PROCEDURES

- ❖ A description of the ICDP organisation.

TERMS OF CO-OPERATION

- ❖ This is a description of the process of training meant for agencies interested in co-operation with ICDP

ICDP DEVELOPMENT PHILOSOPHY AND STRATEGY

- ❖ A document describing the ICDP rationale for training.

Theoretical background for the ICDP program:

The following 3 papers by **Karsten Hundeide** give an outline of the theoretical basis for the programme, with a description of its objectives and main components.

AN INTRODUCTION TO THE ICDP PROGRAMME

ICDP IN CONTEXT OF POVERTY

SENSITISATION, NOT INTERVENTION: A RATIONALE AND DESCRIPTION OF AN EARLY SENSITISATION PROGRAMME

Manuals for the practical application:

ICDP PROGRAMME; Training Manuals

The manual contains a description of the main components of the programme, steps of training and meeting agendas when applying ICDP in practice with groups of caregivers.

ICDP PROGRAMME IN PRE-SCHOOL SETTING

The document explains the relevance of the programme for teachers working with children from 3 to 6 years of age and the way to implement the ICDP programme in pre-school context.

ICDP IN THE CLASSROOM

The document explains the relevance of the programme for teachers in school context.

RESOCIALIZING STREET CHILDREN

Considers the situations of street children in the world. It is looking at ICDP key principles in the context of the needs of street children.

ICDP IN CONTEXT OF TRAUMATIC SITUATIONS

Outlines the relevance of ICDP principles in connection with children's traumatic experiences and it also contains essays on war traumas, adaptation and rehabilitation.

ICDP CHILDHOOD PSYCHOPATHOLOGY

A simple guide for ICDP facilitators in the field

ICDP HEALTH MANUAL

Essential health information to accompany the basic ICDP program

Evaluation manual:

DRAFT MANUAL FOR EVALUATION OF THE ICDP PROGRAMME

Karsten Hundeide

It contains description of different assessment/evaluation tools. Gives general outline for the evaluation of the effects an ICDP intervention.

2. Content of the ICDP CD-rom

The ICDP CD ROM contains all the above mentioned leaflets, brochures, ppts, manuals and papers related to ICDP.

It is meant for use by those who have attended ICDP seminars at Promoter, Facilitator and Trainer levels.

This CD contains the essential ICDP materials currently used on all the 3 levels of ICDP training and will be updated as the work progresses and new materials are issued by ICDP.

It is designed to help those applying ICDP choose their materials for use in their training workshops, their practical work with caregivers and also when setting up and monitoring new projects.

Due to cultural differences depending on the country and community where the ICDP training and projects are taking place, there is a need to adapt the materials to fit in with the local culture.

COPY RIGHT:

Papers written by Karsten Hundeide are all pre-publication drafts that should only be used for ICDP training and in ICDP projects. For quotes or use outside ICDP training and ICDP projects permission should be asked from the author.

3. List of relevant papers, studies and books

Hundeide, K. (1991): *Helping disadvantaged children. Psychol-social intervention in a third world context.* London: Jessica Kingsley.

Hundeide, K. (2001): Reactivation of cultural mediational practices. *Psychology and Developing Societies* 13.1.

Hundeide, K. (1996): *Ledet Samspill. Vett og Viten*, Asker

Hundeide, K. (2000): *Ledet Samspill fra Spedbarn til Skolealder. Vett og Viten*, Asker.

Hundeide, K. (2003 a): Becoming a committed insider. *Cultural Psychology* vol.9 (2)

Hundeide, K. (2003 b): Care and abuse inside and out of the zone of intimacy. (Translation from Norwegian). In Nafstad, H. (Ed.): *Det omsorgsfulle mennesket.* Gyldendal Akademiske Forlag. Oslo.

Hundeide, K. (2005 a): When empathic care is blocked. In Bråten S (Ed.): *Symposium at the Academy of Sciences in Oslo.* To be published

Rye, H. (1995): *Early Prevention and Psychosocial Development: A New Approach.* (National Conference, with international participation on Infantile Neuropsychiatry – Romania) Oslo: University of Oslo, dep. of Special Needs Education.

Rye, H. (2001): *Helping Children and Families with Special Needs: A Resource – Oriented Approach.* In B.H. Johnsen & M.D. Skjørten (Eds.): *Education-Special Needs Education: An Introduction.* Oslo: Unipub Forlag.

Rye, H. (2005): *The Foundation of an Optimal Psychosocial Development.* In B.H. Johnsen & M. D. Skjørten (Eds.): *Socio-Emotional Growth and Development of Learning Strategies.* Oslo: Unipub forlag.

Rye, H. & Hundeide, K. (2005): *Early Intervention and Children with Special Needs in Developing Countries.* In M. Guralnick (Ed.): *A developmental systems approach to Early Intervention: National and International Perspectives.* Baltimore, London, Sydney: Brook Publishing Co.

Mater thesis by psychology students:

Teshome, K.T. (2004): Care and Support in the Classroom. Oslo: University of Oslo Dep. Of special Needs Education (Master Thesis)

Legesse, E.W. 2003): Mediation in Caregiver – Child Relationship. Oslo: University of Oslo, Dep. of Spec. needs Ed. (Master Thesis)

Chiswanda, M.V. (1997): Hearing Mothers and their Deaf Children in Zimbabwe: Mediated Learning Experiences. Oslo: Oslo University, Dep. of Spec. Needs Education. (Doctoral thesis)

Pavlovic, T. (2005): Communication between Teacher and Pupils in the Classroom. Master thesis Oslo: Department of Special Needs Education. Faculty of Education, University of Oslo.

Godana, A.H. (2005): Positive Teacher-Pupil Interaction and Challenging Behaviours in Elementary Classrooms. Master thesis, Oslo: Department of Special Needs Education. Faculty of Education, University of Oslo.

