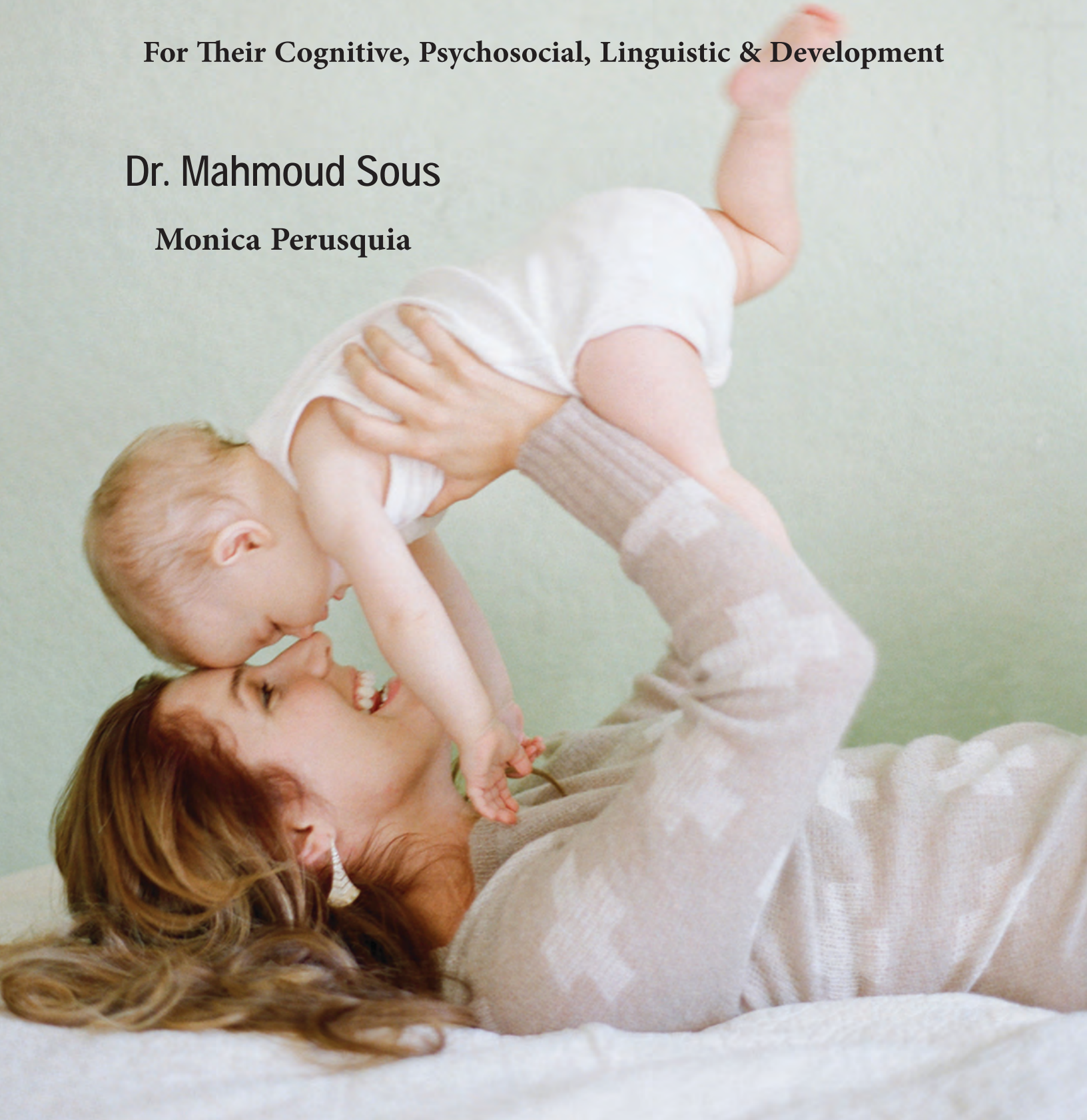


GUIDE TO MOMS WITH KIDS 1-4 YEARS

For Their Cognitive, Psychosocial, Linguistic & Development

Dr. Mahmoud Sous

Monica Perusquia



*GUIDE TO
MOMS WITH KIDS 1-4 YEARS*

For Their Cognitive, Psychosocial, Linguistic & Development

A complete care guide To Moms With Kids 1-4 Years

Dr. Mahmoud Sous
Monica Perusquia

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Website: www.drsous.ca

Email: mahmoudsous@yahoo.com

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Dr. Mahmoud Sous – Ph.D.

During the period of 1995-1999, I went to the medical school in Poland to research about the various methods of back pain treatment. After finishing my PhD, I took variety of courses including naturopath, acupuncture, and manual techniques. This gave me an idea that exercises, and massage could be helpful in treatment of chronic pain. But my findings didn't stop me here, I also worked as a naturopath practitioner in Canada where I got familiar about treatments with Chinese medicines, osteopath techniques and some other manual therapies which helps in pain management.

Fixing injuries requires an understanding of anatomy and biomechanics. That is why my research and treatment belong to the holistic approach of using different techniques and remedies for the treatment of back pain. In 1990, I realize that there are some complex spinal aspects and issues which leads to of back pain. So, from my case studies I formulated a guideline which is clear and easy to understand and will fix your issues.

