

Stop to burp young infants. Stop every 3–5 minutes or when a child has consumed 2–3 ounces of formula or milk. This rest lets the child slow down and prevents her from swallowing too much air. If the child does not burp, place her in an upright position for 15 minutes after the feeding to prevent spitting up. Ask the family what burping technique their baby prefers. For example, you might hold the baby upright on your shoulder and gently pat her back, or sit the baby on your lap and pat her back while supporting her head and neck. Another technique is to rest the baby over your lap, tummy down; lift and support his head so it is higher than his chest; and pat his back.

Work with families to comfort babies with colic. About 10–20 percent of young infants in Western cultures develop colic, a condition that can last through the fourth month. Babies with colic tend to cry loudly, uncontrollably, and for a long time; extend or pull their legs up to their stomachs; have enlarged stomachs; and/or pass gas. There is often no apparent cause for colic, but most children outgrow the condition.

Responding to What Children Need

Babies' mouth patterns and hand and body skills affect the kinds of foods they are able to eat, as well as how they should be fed. Here is general information about what infants, toddlers, and twos are able to do, the kinds of food they can eat, and how to feed them.

Young infants are born with nursing reflexes. A baby turns his head toward an object, such as a nipple, when his mouth, lip, cheek, or chin is touched. When a baby's lips are touched, his tongue moves out of his mouth. This reflex allows feeding from the breast or bottle but not from a spoon or cup. Feeding solid foods is not recommended until a baby is 4–6 months old.

Between about 4 and 7 months of age, babies develop new skills that enable them to eat semisolid foods, such as infant cereal with iron and strained vegetables and fruit. They open their mouths when they see food. They can now move their tongues up and down, and swallow many foods without choking. They can sit with support, have good head control, and use their whole hands to grasp objects. Infants who are eating soft or solid foods but who are not yet able to sit alone should sit in your lap while you feed them. Place the food on a nearby table or counter.

Janet feeds Jasmine (8 months) some applesauce while sitting at a child-size table. As Jasmine opens her mouth, Janet uses the spoon to direct applesauce into it. Janet comments, “I know you like applesauce, Jasmine, because you always finish the bowlful.” As Janet feeds her, Jasmine dips her right hand into the bowl, looks up at Janet, and pops her hand into her mouth. Most of the applesauce falls out of Jasmine’s hand before it reaches her mouth.

<p>Janet’s Thoughts and Questions</p>	<p>Jasmine really wants to feed herself, although she does not always get the food into her mouth.</p> <p>It would be so much easier for me to feed her, but I know that it’s important to encourage her desire to feed herself and to support her developing self-feeding skills.</p> <p>If I let Jasmine feed herself, will she get enough to eat?</p>
<p>How Janet Responds</p>	<p>As Janet wipes up the spilled applesauce, she comments, “It’s great that you’re feeding yourself, Jasmine. Applesauce is very slippery.”</p> <p>“Jasmine, I want to be sure you eat enough food. Let’s do this: I’ll feed you one spoonful of applesauce; then you take a turn feeding applesauce to yourself.”</p>
<p>What Jasmine Might Be Learning</p>	<p>To attempt simple personal care tasks (<i>Objective 7, Uses personal care skills</i>)</p> <p>To use whole hand to grasp and drop objects (<i>Objective 9, Demonstrates basic fine motor skills</i>)</p> <p>To notice particular characteristics of objects (<i>Objective 13, Shows a beginning understanding that things can be grouped</i>)</p> <p>To demonstrate awareness of a problem (<i>Objective 14, Uses problem-solving strategies</i>)</p>

Mobile infants, from about 8–11 months, learn to move their tongues from side to side. They have some teeth and begin to chew. They use their thumb and index finger to pick up objects, learn to eat from a spoon, drink milk from a cup with less spilling, and begin to feed themselves with their hands. Now they are ready to eat mashed, diced or strained fruit, vegetables, meat, poultry, beans, and peas. They can also eat cottage cheese, yogurt, cheese strips, pieces of soft bread, and crackers. They continue to drink breast milk or iron-fortified formula and can also drink fruit juice, but now they drink from a cup as well as a bottle. At about 11 months, they begin to hold a cup and, with help, begin spoon-feeding themselves. Once infants can sit comfortably, they can sit in low, sturdy infant chairs at low tables.