Evaluation done in different countries:

1992 - Bergen, Norway, by research department of the University of Bergen, observation of impact on caregivers, direct observation, interviews and video coded observation of 45 caregiver-child dyads in experimental group and 30 caregiver-child dyads in control group pre and post implementation

1993 - Experts from the World Health Organisation (WHO) evaluated the ICDP programme which resulted in their decision to adopt it. The original ICDP manual was used as basis for the WHO/ICDP manual published the following year as an WHO document.

1996 – Jamundi, Colombia, study based on interviews and self-evaluations of 145 mothers

1997 - Norway, by Fjellvang, study based on interview with 23 participants in ICDP training

2000 - Norway, by Arnesen, pre post design study based on interviews and video filming of 12 trained staff

2000 - Norway, by Johansen, study based on observation with video coded samples of 4 caregiver-child dyads

2000 – Luanda, Angola, by I. Egebjerg and K. Hundeide, study based on interviews with 48 teachers.

2000 – Angola, by K.Hundeide, ten case studies with video samples

2000 – Macedonia, by local team of psychologists from UNICEF Macedonia

2001 - South Africa, by P. Cooper and L. Murray, study of impact on families based on pre post design with control group

2002 to 2005 – Ethiopia, H.Rye and K.Hundeide, casuistic studies

2003 to 2004 - Antioquia, Colombia, by the Centre for Research, University of Antioquia, observations of families participating in ICDP

2003 - there was a positive general evaluation of the ICDP pilot project carried out during 2002 in 5 areas of Colombia, which resulted in UNICEF Colombia establishing cooperation with ICDP as one of their allied partners and sponsoring ICDP projects in Colombia.

2004 - Nariño, Colombia, by the psychology department of the University of Nariño: study of impact on caregivers, 307 questionnaires and interviews, 9 case observations

2005 - in Asuncion, Paraguay, questionnaires evaluating impact of ICDP were filled in by professionals from the Ministry of Public Health and Social Services

2005 - Boyaca, Colombia, study carried out as cooperation of 3 universities in Tunja, UNAD, UPTC and UNIBOYACA: study of impact on facilitators and caregivers, 300 questionnaires, 20 case studies

Aarts, M.: ORION Hometraining Weert: ORION 1988

Bandura, A. (1994): Self-efficacy In V. S. Ramachandran (ed.): Encyclopedia of Human Behavior. (Vol. 4. Academic Press.

Bowlby, J. (1988): A Secure Base. Routledge. Bowlby,J.: A Secure Base, London: Routledge,1988

Braten,S.: The Virtual Other in Infant's Minds and Social Feelings. I Heen-Wold, A. (red.): *The Dialogue Alternative*, Oslo: Universitetsforlaget

Bråten, S. (1998): *Intersubjective communication and Emotion en Early Ontogeny*. Cambridge University Press. Cambridge

Bronfenbrenner, U.: *The Ecology of Human Development*, Harvard University Press, 1979

- Bruner, J.: *Acts of Meaning*. Cambridge, Mass.: Harvard University Press
- Dunn, J.: *Young Children's Close Relationships*, London: Sage Publications, 1993
- Dunn, J.: *The Beginnings of Social Understanding*,
Blackwell Publishers Ltd, first published 1988, reprinted 1995
- Eisenberg: *Empathy and its Development*, Cambridge, Mass.: Cambridge University Press
- Evans, J. & Ilfeld, E.: *Good Beginning. Parenting in early years*. Ypsilanti, MI: High Scope Press. 1982
- Field, T.: *Infancy – The Developing Child*, Harvard University Press, 1990
- Klein, PS.: *Early Intervention. Cross cultural experiences with a Mediation Approach*.
New York & London: Garland Publishing, Inc. 1996
- LeVine, R., Miller, P., & West, M. (Eds.) (1988): *Parental Behavior in diverse societies
New Direction for Child Development. No. 40*. Jossey-Bass. San Francisco
- Luria, (1977): *Cognitive Development*, Oxford Univ. Press.
- Meisels, S. J. and J.P. Shonkoff: *Handbook of Early Childhood Intervention*, Cambridge,
Mass.: Cambridge University Press
- Miller, L.: *Understanding your baby*. London: The Tavistock Clinic, 1992
- Miller, L.: *Understanding your 4 year old*. London: The Tavistock Clinic, 1992
- Piaget, J.: *To understand is to invent*, UNESCO Viking Compass Book, 1972
- Reid, S.: *Understanding your 2 year old*. London: The Tavistock Clinic, 1992
- Rogoff, B.: *Apprenticeship in thinking – cognitive development in social context*, Oxford University Press, 1990
- Rogoff, B. (2003): *The Cultural Nature of Child Development*. Cambridge University Press. Cambridge.
- Ryan, J. & Tomas, P. (1976): *The Politics of Mental Handicap*. London: Vintage Press.
- Sameroff, A. & Fiese, B. (1990): *Transactional regulation and early intervention*.
In S. Meisels & J. Shonkoff (1990): *Handbook of Early Childhood Intervention*.
Cambridge University Press. Cambridge.

Super, C., & Harkness, S. (1986): The developmental niche: A conceptualization at the interface of child and culture. *International Journal of Behavioral Development*. 9, 545-569.

Schaffer, H.R.: *The Child's Entry into a Social World*, Academic Press, 1984

Schaffer, H.R.: *Social Development*, Blackwell Publishers 1996

Stern, D.: *The First Relationship – Infant and Mother*. London: Fontana Open Books, 1977

Stern, D.: *The Interpersonal world of the infant*, Basic Books, Inc. Publishers NY., 1985

Stern, D.: *Understanding your 1 year old*. London: the Tavistock Clinic, 1992

Stern, D.: *Diary of a baby*. London: Harper and Collins Publishers, 1990

Stern, D.: *The Motherhood Constellation*, Basic Books, A division of HarperCollins Publishers, 1995

Stern, D. (2003): *The Present Moment*. Basic Books. Inc. publishers. N.Y.