My goal is to help people visualize how the body functions and what happens inside when you experience pain. Healing requires to focus on one's action because pain results due to faulty actions and movements. This thought motivated me to work on a book which will include all home remedies where people can treat themselves to fix their pain. I have included knowledge based on my clinical research using manual massage therapy, food habits, nutrition facts, heat, sauna, hydrotherapy, cold water treatments which overall helps in pain management. It gives me pleasure to introduce this book to the community where I have shared all my experienced treatment plans.



Monica Perusquia

I have a Bachelor Degree in Educational Sciences at the Autonomous University of the State of Hidalgo. In the vocational field I have worked for more than 6 years in the vocational field teaching and learning process. I have focused on initial education and the promotion of aptitudes and abilities to satisfactory development of infants.

We Believe in a Pain-Free Society!

Dr. Sous's Team who have contributed with their approaches in this book.

- * Monica Perusquia - Massage Therapist
- * Haitham Ajoury - Layout & Design

This is a self-help book written by Mahmoud Sous PhD, DO and team. It is the result of more than 16 years of musculoskeletal experience practicing in corporate and private physiotherapy clinics around the world. This book was created to help you get to know your shoulders better and is based on more holistic approach to treat and prevent shoulder injuries and pain. Shoulder pain is very common, and although shoulder pain can be alarming, serious, or permanent damage to the shoulder is uncommon. This book will help explain how the shoulder is put together and why shoulder pain and dysfunctions occur, enable you with ways of coping with pain.

We believe in a Pain-Free Society!

ABOUT THE BOOK

We are introducing a guideline for you to have complete knowledge of how your baby develops from the month they are born till they are 3 years of age. This book will give you a clear understanding of child development, emphasizing the interrelatedness of all five developmental domains: physical and motor, social and emotional, communication and language, cognitive, and approaches to learning. Covering infancy, toddlerhood, the preschool years this book explores how children of different ages typically behave, think, and relate to others. The early years of a child's life are very important for his or her health and development. Parents, health professionals, educators, and others can work together as partners to help children grow up to reach their full potential. How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age. And developmental monitoring, will give you a better understanding of how your child grows and changes over time and whether your child meets the typical developmental milestones in playing, learning, speaking, behaving, and moving. As your child's first teacher, you can help his or her learning and brain development. In this book we have provided you with several simple activities specific to your child's age, you can try these simple tips and activities in a safe way at home. Children develop at their own pace, so it's impossible to tell exactly when a child will learn a given skill. However, the developmental milestones gives a general idea of the changes to expect as a child gets older. It's crucial that you know the normal growth and development process so that you will be able to distinguish if the growth of your kid is slow or little off the track. With the help of this book you will learn strategies to observe and document your child's progress and development.

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Introduction

Since we are born, we are exposed to stimuli and continuous learning. The way we see the world and adapt to it will largely arise from how we develop our mind. In other words, cognitive skills are necessary to successfully solve daily tasks and obstacles.

Childhood is an essential stage in the acquisition and development of these skills, children are acquiring their cognitive abilities as they go through the different stages of development.

Thanks to them, they advance in their knowledge about objects, their properties and how they can interact with them. As we have seen, this includes exploration, manipulation, transformation, as well as grouping, seriation (for example, placing from largest to smallest), measurement, counting, representation through symbols, location, interpretation of time and calendars, anticipation of events, etc.



Early cognitive development also favors that the little one can take full advantage of the learning process and that he acquires new effective strategies in the way of interacting with his environment, that is, that the child learns to learn.

Early stimulation programs help children have a better psychomotor development and have greater personal autonomy, it also contributes to the development of language and communication, as well as strengthening the skills to relate to the physical and social environment.

The benefits that we can provide our children through early stimulation are:

- Improves the child's ability to concentrate, memory and creativity: three pillars for good learning.
- Boost her motor skills. Let's not forget that motor skills and language go hand in hand during neurodevelopment.
- Facilitates the acquisition of language: articulation of speech, comprehension and oral expression, ability to retain more vocabulary.
- Awakens in the child the interest to explore and learn; and, even more important, he will enjoy learning.
- It establishes the bases for a work routine that will help her inclusion in the school stage. The child will be much more autonomous both in learning and in personal care.

- It favors the social skills of the little one (empathy, assertiveness, coexistence...) and their good adaptation to the environment.
- Strengthens self-esteem.



CHAPTER 1: COGNITIVE ABILITIES

The child's individuality is part of a unique and particular constitution from the moment he is born to interact with others of the same species. This innate predisposition develops as a result of influential factors during the continuous changes of the evolutionary process. This refers to the fact that in the area of development, levels of cognitive, affective, and motor functioning are established that require continuous participation in pleasant and playful actions and interactions. Children base their behavior on what is fun, exciting, and rewarding.

The child then develops better psychologically due to his exploration of the new and the unknown that allow him to form new and more complex patterns in real situations, he begins to acquire the necessary bases for his adequate development and growth.

In order to favor the evolutionary development of children and facilitate stimulation activities, it is necessary to consider four areas that are closely related to each other, on whose interaction and progress the integrity of the child depends.



