

**CHAPTER 14**

# Nurturing Infant Development

## Study Guide

**Directions** Fill in the blanks as you read the section in the textbook or listen to lectures and view demonstrations.

### Development and Care

Infancy is the beginning of \_\_\_\_\_

Infancy is the most intense period of \_\_\_\_\_

### Prenatal Development

The foundation for lifelong development starts \_\_\_\_\_

Changes that occur during the nine months of pregnancy are referred to as \_\_\_\_\_

Prenatal development includes three distinct stages:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

The rate of prenatal development: \_\_\_\_\_

Tips for pregnant women that can help provide children with a good start in life include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Early Brain Development

The first year of life is an important time for brain development because \_\_\_\_\_

## Chapter 14 Nurturing Infant Development (continued)

Learning pathways are created in the brain when \_\_\_\_\_

\_\_\_\_\_

Children's brain function develops best in: \_\_\_\_\_

Infant brains are very responsive to \_\_\_\_\_ and vulnerable to \_\_\_\_\_.

### Physical Development

Rapid growth requires: \_\_\_\_\_

To help sustain them, very young infants: \_\_\_\_\_

Generally, infants weigh between \_\_\_\_\_ and \_\_\_\_\_ pounds at birth, and on average are about \_\_\_\_\_ inches long.

Fontanel: \_\_\_\_\_

The bones of the skull gradually \_\_\_\_\_

\_\_\_\_\_

Reflexes: \_\_\_\_\_

Infants have the following reflexes:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Sensory Development

At birth, infants are equipped with \_\_\_\_\_

Newborns hear well enough to \_\_\_\_\_

After their vision clears, infants \_\_\_\_\_

Infants also sense differences in \_\_\_\_\_

### Motor Development

At birth, infants are: \_\_\_\_\_

Muscular development eventually gives infants \_\_\_\_\_

## Chapter 14 Nurturing Infant Development (continued)

Perceptual motor skills: \_\_\_\_\_

Eye-hand coordination: \_\_\_\_\_

Motor development during infancy:

- 2 months: \_\_\_\_\_
- 4 months: \_\_\_\_\_
- 6 months: \_\_\_\_\_
- 8 months: \_\_\_\_\_
- 10 months: \_\_\_\_\_
- 12 months: \_\_\_\_\_

### Intellectual Development

Sensorimotor period: \_\_\_\_\_

During this period, infants and one-year-olds learn by \_\_\_\_\_  
\_\_\_\_\_

Object permanence: \_\_\_\_\_

As intellect increases, children begin to \_\_\_\_\_

### Language Development

Language plays a large role in \_\_\_\_\_

Children understand language long before \_\_\_\_\_

Vocalizations: \_\_\_\_\_

### Emotional Development

As children develop, feelings become \_\_\_\_\_

Emotions are much easier to identify and manage \_\_\_\_\_

Bonding is:

- \_\_\_\_\_
- \_\_\_\_\_

## Chapter 14 Nurturing Infant Development (continued)

According to theorist Erik Erikson, children develop a sense of trust or mistrust

based on: \_\_\_\_\_

Attachment behavior: \_\_\_\_\_

Personality is influenced by:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Temperament traits include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Children show a general pattern of behavior that is \_\_\_\_\_

\_\_\_\_\_

It is important to work with a child's temperament rather than ignore it or try to

change it because \_\_\_\_\_

### Social Development

Egocentric: \_\_\_\_\_

\_\_\_\_\_

When infants learn to trust caregivers, they learn \_\_\_\_\_

\_\_\_\_\_

Stranger anxiety: \_\_\_\_\_

\_\_\_\_\_

Children usually grow beyond stranger anxiety by \_\_\_\_\_

\_\_\_\_\_

# Chapter 14 Nurturing Infant Development (continued)

## Managing Infant Programs

The great demand for high-quality infant care services is an important reason to \_\_\_\_\_

## Infant Care Basics

Essential basic needs include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Helping Infants Rest

Sleep is essential for \_\_\_\_\_

Ways to help infants transition to sleep include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

An infant's safety \_\_\_\_\_

## Diapering Infants

Always change a soiled diaper regardless of \_\_\_\_\_

The steps to sanitary diapering are:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## **Chapter 14 Nurturing Infant Development (continued)**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### **Feeding Infants**

Most babies under the age of six months eat \_\_\_\_\_

Foods, and their quantities eaten, should be \_\_\_\_\_

To warm a bottle, \_\_\_\_\_

\_\_\_\_\_

Never warm a bottle in \_\_\_\_\_

At about \_\_\_\_\_, infants will start to eat “solid” foods, which are not really that solid.

A predictable feeding routine \_\_\_\_\_

### **Staff Responsibilities**

Success as an infant caregiver starts with \_\_\_\_\_

Caregivers praise \_\_\_\_\_

Quickly respond to an infant’s cry for help or attention with \_\_\_\_\_

\_\_\_\_\_

Observing and recording early behaviors may actually \_\_\_\_\_

\_\_\_\_\_

### **Management Responsibilities**

Detailed records must be maintained \_\_\_\_\_

Early care professionals must maintain the areas for \_\_\_\_\_

\_\_\_\_\_

Child care center directors should make sure that their infant care staff has

\_\_\_\_\_

# Chapter 14 Nurturing Infant Development (continued)

## Program Components

Infant care programs must follow rules established by \_\_\_\_\_

A typical group may have \_\_\_\_\_ infants with \_\_\_\_\_ care professionals.

To promote bonding and attachment, each child is often assigned \_\_\_\_\_

\_\_\_\_\_

Managers of infant programs must work hard to limit \_\_\_\_\_

In infant care, routines should be conducted \_\_\_\_\_

Staff members will clean and sanitize toys and equipment \_\_\_\_\_

\_\_\_\_\_

## Staff and Parent Communication

Child care professionals and parents or guardians should

speak daily to \_\_\_\_\_

The daily caregiver report form includes information such as:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

A parent or guardian report form details \_\_\_\_\_

Other ways early educators can effectively communicate with parents include

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Chapter 14 Nurturing Infant Development (continued)**

### **Nurturing Development**

Quality infant programs address children's changing \_\_\_\_\_

Child care professionals have a responsibility to \_\_\_\_\_

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### **Nurturing Physical Development**

During the first year of life, \_\_\_\_\_ and \_\_\_\_\_ are major goals for physical development.

Caregivers should plan an environment that allows \_\_\_\_\_

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### **Nurturing Intellectual Development**

Intellectual development occurs as infants \_\_\_\_\_

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Infants' first language skill is \_\_\_\_\_

Child care professionals should provide interesting objects to \_\_\_\_\_

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### **Nurturing Emotional Development**

The foundation for lifelong emotional well-being begins \_\_\_\_\_

Nurturing infants' emotional development helps children \_\_\_\_\_

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### **Nurturing Social Development**

Infants' social development begins with \_\_\_\_\_

Early care professionals who care for infants with special needs should remember \_\_\_\_\_

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