Tomasello, M. (1999): *The Cultural Origins of Human Cognition*. Harvard University Press. Cambridge, Mass., London.

Trevarthen, C. (1989): *Infants Trying to Talk: How a Child Invites Communication from the Human World*. I R. Söderberg: *Children's Creative Communication*. Lund University Press.

Trevarthen, C.: *The Foundations of Intersubjectivity: development of interpersonal and co-operative understanding in infants*, 1980

Trowell, J.: *Understanding your 3 year old*. London: The Tavistock Clinic, 1992

Vygotsky, L.: *Mind in Society: The development of higher psychological processes*, Harvard University Press, 1978

Williamson, A (2004): *A family is for a lifetime. The Synergy Project*. Washington, DC:

Wertsch, J.: *Vygotsky and the Social Formation of the Mind*. Cambridge, Mass.: Harvard University Press, 1985

Wood, D. Bruner, J. & Ross, G. (1976): The role of tutoring in problemsolving. *Journal of Child Psychology*

Winnicott, D.W.: *Babies and their Mothers*. Reading Mass. A.o.: Addison-Wesley Publishing Company, Inc. 1987

Wood, D.: *How Children Think and Learn*, London: Basil Blackwell, 1988

Zahn Waxler, C.: *Altruism and aggression*, Cambridge, Mass.: Cambridge University Press, 1986

4. ICDP material from different countries

NORWAY

Books:

GUIDED INTERACTION

Karsten Hundeide
Vett & Viten AS, Asker 1996

A book for professional personnel at Child Health Centres, kindergartens and the children services. It is a description of the content of the ICDP programme and how to use it in practical work with families.

EIGHT THEMES FOR POSITIVE INTERACTION

Karsten Hundeide

Information leaflet with the 8 guidelines for good interaction for parents participating in group work.

FROM EARLY INTERACTION TO CLASSROOM COMMUNICATION

Karsten Hundeide

This is an explanation of how the ICDP principles can be applied to the classroom context. This paper was written on the request of the Ministry for Children , as part of the ministry's parental guidance project.

WHEN YOU AND I ARE TOGETHER

Henning Rye,
Pedagogisk Forum, Oslo 1997

A book for parents with three different themes.

- 1. YOU AND ME** – focuses on the emotional contact between parents and children
- 2. INTO THE WORLD TOGETHER** – the emphasis is on how children learn to adapt to their family and the local environment
- 3. INTERACTION, INDEPENDENCE AND CO-OPERATION** – takes up conflicts which arise in day to day contact between children and parents, and gives some advice how to reduce these problems.

Videos:

Guided interaction - a programme for child health centres

Running time 30 mins

In this video one can see samples of parents' interactions with their babies illustrating the 8 interactive themes of the ICDP programme. A nurse is filmed in action as facilitator of the programme, during 4 meetings with parents, one of which is a group meeting and the other 3 are one-to-one meetings with different mothers and their babies.

Guided interaction - a programme for kindergartens

Running time 30 mins

The video shows examples of 8 interactive themes in kindergarten context. The 8 themes are used as a frame for analysing each individual teacher's work with children. The video shows how teachers can improve the quality of their work by using video feedback, self-analysis and discussions in group.

When you and I are together:

Contains 3 videos: You and Me, Into the world together, Interaction, independence and co-operation.

Running time 60 minutes for the 3 videos

1. You and me

An illustration of emotional contact between parents and their children; it shows different families and babies from the age of half an hour to 10 months.

2. Into the world together

An illustration of how children (from 10 months to 3 years of age) explore their surroundings under the guidance of their parents, and how they adapt to their family and immediate environment.

3. Interaction , independence and co-operation

Illustrates the small everyday conflicts focusing of the theme of self-image, independence and co-operation.

ANGOLA

Books:

ICDP MANUAL FOR THE ICDP PROGRAMME

Karsten Hundeide

A manual for promoters and trainers in the Angolan ICDP project.

ICDP MANUAL 2: PRACTICAL APPLICATION OF THE ICDP PROGRAMME IN DIFFERENT FIELDS

Karsten Hundeide

Outlines how the sensitising methodology of the ICDP programme can be adapted for use in different fields:

PRE-SCHOOLS
HEALTH CENTRES
WITH CHILDREN WHO SUFFERED TRAUMA
WITH STREET CHILDREN

THE FACILITATOR'S BOOKLET

Produced by the ICDP team leading the Angolan project

This is a booklet with suggestions for a more concrete approach to working with caregivers. The emphasis is on making visual representations of the typical interactive situations to be used for group discussions, as a starting point in the sensitisation process of the ICDP programme.

HEALTH AND ICDP

Prepared by Faustina Murton

– (first draft) used in the Angolan project, where the health messages were used in practical work with families

ICDP CHILDHOOD PSYCHOPATHOLOGY

Prepared by Ingeborg Egebjerg

– for use by ICDP facilitators in the Angolan project

Video:

ICDP video made by the project with three case studies.

RUSSIA

Books with accompanying videos translated into Russian:

WHEN YOU AND I ARE TOGETHER

Henning Rye

GUIDED INTERACTION

Karsten Hundeide

ICDP MANUAL

K. Hundeide, N. Armstrong

COLOMBIA

Books:

MANUAL FOR TRAINERS

MANUAL FOR FACILITATORS

BOOKLET FOR CAREGIVERS

By Karsten Hundeide, adapted by Nicoletta Armstrong

Manuals are materials used in training project staff in Colombian projects. The ICDP programme was also used as MOTHER TO MOTHER programme, enabling participant mothers to become facilitators of the programme after the required period of training.

I AM A PERSON TOO

This is the ICDP booklet for caregivers in an adapted form to match with the cultural environment of the local community.

Videos:

Breaking the cycle

Produced by Pepe Bayona and the Jamundi project

Running time 30 mins

The video first gives background information about Jamundi and its inhabitants, and then proceeds to show the impact of the ICDP programme in the community, interviewing some of the families that were involved in the project.