Cognitive Abilities

Capabilities are those attributes that enable the proper functioning of the child in society. Like social skills and participation in activities. The environment or context is made up of those places where the child lives, learns, plays, socializes and interacts. It is important to know the characteristics of the environment in which each boy or girl develops in order to adapt it to their age, gender, and intellectual and social possibilities.

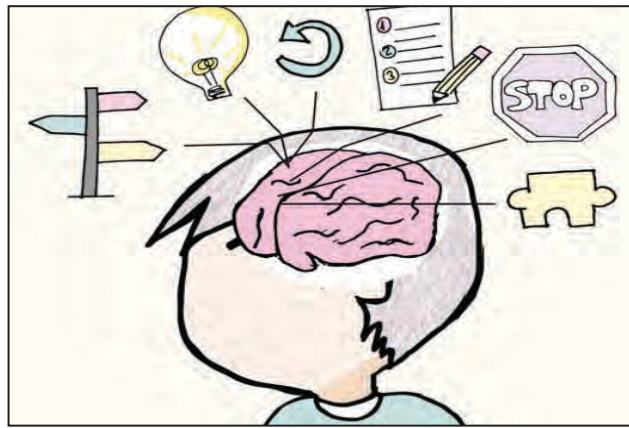
The functioning relates the capacities with the environment, since each boy or girl acts according to the possibilities of her in her determined environment. Therefore, it can be said that the environment becomes a barrier if it does not offer learning opportunities or there is neglect; or it becomes a facilitator (because of the support, stimulation, resources) to the extent that it contributes to the child's development processes.

What are cognitive skills and how are they developed?

Cognitive abilities are mental processes that develop from childhood and allow us to function successfully in everyday life.

These processes prepare us to receive, select, process, store, and retrieve the information we need to relate to the world.

Some of the cognitive skills that often require further training include:



Orientation: Awareness of ourselves and the context at a given moment.

Visuospatial skills: Ability to mentally represent, analyze and manipulate objects.

Gnosias: Ability to recognize information previously learned by one or more of the senses.

Praxias: Ability to carry out organized movements to achieve an end.

Language: Ability to express and understand ideas that are communicated through conventional signs and symbols.

Social cognition: Processes of analysis and interpretation of one's own thoughts, emotions and behaviors and those of others, in social contexts.



How can cognitive skills be developed?

Some activities that help develop these skills are the following:

- **Game**

The game, in any of its modalities, is ideal for developing cognitive skills.

Free play (imaginative, without rules) stimulates flexible executive function by encouraging the child to try different ways of doing things. If played together with other children, it stimulates language and social cognition.

The structured game (with defined rules) promotes above all executive functions such as planning, flexibility and inhibitory control because it implies developing strategies to solve problems and adjusting to the possibilities of the game.

There are many different forms of structured play: traditional games like airplane, jump rope, and hide and seek, board games like

lottery, memory card, or trading games, and mental dexterity tasks like Sudoku, mazes, and brain teasers.



- **Educational Video Games**

Educational video games can be considered a particular modality of structured gaming.

These are based on the attractive characteristics of traditional video games and add an educational component, so that the child, in addition to having fun, acquires knowledge or develops skills.

According to various investigations, video games promote cognitive skills such as attention, executive functions and visuospatial skills. In addition, they incorporate good pedagogical practices: a system of progressive practices with increasing levels of difficulty, positive reinforcement, and systems of progress, achievements, and rewards.

- **Exercise and sports activities**



Sports activities can also be considered a particular modality of structured play. Above all, these stimulate gnosis, praxis and visuospatial abilities through interaction with the environment, with objects and with movement, as well as with the sensations of the body itself.

In addition, physical exercise promotes attention and memory processes by improving brain oxygenation.

Sports are ideal for stimulating social cognition, since the situations that arise during the game imply the need to interpret and respond

to individual and social emotions, thoughts, and behaviors.



- **Artistic activities**

Artistic activities promote the development of all kinds of cognitive abilities: drawing or painting puts attention and visuospatial skills into practice, and singing develops memory, auditory gnosis, and some praxias, to mention a few examples.

Playing an instrument is one of the cognitive development activities par excellence. According to some studies, this is one of the few activities that involves the use of all areas and functions of the brain.

Being an activity that involves the expression and interpretation of emotions, the creation and appreciation of art favors the development of social cognition.



- **Mindfulness and attention exercises**

Finally, mindfulness and other exercises based on breathing and relaxation promote attention and with it a better general performance in tasks related to cognitive abilities. You can read more on this topic [here](#).

Help your children develop their cognitive abilities and with it their ability to learn, we share this image with the activities that you should keep in mind to help them and we invite you to read more of our articles to find out interesting tips to boost their development.



1. What is cognitive disability?

Boys and girls may have differences in their rates of learning and development. Example: they may be advanced in language and have motor difficulties; due to biological, social or cultural factors. The important thing is to recognize that there are particularities that underlie individual differences.

The concept of cognitive disability has changed over time, transforming from an individual vision to a social vision that takes into account the relationship of the child with the context. This is how different related concepts such as mental retardation, intellectual disability, and mental disability have been generated.



1.1 Why does cognitive disability occur?

The causes of cognitive disability can be of two types: genetic and environmental.