Barbara is sitting with Leo (18 months) and two other children at a low table as they eat lunch. She says, “M-m-m. These crackers are nice and crunchy.” Suddenly, Leo reaches over and grabs two crackers from Wanda’s plate. He starts to eat one of the crackers but stops when Wanda starts to scream. Leo quickly puts the crackers back on Wanda’s plate.

<p>Barbara’s Thoughts and Questions</p>	<p>Wow! Leo actually put the crackers back on Wanda’s plate when she protested. I’ve been trying to help him use other children’s reactions to guide his behavior. Maybe it’s beginning to work!</p>
<p>How Barbara Responds</p>	<p>“Leo, Wanda was angry when you took her crackers. She’s glad you put them back. Would you like some more crackers?” Leo nods his head up and down. As she moves the plate closer to him, Barbara explains, “You may take some from this big plate.”</p>
<p>What Leo Might Be Learning</p>	<p>To use other’s facial expressions, gestures, or voices to guide his own behavior (<i>Objective 2, Regulates own behavior</i>)</p> <p>To respond to the emotions of others (<i>Objective 4, Responds to others’ feelings with growing empathy</i>)</p> <p>To participate in group routines (<i>Objective 6, Learns to be a member of a group</i>)</p>

Chapter 8: Eating and Mealtimes

Toddlers and twos continue to refine their fine motor skills and eye-hand coordination. This enables them to participate even more in feeding themselves. They learn to hold and drink from a cup, eat with a spoon, and later eat with a fork. They begin serving themselves from bowls and even pour milk from a very small pitcher.

The physical growth of toddlers slows, so their appetites often decrease. As they become more successful at regulating their behavior, they usually stop eating when they are full. They need small servings of food throughout the day. Toddlers and twos often have strong food likes and dislikes, eat one favorite food for a while, and then often refuse to eat the food they used to prefer.



Start family-style meals, with small groups of children sitting at low tables. Provide utensils so they can serve themselves and eat independently. Encourage children to try new foods, but do not force them. They are more likely to try them if you serve foods in an appealing manner. Offer choices and be patient; they may need many opportunities to try a food before they actually eat it.

Valisha (33 months) and Jonisha (33 months) have just finished eating lunch, served family style. Jonisha says, "I want more milk. I can pour it." Then she exclaims, "Oops!" as the milk she is pouring from a small pitcher makes a puddle on the floor. She stands up, goes to the sink, and gets a paper towel. After she tries wiping the spill with the towel, she says, "There's too much. I'll get the mop." She puts the paper towel in the trash can, gets the child-size mop, and, with some help from LaToya, cleans up the spill.

<p>LaToya's Thoughts and Questions</p>	<p>Jonisha thought of a good solution to the problem of spilled milk. When it didn't work, she thought of and carried out another, more effective solution.</p> <p>I think I can find ways to help her practice pouring at the water table and in the pretend play area.</p> <p>I wonder if that pitcher is just too big for the children.</p>
<p>How LaToya Responds</p>	<p>"Milk sometimes spills, Jonisha. You figured out the best way to clean it up. I think that pitcher might be too big. I'll look for a smaller one, to make it easier to pour milk without spilling it."</p>
<p>What Jonisha Might Be Learning</p>	<p>To use eye-hand coordination while doing increasingly complex tasks (<i>Objective 9, Demonstrates basic fine motor skills</i>)</p> <p>To continue an activity until her goal is reached (<i>Objective 10, Sustains attention</i>)</p> <p>To carry out her own plan for solving simple problems (<i>Objective 14, Uses problem-solving strategies</i>)</p> <p>To use simple sentences with three or more words (<i>Objective 17, Develops expressive language</i>)</p>

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