I am a person too

Produced by Tiempo de Cine in co-operation with ICDP

Running time 45 mins

This video was made to accompany the ICDP manual and contains examples for the 8 guidelines filmed in Colombian context. It also gives a brief explanation about the ICDP programme. The video is designed for use by facilitators at their meetings with caregivers and is meant to be shown in sections, not all at once. The original is in Spanish but there is a shortened version in English (30 mins).

ENGLAND

Booklet:

WHAT HAS RESEARCH TAUGHT US

N. Armstrong

Contains examples with pictures to illustrate some of the key theoretical concepts and a few research studies that are related to the ICDP programme.

AN EXAMPLE OF THE 7 PROTOTYPICAL SITUATIONS FOR USE IN GROUP WORK WITH PARENTS

N. Armstrong

Suggestions are given how to use seven prototypical situations from every day life as a starting point in the practical work with mothers and babies.

Video:

Collection of examples of caregiver child interactions

Put together by N Armstrong

Running time

MACEDONIA

Material translated into Macedonian and Albanian:

BROCHURE 'WHAT IS ICDP'

MANUAL FOR TRAINERS

MANUAL FOR FACILITATORS

8 GUIDELINES BOOKLET FOR CAREGIVERS

Videos

Video footage of group work and caregiver – child interactions, is available, unedited. Prepared by Grete Flakk.

5. Description of a few relevant videos

NOTES OF VIDEO CONTENT OF THE VIDEOS MADE IN NORWAY-:

GUIDED INTERACTION - A PROGRAMME FOR CHILD HEALTH CENTRES

- ❖ Theme one: Showing love and positive feelings to the child
 - mother smiling at her baby, holding her closely and high up so that their eyes meet
 - father is in bed and the tiny baby is sitting lying on his chest while he is caressing her
 - mother kisses her baby, embraces and gently pats her back
 - father is making baby laugh in loving exchange of glances and facial expression
- ❖ Theme two: Following the initiative of the child and adjusting to the child
 - father is copying the baby's munching sounds; she is sleepy, so father adjusts the way he is holding her so that she can be more comfortable to fall asleep
- ❖ Theme three: Talking verbally and non verbally, using sounds, gestures and facial expression.
 - mother and baby in face to face interaction, taking turns in making noises, mother talking, baby cooing, mother responding and then baby responding...
- ❖ Theme four: Praising and confirming the child
 - mother is all the time talking to baby in a reassuring voice: baby is lying in her cot, then is encouraged to grab mother's fingers and pull up so as to be sitting down, and then is picked up with a confirming smile
- ❖ Theme five: Focusing the attention of the child
 - mother is focusing the child's attention on the blue bells, particularly on the shape of the petals.
- ❖ Theme six: Mediation of meaning with enthusiasm
 - father is pointing out to the child the birds nest and explaining about what they are seeing together – food is being dropped in the beaks of baby birds by their mother
- ❖ Theme seven: Expansion of meaning
 - mother is fixing her bike with the help of her children, explaining how the tyres need to be in order to be able to ride it a bit later
- ❖ Theme eight: Helping to control the child's behaviour in a positive way, planning things together step by step and supporting what the child is trying to accomplish.
 - two children are playing with father on the floor and both want the saucepan; father helps the older boy to find another saucepan in the washing machine and the children are now both happy and sharing in the game
 - mother is preparing the picnic bag and talking about what they are going to do to her child, and what they will need to take. At the wood father is supporting the child's game throwing stones and sticks into the stream.

One health nurse is filmed while implementing the ICDP programme in practice with families of young babies. She is shown facilitating a group meeting with mothers and fathers and also 3 one-to-one sessions with individual mothers and their babies.

GUIDED INTERACTION - A PROGRAMME FOR KINDERGARTENS

Examples for theme one:

- A child runs into the arms of the kindergarten teacher, who lifts her up and holds her close while looking at her face and smiling in a loving way.
- A boy is sitting on the lap of the teacher, being hugged, and both are whispering together, exchanging smiles and words in confidence and with expressions of warmth.

Example for theme two:

- Children are dressing up in make believe clothes and the teacher is joining in their play and following their imagination.

Example for theme three:

- Adult man and boy are in close eye contact while communicating closely and talking together.
- A boy is lying on bed; the adult is lying closely and is turned towards him in close conversation.

Example for theme four:

- The teacher is praising the children because they are tidying up and is confirming their actions with positive talk.

Example for theme five:

- The teacher is drawing children's attention on a fox glove puppet and is taking out another one out of her bag while their attention is still focused together.

Example for theme six:

- A boy brings a rock to show the teacher; she shows interest and starts describing and explaining about the rock while they are examining it together.

Example for theme seven:

- Children are busy making a nest with plasticine, and are guided by their teacher, who talks and explains about it. She is listening to what children have to say and is expanding upon it, and then links the activity with the birds nest which can be seen on the tree just outside in the garden. Having made the nests children are led outside to climb the ladders up on the tree so that they can closely examine the birds nest.

Example for theme eight:

- Children are fighting over a jigsaw piece. The teacher is explaining and regulating their behaviour in a positive way...

Kindergarten teacher is being filmed while working with children in her daily routine activity. Afterwards the teacher is showing her own interaction with the children, filmed earlier, to her colleagues and she is commenting on her own behaviour. Her colleagues are supporting her self-analysis and adding their opinions, comments and suggestions for improvement. All teachers in the kindergarten will have their go in the same way. The eight guidelines are used as frame for analysis of different situations that are typical for the daily routine. They are using forms to record their observations. The meetings take place on a regular basis, every 2 or 3 weeks.