Genetic causes occur when the origin is determined in the alteration of the chromosomes or cells that form the genes of the human being, such as Down syndrome, which is a genetic disorder in the chromosome number 21 pair and is called trisomy 21, because cells or parts of genes do not unite properly, nor do they fully develop

Environmental causes refer to factors in the environment or context that affect the development of the child, causing the disability, for example pollution, violence or lack of resources.

The causes of cognitive disability can be located according to four factors: biomedical, social, behavioral and educational.



1.2. Assessment of cognitive disability.

The evaluation of cognitive disability involves five aspects that are:

- **Intellectual abilities:** memory, perception, imitation, attention and problem solving



- **The skills to function in daily life:** bathing, dressing and eating alone.



- **Social skills:** expression of affection, relationships and participation.



- **Physical and mental health:** nutrition, oral health, visual health and hearing health.



- **The context:** family support in the child's learning processes, an inclusive school and recreational environment that respects differences in learning, tastes, abilities, among others. The boy or girl with cognitive disabilities is first and foremost a human being, therefore it is recommended not to use negative expressions that may affect their safety, learning and dignity.



CHAPTER 2: EVOLUTIONARY DEVELOPMENT

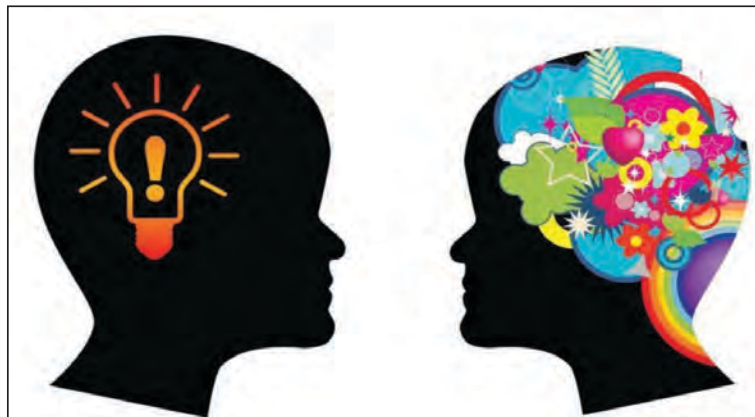
1. The movement

The movement in the human being exists from its fertilization and throughout its development throughout life. However, although there is motor development, psychomotricity does not intervene in the prenatal stage or in the first days after birth, but rather begins when the individual's psyche is formed; when the movement is done voluntarily. Before this is called neurodevelopment and is the evolution that occurs from the maturation of the nervous system and genetic information.



Remember that the child's psyche is built through contact with the mother and interaction with objects and the environment. For this reason, stimulation is very important from intrauterine life and, much more, from birth. In the initial education stage, the stimulation will serve to potentiate the child's abilities.

Next, we will explain what psychomotricity is to understand its importance in human development. The word is made up of two words: psycho, which refers to the psyche (thought, emotion), and motor skills, based on movement and motor development. Therefore, psychomotricity is a discipline that studies and intervenes in motor development in connection with thought and emotions.



2.1. Movement is the basis of psychomotricity

It consists of stimulating in the child all aspects related to what the mind needs to understand, relate and adapt to new situations through the use of thought and direct interaction with objects and the world that surrounds it. The child begins to build his thinking from experiences with objects and the environment, where he becomes aware of himself to begin to order reality, where he allows himself to explore, compare, choose, investigate, etc. To achieve this knowledge, the child uses three processing systems: action, ease due to its sensory-motor dimension; the construction of mental images, that is, the ability to understand that even if he does not see or touch an object, it still exists; and language, which allows you to represent experiences with greater flexibility.

Psychomotricity is used as a technique that favors the integral development of the individual. This is important for the baby because every action she performs makes sense for her development and learning. In this way, there is an interaction between the body and the

These processes that occur in children are called movement patterns; They manifest in a sequential manner according to neurological maturation based on two laws of development:

1. Cephalocaudal.

Progressive control of the body is from the head to the pelvis (ie, from head control to gait).



2. Proximo-distal.

Control of the trunk of the body towards the arms and legs.



Movement patterns are classified as follows:

- 1. Basic: from 0 to 18 months.
- 2. Ripe: from 18 months to 3 years.
- 3. Manipulatives: from 3 to 6 years.
- 4. Improvement: from 6 years onwards.



Basic patterns

Basic movement patterns are related to neurological maturation; there are nine of them and each one has a sequence of motor development.

1. Head control.

The first to manifest is head control. It occurs from zero to three months of age and is consolidated approximately in the third month. (Pickler, 1985)

Decubitus change a maturation in the change of posture is manifested, as the baby manages to go from a supine position (face up) to a prone position (face down) and vice versa. It occurs at approximately three to six months of age.



2.2. Movements and reflexes

The evolutionary development of the motor area refers to all the senses and movements of the child, hearing, vision, touch, taste and smell; through their interaction in the environment, they know the colour, shapes, textures, sounds, taste and smell of things.

Although newborn babies appear helpless and extremely delicate, all healthy babies are born with extremely sophisticated reflexes that protect them from danger and help promote their survival instincts. Reflexes are defined as automatic responses to external stimuli. Many reflexes in babies disappear as they grow, although some remain throughout adult life. The presence of a reflex in a baby after the age at which it normally disappears may be a sign of brain damage or damage to the nervous system.



Reflex movements that are generally integrated into more complex movement patterns between 4 and 6 months of age, righting reactions, and motor behaviors are part of this area that must be stimulated at an integral level to achieve harmonious body functioning, and coordinated.

Such reflexes are:

- Flexor Withdrawal Reflex:
 - This is a defense reflex, it refers to all flexion movements that are generated in the arm or leg by a direct stimulus in the hand or foot. It can be evidenced when we brush the sole of the baby's foot with a feather.



- Negative support reflex:

It is the reflex given as a result of supporting the weight, producing a rapid distancing from the support, it is closely linked to the Flex-ora withdrawal reflex, which leads to the negative support reflex to prepare the feet and hands to free themselves from contact with the floor. this happens when the child can crawl, walk or jump.



- Extensor Push Reflex:

Defensive reflex that encompasses extension movements of the arms and legs, to reach an extensor phase of kicking or walking.



- Holding Reflex:

Through this reflex the child fixes his extremities in extension.



- Spontaneous Walking Reflex:

Lean the child slightly forward and move a little in the same direction, the child's weight will shift in that direction forcing the child to walk automatically.



- Sucking Reflex:

Insert a finger or pacifier into the child's mouth; this action must be matched by vigorous sucking.



- Ocular Reflex:

When the child is presented with a strong light on the eyes, the reaction will be defensive, and when the child turns his head, his eyes remain in the opposite direction.



- Galant reflex:

Stimulate the child with a touch on either side of the spine between the buttocks and ribs in prone position, he will react with a lateral flexion of the lower back towards the side where the stimulus was given.



- Abdominal Reflex:

Perform a stimulus to the child when he is in a position on his back, he will arch the lower back on the side that was stimulated upwards



- Moro reflex:

Generate in the child a sudden change of position, an unexpected noise or a painful sensation, cause a reaction characterized by extending the arms outward, opening the hands and the successive return in flexion to the initial position (a movement like if the child wanted to hug the mother).



- Symmetrical Tonic Reflex of the Neck:

Bending the child's neck will produce a flexion of the upper limbs and an extension of the lower ones, if the neck is extended, the arms will be extended and the legs will be bent on the pelvis.



- Asymmetrical Tonic Neck Reflex:

Turn the child's head to the right side, the right arm should be separated and extended while the left one stays close to the body and bends, the lower limbs can follow the movements of the corresponding upper limbs.



- He reflected in a palmar and plantar grasp:

Apply light pressure with your finger or a pencil to the base of the fingers of the child's hand, the child holds the object with increasing pressure. In the same way, stimulate the child in the big toe, he will flex all five fingers trying to press.



- Babinsky reflex:

Stimulate the reaction will be a stretching and tendency to turn the feet.

- Landau reflex:

Place the child on his back, the trunk is straightened, the head is raised and the arms and legs are extended.

- Parachute Reflex:

This is a protection reflex, it manifests itself when the child is taken by the belly and brought abruptly against the surface (the floor), he will immediately try to protect himself with his hands so as not to hit himself.



Righting Reactions (RR)

They begin their development at birth, become more dominant at 10-12 months of age, and most remain active throughout their lives.

Labyrinthine Head Righting Reaction (LAHR):



Hold the child with the eyes covered, the body is tilted in any direction, the head assumes an upright position. The head guides the movement of the rest of the body, which favors being able to raise the head or stand up.

Optical Righting Reaction (OER): It adapts to the previous action but without covering the child's eyes, the child will try to maintain or carry the head vertically using visual information.

Righting Reaction of the Head on the Body (RECC): The child raises his head against gravity when in contact with a surface.



Landau Righting Reaction (LER): Suspend the child horizontally in the air, face down held between the nipple line and the navel, he will keep his body rigid.



Balance Responses (Re)

They are automatic response patterns to maintain balance, as a result of the deviation of the center of gravity and/or the base of support through space, from lying down or standing up to running. They can be caused by:

The internal loss of balance due to the movement itself, for example the alteration of the weight. Movement of the external support surface, for example sitting on a gym ball, external forces acting directly on the body, for example being pushed.

Balance Responses are divided into five categories:

RE of the Complacent Navel: In them the extremities are collected at the level of the navel and sequentially the body is relaxed in gravity as if it had contact with the earth.



Protection RE: They are gravitationally oriented and are protective in nature, the arms and legs move towards the ground to cushion the weight of the falling body.



RE of the Spatial Search: They are oriented to the movement of the torso, arms and legs searching in space, so that the center of gravity of the body changes, maintaining the base of support and preventing the body from falling.



Spatial Rotation RE: Responses in which the head, spine and extremities form a circle around the central axis of the body so that it rotates in space.



RE from Outer Space: They are the distant responses of the head, buttocks and hands according to what we do in a specific place in space.

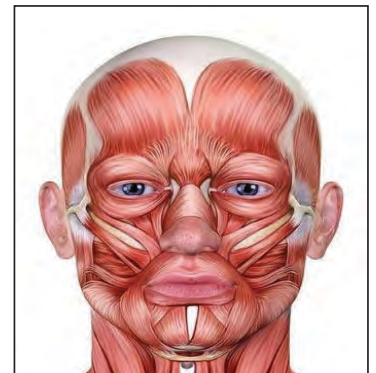


2.3 Fine motor

The development of fine motor skills is aimed at working with the group of small muscles that perform specific and highly controlled movements: the palms of the hands and fingers, and the muscles that surround the mouth and eyes.