YOU AND ME

- ❖ Listening to the kick of baby in mother's womb. First signal of communication.
- ❖ Baby's birth, breast-feeding...child is seen as a person whose cry is interpreted as asking to be fed. Parents have naturally an ability to empathise with baby and they also attribute meanings to baby's actions according to their understanding.
- ❖ Other siblings will be competing for attention, and they need to be included to share with mother and father the experience of new baby in the family.
- ❖ Parental conceptions prior birth – expectations need to adjust to the reality of the new-born, and then work on developing something together...
- ❖ Examples of good experiences:
 - ❖ Father puts baby gently to sleep.
 - ❖ Bathing gently the new baby.
 - ❖ Shots of family situations of father, mother, baby and siblings sharing time together.
 - ❖ Father talks to baby on his chest...comforting sounds and caresses, sharing of joy.
 - ❖ Long eye contact while taking nappy off.
 - ❖ Father bathing the baby, smiles, eye contact and baby responds.
 - ❖ Father and 2 children – they are combing his hair, while twins are playing on the floor.
 - ❖ Mother and baby – baby is biting her nose to say I'm hungry...breast-feeding follows.
 - ❖ Father lifts the baby and throws her; laughter – baby is bigger now and enjoys this robust game.
 - ❖ Sleepy baby. Talking and eye contact. Imitates sounds. Puts her down; gives rattle; nappy changing.
 - ❖ Baby in bouncy chair while father is washing up and baby is watching him. Father turns occasionally towards the baby as in a confirming way and eventually shows her the saucepan. Baby is touching it.
 - ❖ Baby and mobile; mother explaining; laughter; mother follows the eye movement of baby; follows the initiative of the child. Joy together with a lively baby.
 - ❖ Hand game with baby; exchanging gestures, taking turns...playful.
 - ❖ Feeding, as a good experience; mother describes, explains, adjusts to child's tempo. Co-operative project with baby in high chair.
 - ❖ Whole family is involved. Rough and tumble; stamps of older brother interest the baby; books attract attention – and brother is reading too; mother joins baby on the floor to play game with ball; baby gives it to mummy.
 - ❖ Black family, father puts toy on his forehead for child to play with it.
 - ❖ Stranger walks in while baby and mother are playing on the floor together. Baby is unsure at first and goes to mother for reassurance. Having checked he secure base, she than approaches the stranger.

INTO THE WORLD TOGETHER

- ❖ Playing together: mother is taking a picture of her baby with a toy camera; mother let's baby explore the camera. It is done in a quiet spot and with one toy only for baby to focus on.
- ❖ Reading on the floor, both baby and mother settled together each one with her own reading book.
- ❖ Baby is crawling, exploring, touching... mother watches and occasionally says no; there are many different ways of saying no; here it means 'be careful'. It is important for baby to explore.
- ❖ Exploring stairs, under the watchful eye..
- ❖ Father plays trumpet, sitting on the floor; mother helps baby dance to music; baby asks with her face and body expressions for more music when it stopped; then father shows trumpet to baby; baby touches and tries to play it. Father puts her on his lap so that she can explore it. Turn taking takes place (father, baby, father, baby) and baby copies sounds.
- ❖ Mother is making a cake and managing to include the child (sitting in high chair); explores dough on her finger.
- ❖ Maternity leave ends – the baby is one year old. Baby either goes to kindergarten or to a child minder. Time to make new friends and have new experiences. Child minder is reading a story with 2 children sitting close to her; she is involving them and asking questions...
- ❖ Children playing with sheets – now the children are old enough to talk, a new world opens up; communicating one self to others, adapting to others and sharing with others.
- ❖ Bathing: child steps in the tub by herself; father is supportive, makes it a good experience, plays with foam, father puts it on his nose, blows, child copies.
- ❖ Exercising with mum on the floor. Music and work out – mum includes baby in her own activity, baby copies.
- ❖ Shopping – father gives grapes to interest the child right from the beginning and then proceeds involving the child in the shopping experience; child pushes trolley and helps pick up and put things in.
- ❖ At meal time mother decides to suggest a plan for action for later on; to mow together; thus, she is preparing for what is going to happen; mowing together
- ❖ Birds are spotted in a nest; father and child watching; father explaining and mediating, expanding
- ❖ Mother and child are preparing for picnic; planning together and preparing step by step in advance; talking about shared experiences from before; afterwards when in the wood, they are watching blue bells, talking, describing; a bit later they are eating together sitting on the grass, talking ; there is a brook – boy throws stick far, father confirms action and supports it, throwing stones and counting.

INTERACTION, INDEPENDENCE AND CO-OPERATION

There are examples taken from everyday life. They are chosen to illustrate how it is possible to balance the natural tendency of a child towards his/her independence with the need to regulate and socialise the child's behaviour so that he/she can form good relationships with people in the surrounding world. Potentially conflicting every-day situations are easily solved with a bit of firmness and a lot of empathy, tolerance and by offering positive alternatives.

- ❖ Watering plants... involving the child, mother offers explanation.
- ❖ Playing with ladles, father and 2 children, conflict resolved by giving an alternative to take another saucepan from the washing machine. Father mediates.
- ❖ Father, mother and 3 children are playing on the floor, with cars; then suddenly there is conflict over the same car; one child bites his brother; mother explains and sets limits in a positive way; than offers positive alternative 'Let's make an excavator.'
- ❖ Mealtime in same family; mother suggests activity – to fix bike all together after the meal. The planning works out and now everyone is involved in the task.
- ❖ Lunch after a day at kindergarten; child is tired; spills water and then refuses to wipe it; mother explains need for it and insists for the puddle to be wiped by the child; child doesn't want to do it and gets angry and slams the door. Mother waits a little and later talks together with the child about the incident and they reach good agreement.
- ❖ Family is involved in playing cards and the child is excited and bites one card; father gently but firmly corrects with explanation.
- ❖ Mother helps child to change the nappy on her doll.
- ❖ Mother is studying and the child writes on her paper and then gets bored; afterwards the child and mother are washing the table together.
- ❖ Father is cooking and involving his daughter in the process; doing, sharing and talking about it. Because of that when afterwards the meal takes place with the whole family, it is an enjoyable occasion; the children are put to bed with a lullaby, which they all sing together.