These muscles allow you to lift objects, achieve perfect hand-eye coordination, speak and move your eyes, also encompasses the ability to move and move, and allows the child to know the world, make contact with it, where the senses are covered, such as being able to see, hear, smell, perceive flavors, textures and temperatures.

All these fine movements require coordination between what is seen and touched, such as taking objects with the fingers, painting, drawing, tying knots, etc., and gross movements, referring to displacements, position changes, postural reactions and of balance.





It consists of stimulating in the child all aspects related to what the mind needs to understand, relate and adapt to new situations through the use of thought and direct interaction with objects and the world that surrounds it.

The child begins to build his thinking from experiences with objects and the environment, where he becomes aware of himself to begin to order reality, where he allows himself to explore, compare, choose, investigate, etc.

To achieve this knowledge, the child uses three processing systems: action, ease due to its sensory-motor dimension; the construction of mental images, that is, the ability to understand that even if he does not see or touch an object, it still exists; and language, which allows you to represent experiences with greater flexibility.



2.4 Gross Motricity

The development of gross motor skills is directed to the control of the general muscular movements of the body or also called in mass, these take the child from absolute dependence to getting to move alone. (Head control, sitting, turning, crawling, standing, walking, jumping, throwing a ball). Gross motor control is an important factor in a baby's development, which can refine uncontrolled, random, and involuntary movements as its neurological system matures.



CHAPTER 3: THE LANGUAGE

The linguistic area is related to the human being's ability to communicate through sounds and symbols; in a process that begins through crying, then moans, babbling, gestures or movements and ultimately words. Language is the main means of communication of human beings, through it we can exchange information, messages, ideas and feelings. It is a skill that is learned naturally in the first years of life, since the child begins to speak in interaction with his mother and with adults, which is why it is important to constantly speak to him well articulated without diminutives or representative names, and with affectionate words. , sing to him and designate each activity he performs or object he handles, because only in this way will the child recognize the sounds of the adult's speech, and then imitate them, give them meaning and use them as a means of communication.



This area is basically the ability to recognize and express emotions and feelings, it seeks to provide activities that allow the child to interact with the people around him so that he can socialize, establish affective bonds, express his emotions and feelings. It involves a host of affective and socialization experiences that allow the child to feel like a unique individual, different from the rest, but at the same time loved, safe and understood, capable of relating to others under certain common standards. In this aspect of development, the participation of adults is fundamental as the first generators of affective bonds, since up to the age of two the child interacts almost exclusively with them.



3.1. Language and mental development

The connection between language and mental development is a phenomenon that has always been debated.

The acquisition of the linguistic system, interrelated with the environment, favors the development of the mental and social process. The word is the foundation of this process, since it puts in contact with reality creating forms of attention, memory, thought, imagination, generalization, abstraction, language has an essential value in the development of thought.



There is a clear relationship between language, memory and attention, since it allows fine-tuning visual and auditory discrimination of what is named, helps to categorize concepts, to internalize the external world, to exercise and use the capacity for analysis and synthesis.



Human behavior is based on oral language. The internal language and the one that arrives from the outside contribute to the organization of human behavior, to the knowledge of one's own sensations and feelings, to the modification of certain reactions.

In conclusion, oral language is involved in all human development, both in the mental, social and personal process.

3.2. Language and socialization process

The first step in the socialization process is in the interpersonal relationship, depending on it the acquisition of language. The child needs stimulation to start learning the language, he learns to speak if he is surrounded by people who speak to him, the adult being the model, the stimulus that will push him to learn to use language as a communicative tool.

The child from the first moment wants to communicate with the world around him and makes an effort to reproduce the sounds he hears, these desires being greater or lesser according to the degree of motivation and gratification. From an early age, children enjoy conversation, provoke dialogue with adults, do their best to be heard and get angry when they can't, seek answers to everything and pay attention to what is being said around them.



The adult in relation to the child, uses concrete words, referring to immediate situations, using short and simple phrases and all this surrounded by an affective climate, being a basic and essential element in learning oral communication.

When there is no relationship and communication between the child and adults, the development of communication skills stops, so that, apart from having biological faculties for speech, the child must have an adequate social environment, since affectivity plays an important role in language acquisition.

The desire or not to communicate is determined by positive or negative relationships with close people (parents); when there is affectivity, the message of adults is attended to since there is identification and efforts are made to imitate them and learn from them; when

there are affective deficiencies it can plunge into mutism.



The school center has an important role in the development and improvement of the language, the teacher will have a fundamental role in this learning, just as the influence of the other children will be decisive.

Because school knowledge, in most of its activities, is conditioned by language, it is necessary to develop and perfect it as much as possible.



3.2.1 Socialization process

This area is basically the ability to recognize and express emotions and feelings, it seeks to provide activities that allow the child to interact with the people around him so that he can socialize, establish affective bonds, express his emotions and feelings. It involves a host of affective and socialization experiences that allow the child to feel like a unique individual, different from the rest, but at the same time loved, safe and understood, capable of relating to others under certain common standards.



In this aspect of development, the participation of adults is fundamental as the first generators of affective bonds, since up to the age of two the child interacts almost exclusively with them.

Language is a fundamental instrument and means in the socialization process, since it allows adaptation to the environment and its integration, the acquisition of values, beliefs, opinions, customs..., corresponding to the social context of belonging, while learning to know what is expected of him, what he has to expect from others and to behave in every situation accordingly. These cultural patterns are transmitted through spoken language.



The agents of socialization for a child are the family, the school, close relatives, neighbors and the mass media, the family being the first and most important. The first norms and modes of conduct are received within the family context, where the personality structure is developed and the attitude and behavior of the child towards society is determined.

Entering the school is an important step on the path of socialization; Begins an active relationship with other children and the teacher. The school has a transcendental function, since it will transmit knowledge and intellectual traditions, as well as the values of society.



CHAPTER 4: CHILD CHARACTERISTICS

0- 1 month

Child

Weight: 4.0 kg Height: 55 cm

Little girl:

Weight: 3.5 kg Height: 45 cm



In the first days of life, babies follow behavior patterns that are different from those of the rest of their development, since they face everything for the first time and experience completely unknown sensations; they spend most of their time sleeping and eating, they become very dependent on their parents; their actions correspond to reflex acts rather than an intention, at this time it is very important to give them a lot of affection to generate trust and security.

Sensory motor development.

1. Movements of the legs, arms and hands are still reflexes
2. Push out arms and legs
3. Raises head slightly, turns it to the sides when on back or stomach, twists and waddles



4. You can keep your head in line with your back. You look at an object but do not look for it. Coordinates the movement of the eyes to the sides.
5. More efficient reflexes



6. Grabs an object but quickly drops it
7. Responds to sounds and voices of people

8. It responds positively to comfort and satisfaction, but negatively to pain.



9. Sucks to get its food

10. Extends and contracts its back and limbs when startled

11. Grabs objects that are placed in the palm of your hand



12. At the end of the month, he tries to perform walking movements when held with his feet on a flat surface.

13. He sucks on objects that are close to his mouth and yawns.



ACTIVITIES

1. To facilitate sucking.

Touch the baby's lips and the area near his mouth with different sucking objects, clean fingers, soft-textured toys, the tip of a diaper, and allow time for him to try to suck it.



- In this way, the baby will repeat the movement when stimulated with the mother's nipple, improving the lactation process.
- Rose the baby's mouth with the nipple in circles and gently press the baby's cheeks.



- Touch the baby's lips with your nipples, motivating him to open his mouth.
- Place the baby in different positions on its side, on its back, on its stomach or up, about 20 or 30 cms away, show it toys of different colors; seeking to increase their periods of concentration on them.



- Constantly caress the baby as this favors their physical, motor, affective and immune development.



- From the lying position, place your hands behind the baby's back and lift him up, allowing him to support his head for a few seconds, later he can hold it for a longer time, and walk him in this position so that he can observe his surroundings.



8. Do not place the baby on his stomach, and show him sights and sounds, on one side and then on the other, encouraging him to raise his head.



It is important to make movements in the baby's arms and legs, move them up and down, open and close them, in the same way to do it with his legs and complement the exercise by carefully bending and stretching them. Do it 5 to 6 times.



While bathing baby, move feet and hands back, rotating carefully.

It is important to have the support points for greater safety of the baby, with one hand you hold it and with the other you perform the movements and rotations, so you should first exercise one side and then the other, ideally it would be that father and mother could do this activity together. The rotational movement can be done in all joints, except the knee and start in the proper order, that is, start with shoulders, elbows, wrists, fingers, hips, ankles and toes, from top to bottom. down, or from the bottom up.

RECOMMENDATIONS

The most appropriate toys for this age are rattles, and mobiles with striking colors and shapes, musical boxes and activity gyms that stimulate the baby's senses. For the olfactory development, when the parents are absent it is recommended to leave the baby some garment with the perfume that they use.





COGNITIVE DEVELOPMENT

- Vague and indirect gaze and expressions during waking hours.
- Remember the objects that respawn in two and a half seconds.
- Wait for feeding every certain interval.
- Deliberately cries for help Silences when picked up or sees faces.

ACTIVITIES

1. Lay the baby on a suitable surface, show him mobiles that make some sound, rattles of bright and contrasting colors of different shapes.



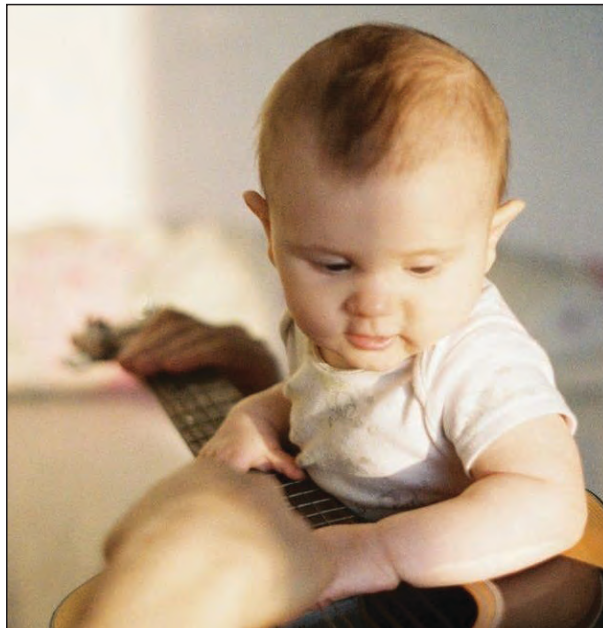
2. Stay in front of the baby so that he can watch you, move his head from side to side, sing him a song to help his concentration periods last.