Child development

British Television production

Running time 45 mins

The video highlight main features of children's development from birth to 4 years of age.

Notes on video:

CHILD DEVELOPMENT

Birth – trauma of birth, rush of adrenalin very high, higher than in heart attacks

The hole in the heart closes; delivery room 15 degrees cooler than the womb; blanket, baby cannot control body temperature so well. Skull very pliable, 22 bones not fused together...

Sound of baby's crying activates the mother's milk

Reflexes after few weeks after birth – baby is a bundle of reflexes: hand grips to anything the baby touches, hard to let go, hands have to be opened, toes also contract

Rooting reflex – whenever something brushes the cheeks the baby pouts her lips and turns towards it.

Diving reflex – top of the lungs is sealed off, the torso flexes to propel the baby a meter

Conscious thought replaces the reflexes and they disappear since they are not needed any longer.

Vision – eye muscle, lens does not adapt yet; can see only as far as 7 inches, otherwise blurred vision

Faces are liked, especially smiling ones

Experiment - measure electricity in the brain when baby looks at different faces; a pattern is shown on paper: baby first sees it as a face and then she checks out what sort of emotion is it conveying – this takes place in two different parts of the brain.

Baby's brain is nowhere near finished; new connections between the 100 billion of brain cells are being made all the time. Throughout babyhood the brain is sculpted. Our experience in the first few years will determine the brain we have as adults.

Teeth, coming through (hidden but were there since before birth)

In the first 6 months the baby will grow quicker than it ever will; it will more than double its size

At 6 months baby's mind matures; she can control her hands and reach out to grab objects

Everything goes in the mouth – mouth is teeming with nerve endings; is the most sensitive part of the body

Crawling, there are 7 different types of crawling, the most popular one being the diagonal crawl.

Adjusting crawling at slopes depending how steep they are.

Ability to walk linked to the ear as the balance organ.

Experience - is food for brain development

Infant is like someone on holiday abroad where he understands little – mime and pointing gets you only so far – no words; every human culture depends on words, language

15 months old Zac learning to speak – he uses a different part of brain to learn than adults when learning a new language. This is why it is so easy for babies and harder for adults.

Vocal tract and larynx are very high in babies; by the time the baby is one year old the larynx needs to have dropped a whole cm lower to create more space at the back of the throat; baby chokes on food because of the lowered voice box

2 ½ yrs old Moira is learning 10 words a day and gets the grammar right instinctively, it is not imitation; makes mistakes when grammar is irregular, like plural of mouse = mice – Moira says mouses

Sense of self – chimp can recognise himself; Julia ignores the red paint on her nose at 14 months, lacks sense of awareness of self

Tantrums at 2 years, 'the terrible twos'; self and language develop

Four year old triplets with distinct natures; dealing with the social world means having to comply with rules; triplets have rules to obey; breaking of rules leads to shame – starting to acquire a conscience.

Lying test: child is asked not to peek at what is behind him; the adult leaves the room and the child is filmed secretly. The experiment showed that 70% of 3 year old children will peek and lie afterwards; smartest kids are the ones who lie, because they have realised that the adult cannot know whether they did or not peek.

Theory of mind = working out what another person is thinking

At 4 yrs triplets have developed theory of mind; can play hide and seek – hide under the table because dad will not be able to see them when he comes in...

In order to understand stories the child needs to have developed theory of mind - understanding that the world view of another person is different from yours... a 3 year old will think that Snow White knows what he knows - that the apple is poisoned. A 4 year old will understand that Snow White cannot know it.

Key turning point – understanding what motivates others. It is located at the front of the brain – it literally lights up. The brain connections are almost complete. Theory of mind makes the transition from babyhood to childhood and the world will never seem the same again.

Simple beginnings

A video made by the Open University
Running time mins

Video demonstrates new discoveries about infant's early abilities revealed through experiments conducted with babies using advanced technology.

Early abilities are foundations to be built upon. Children are pre-disposed to learning, but also require help from others in order to fulfil their potential.

Notes about the video

SIMPLE BEGINNINGS

There has been a new focus on infancy and infants early abilities; thanks to technological development new discoveries were made possible about these abilities.

Short term memory experiment. Jonathan learns a pattern on screen.

Infants recognition of its caregiver experiment. Harriet produces her mother's image on screen by sucking faster to make her mother appear on screen.

Infants early abilities are foundations that have to be encouraged, built upon....children are predisposed to learning but they require help from others.

Preference to bio-dynamic motion – experiment. Dobney is 4 months – he prefers walking figure with lights than random lights patterns.

Baby is neither a tabula rasa nor does it know everything and is waiting to be triggered... Baby has pre-dispositions but the environment is essential in developing these... the notion of the developing child.

Babies recognise and prefer human voice to non speech already at birth. After 3,4 days they recognise own language; will recognise English if born in England, but not Russian...

Baby talk – parents provide framework easing her way into conversation. High pitch, repeat a lot; exaggerate syllables 'te-le-phone'

Communication starts in early infancy, as turn-taking. One is talking about the mother (parent)-child system. Baby mother system is one in which mother has a sensitivity to the infant; she can attune with the child and interpret the baby's signals and respond to them. This system accompanies the child throughout childhood.

'Smarties' experiment – the false belief test. To see what do children know about their own thinking. Difference between a 3 and a 4 year old child. At 3 years will give an odd explanation – children do not

have the same kind of understanding as adults. At 4 years – correct explanation when asked ‘what did you first think was inside?’

To understand other people’s minds and the human world, thoughts, beliefs... a two way process. Adults need to be able to get inside the mind of the child – not categorising them as wrong or right, but trying to understand what it means to the child.

Baby's mental representations

A video made by the Open University
Running time 45 mins

Development of mental representations in babies. Methods used to explore the infant’s mental world. Work of Jean Piaget (object permanence) and Melanie Klein (object relation theory).

Notes about the video:

BABY'S MENTAL REPRESENTATIONS

Questions about the baby’s mental world. Development of mental representations. Roots are in infancy.

Psychology is a study of human behaviour and human behaviour is controlled by a system of representations entirely coded in the brain. To study human behaviour we study human representations.

What sort of representations do babies have? How can we study them?

Piaget developed methods to study infant’s mental world: most influential over the last 60 years; tried to answer the question: how do babies see the world? (film shows baby looking at the mobile with fishes).

Babies in the first few months have no underlying understanding of continuous existence of objects, which cease to exist for them when out of view. Babies are a bundle of reflexes. No memory. No perception of space, depth. Famous experiment with the hidden object - with a 5 months old baby. Baby cannot find it under the cloth – baby stops with ‘blank reaction’ (Piaget). The object has ceased to exist for the baby.

The understanding of things as stable, enduring objects develops through activity, experimentation with the surrounding world, by the time baby is 8 months old. According to Piaget, the object is understood in terms of activity only – sensory motor activity; and not by using a representation.

All over the world baby’s behave like this but the question is the fact that they behave as if the object has disappeared doesn’t imply that they have NO representations. Whether baby’s have or not mental representations at this age is not a resolved issue yet.

Piaget’s interpretation could be right for the new-born baby. His explanation of early representations being ‘episodic’ is correct, but only for inanimate objects. It is different with baby’s early relationships with people, particularly the mother.

The significance of those early relationships, and the emotional world of the infant is recognised by Freud (and other in the psychoanalytic tradition).

Freud understood something about adults from the way they spoke about their early relationships when they were 3,4 years old.

M.Klein observed the behaviour of children of 3,4 years of age and understood something about the baby stage from that observation. The residue of the baby infant is still there in the 3,4 year old.

According to M.Klein's object relation theory, baby's have fragmented representations – they experience 'bits' of their mother. They have no sense of mother as one enduring person, but have instead bad, good, love, hate sensations linked to the baby's experiences of hunger/ frustration or satisfaction. It takes a long process of integration before the baby can reach point of interpretation of good and bad experiences as belonging to the same person – of interpreting their mother in a non fragmented way, as one and the same person.

Watch the Baby

A video from Tyneside Child Films
Running time 28 mins

The video shows how babies communicate before they can talk (proto-conversation); it follows 2 babies and their families throughout their first year of life, showing the sort of natural situations that encourage communication and what it is that is being learned. As weeks pass the babies learn to communicate in an increasingly sophisticated manner. Not only do these skills allow others a clearer understanding of their needs, but they are the basis for the future use of words.

Notes on video:

WATCH THE BABY

How babies communicate before they can talk:

- mother interprets baby's nodding as 'yes'
- talking to tiny baby; she enjoys so much
- face to face, imitation, high voice etc.
- crying in different ways – mothers learns to interpret
- baby learns to tell us things ... she know she is affecting people by smiling, crying;
- flapping arms means 'I'm happy'
- siblings interacting
- father when baby is older bounces baby
- tickling tummy – baby asking for more, father is too slow - baby says with her face
- playful situation, funny face; baby has humour, knows it can make people laugh; Jenny teasing mum, watching mummy's face to see her reaction
- baby looks at something and mother follows the gaze; later on this looking becomes intentional and baby will look at mother to see her facial expression, in order to know how to react herself
- games, cloth on and off face; turn taking

-games with noises and taking turns to make them

-hands can say so much

-holding out the arms at 6 months, baby learning what it means

-at 9 months Fin knows what holding out the arms means; he asks to be picked up

-interest in toys from 4 months, but cannot hold the attention on toys and people at the same time

-reaching out 'ahh...' the baby is not doing this on purpose

-later, the baby is going to be pointing out on purpose, at 8 months; stretching arm to bright light as if to say 'look at that'; pointing finger to get what she wants or to tell people what she is interested in. Helps the beginning of talking.

-9 months to one year; very clever using 'pointing' to get people to talk about things

-8 months – giving things is a social thing to do; I give you ...thank you...give it back to me;

-at 10months child is looking at people and asking for things on purpose

Learning to talk

A video from Tyneside Child Films

Running time 22 mins

The video follows two children as they learn the basics of language. We see how the first words lead on from the pre-verbal stages and how in a short space of time children begin to put together sentences and learn to talk.

Baby Talk - Manchester study about language acquisition

A British Television programme

Running time 20mins

Speech therapist Sally Ward developed a parental programme called 'How to talk' and with her study demonstrates that the way we talk to babies affects their cognitive development.

Conducted in Manchester a study of 140 babies (70 in control and 70 in intervention group), at 9 months and later when they are 8 years old. Intervention group mothers were taught how to talk to their babies, whereas the control group mothers were left to their own devices. Children in the intervention group were found to be one year and 3 months ahead in intelligence of children in the control group. Intervention group also developed better language ability. Some children in the intervention group developed IQs over 130, but none did so in the control group.

At 9 months babies recognise words and their meaning and this understanding can develop extremely quickly if helped by adults. Her programme is called 'How to talk', for parents particularly when baby is between 9 and 13 months old. There are some key features: 1. talk about what the baby is interested in, be on 'baby's agenda'; 2. Reduce background sound; 3. Keep talking even if the baby is not responding. Do this at least half an hour a day.

Other points; to repeat words, to speak clearly, to use demonstration - show water running and focus baby on it repeating word 'water'.

Stories language and learning

Open University video
Running time 20 mins

Discusses the importance of story telling and how it influences children's development. Several pre-school teachers are interviewed and practical demonstrations are taken from pre-school and home environments.

Observation of children and their teachers in pre-schools

Open University video
Running time 20 mins

The video shows the benefit of observing children in pre-school environment. Three types of observations are shown using video analysis: observing the target child, the target teacher and the target group of children.

Beyond a joke

British Television production
Running time 45 mins

Study of laughter 'the human song' by neuroscientist prof. Robert Provine. Laughter experiments in rats, by prof. Jacop Panksepp. Work of neurosurgeon, prof. Itzhak Fried: development of humour as a more recent cognitive ability than laughter, and processed in a more advanced area of the brain. Human's are pre-programmed with a mechanism to laughing with others. Attention deficit hyperactivity disorder (ADHD) looked at in the light of new understanding of the children's need for laughter and play.

Notes on video:

BEYOND A JOKE

-We tickle the baby to get the first smile – it is a magic moment. It is a beginning of reciprocal interaction which will continue throughout life.

-Prof. Robert Provine, neuroscientist, studied the anatomy of laughter and made tapes of both zoo animals and humans. 3 ½ and 4 months old babies laugh – the 'human song'. The underlying structure of laughter is always the same, as can be seen on the laughter graph.

-What do we laugh at? It doesn't have to be funny. It is a social behaviour. We don't know why we do it. When in laboratory laughter disappears. Lower brain laughs; it is instinctive, designed to help us co-operate better.

-Animals laugh too. Rat experiments by prof, Jakk Panksepp; their laughter is very high pitch, too high for human ear. Tickling a rat, he gets excited; likes it and chirps away, emotional response. Laughter is a primitive response. Part of primitive brain region.

-Neurosurgeon, Prof, Itzhak Fried, an expert on epilepsy, identified which area did what in the brain. Humans have an additional ability for humour, in addition to laughter. Humour is more recent and cognitive – it proceeds in a more advanced part of the brain.

-Tickling experiment in London Institute of neurology; humans react differently to self-tickle or if someone else tickles them. This has social bonding purposes. Darwin theory – it is important to respond to others, social bonding; so humans are pre-programmed with a mechanism to laughing with others.

-Out of tickling and laughter develops play. Children when left alone in a room will after some time start to tickle each other and engage in rough and tumble play. Play is a way of gaining a sense of mastery, learn how to win, lose, compete, learning of social subtleties.

-Rats engage in play too and if not allowed to play for a while will later play more intensely.

-Behavioural approach sees the early physical play as vital.

-ADHD attention deficit hyperactivity disorder in USA – one in 18 diagnosed; half are given ritalin drug. Lack of opportunity to play a cause of ADHD? Breaks are important... punishment should be reversed, not to be forbidden to play but to be given more play when something is done well.

-There is a school in California for children with ADHD: highly structured play through which children learn social behaviour. Behaviourist – uses praise, positive reinforcement. It is a very expensive school.

Autistic children

Open University video
Running time 40 mins

Simon Cohen explains his experiment called 'The conceptual role taking test'. Sally has a marble; child knows that it was moved, but Sally went out and cannot know it was moved by the experimenter, so she should look where it was before it got moved. But autistic children get it wrong, can't work it out, when asked where will Sally look. They think Sally knows what they know and will look to the new place. Normal 4 year old children can do it and even down syndrome children can work it out. Development of 'theory of mind' in autistic children - problematic.

Institute – school for autistic children, applying this theoretical knowledge in their practical work:
Emphasis of their work: to help develop communication, social relationship and flexible thought in autistic children.
Non verbal communication, music and dance – at the centre of their methodology.

Deaf and blind children

Open University video
Running time 40 mins

This video is made in the Russian internationally famous institute of correctional pedagogy - home for deaf and blind children, situated in Zagorsk, near Moscow.

The institute reflects Vygotsky's ideas and was set up originally by his follower Sokolanski.

Vygotsky's fundamental educational optimism and belief that every child can be helped to develop are the main educational principle here. Four of the deaf and blind children graduated from the institute.

The video shows ways of working with deaf and blind children in this institute.

6. List of other relevant videos, films and documentaries

Films can be shown in parts by choosing particularly suitable sections that would illustrate a point that can be used as a starting point for further discussion together with other participants in group work.

VIDEOS AND DOCUMENTARIES:

- 1 Child development**
British TV
- 2 Theories of child development**
American
- 3 Simple beginnings**
Open University
- 4 Baby's mental representations**
Open University
- 5 Watch the baby**
Tyneside child films
- 6 Attachment**
Open University
- 7 Developing Language**
Open University

- 8 Learning to talk**
Tyneside child films
- 9 Baby talk – Manchester study about language acquisition**
British TV programme
- 10 Stories, language and learning**
Open University
- 11 The Kangaroo method**
Dutch hospital using this method
- 12 Children's development and technology**
Open University
- 13 Observation of children and their teachers in pre-schools**
Open University
- 14 Childcare on the cheap**
Panorama
- 15 Pikler Institute examples of staff interaction with babies**
Pikler video
- 16 From pram to primary school**
Parenting program ; uses the Maudsley hospital routine for children with behavioural difficulties
- 17 Beyond a joke**
ADHD documentary
- 18 Autistic children**
Open University
- 19 Deaf and blind children**
Open University
- 20 Driving mum crazy**
Taylor's story (Asperger syndrome)

FILMS:

- 21 Salaam Bombay**
Indian street children film; 1988 Mira Nair
- 22 Little Bird (true story)**
TV film Adoption/fostering
- 24 Life is beautiful**
Oscar winning film; second world war
- 25 Norway and UK dealing with child murderers**
Correspondent
- 26 Eyes of a child**
Poverty, family break down, drugs, foster care, institutionalisation – children talk
- 27 Our Childhood**
BBC correspondent
- 28 Mouchette**
Classic French film, poverty, marginalized child commits suicide
- 29 El norte**
Brother and sister refugees
- 30 A simple twist of faith**
Film about good stepfather
- 31 400 blows**
French film – difficult childhood leading to the streets
- 32 Iranian abusive parenting – blind mother**
Documentary
- 33 Human touch**
Youth Insearch, Australian program

34 Stepmom

Film with J.Roberts

35 First do no harm

Film with M. Streep (true story; epileptic son)

36 Cinema Paradiso

Italian film – little boy's love for cinema and touching relationship with the cinema operator