3. Take the baby to a dark place for a few seconds, and return him to a light place, and talk to him about the two existences. This activity can also be done in reverse or turning the light off and on.



4. From different positions and heights make sounds with musical instruments close to the baby's ears.



5. Tell little stories with different tones and volumes of voice. Use music to relax the baby.



6. Extend the moments of contact with the baby so that he recognizes your scent.



LANGUAGE DEVELOPMENT

Emits reflex vocalizations without intention

He uses crying to express hunger, sleepiness, discomfort or pain. He is startled and bursts into tears when he hears a sudden loud noise.



ACTIVITIES

Repeat every sound the baby makes, even if it's just vowel noises. This way they will understand that this is a way of communicating.



In front of the baby, make gestures with your mouth, eyes, nose or eyebrows, so that he or she gets to know facial expressions, for example, open and close your mouth, stick your tongue out and in, raise and lower your eyebrows, inflate your cheeks, blinking eyes etc.



Select different types of music, classical, modern, relaxation, lullabies, etc. And watch the reactions of the baby, this will allow you to know the kind of music that he likes the most.

RECOMMENDATIONS

Talk lovingly to the baby and express the situations that happen with him and in his environment.

In auditory stimulation, the volume should be enough for the baby to hear, but not too loud to cause hearing damage and not subject him to excessive noise or the complete absence of sounds.



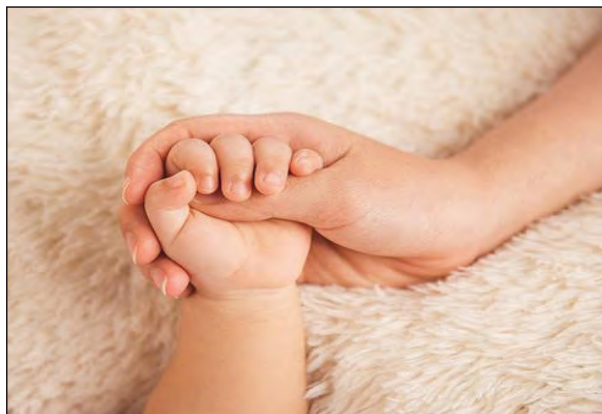
SOCIAL AFFECTIVE DEVELOPMENT

Most of the reactions respond to internal stimuli, but others are a reaction to stimuli provided by the environment.

- Differentiates the human voice from other sounds (especially high-pitched voices like the mother's)



- He calms down when there is someone nearby who speaks to him in a soft, rhythmic voice.



- He calms down when he is picked up.

- Sometimes turns head slightly in direction of sound source.
- Fixes eyes on mother's face in response to her smile if she is not far away, makes eye-to-eye contact.
- He stares at the faces and responds by staying quiet and still.
- It adjusts its posture to the body of the person who is carrying it, it can hold on to that person.



- Daily patterns of eating, crying, and sleeping are highly disorganized.



ACTIVITIES

Take the baby in your arms and rock him for a few moments, caressing him, rocking him, singing and talking to him, since although he does not understand the verbal expressions yet, he perceives the gestures and the language of the body and of the hands.



The parents take the baby against their chest and hug it so that they can cover their body, on the mat the parents begin to roll on their side hugging their child.

Dance with his son and express your feelings towards him, look into his eyes, call him by his name and smile at him.



RECOMMENDATIONS

Begin to use massages as a tool to strengthen the affective bond.

Everything that is done with the baby must be directed by the love that he feels towards him, seeking to provide him with security and confidence.

Try to meet the baby's basic needs and provide spaces for silence and tranquility.



2-3 months

Child

Weight: 5.2 kg- 6.0 kg Height: 58 cm- 61 cm

Little girl:

Weight: 4.7kg-5.4kg Height: 55cm-59cm



At this stage, significant changes appear in the baby's brain development, the time spent sleeping and crying decreases, the periods in which he seeks attention increases, he smiles voluntarily and recognizes in his actions a way of socializing.

SENSORY MOTOR DEVELOPMENT

Reflex controls begin to disappear as righting reactions become much more voluntary.



Tries to keep head up and steady when lifted up the trunk. Discover your hands and the movement that is generated in them, grab objects for several seconds.



Moves arms and legs vigorously, may move arms together, then legs, or arm and leg on one side, then the other. When they carry it you can perceive the strength of their body.



He lies against his abdomen with his legs bent and tries to support his elbows.



Coordinates the circular movement of the eyes when looking at an object in bright light. He is startled by certain noises or manifests himself before them with a gesture. In response to internal stimuli, he can probably vocalize or gesticulate. With his eyes he looks for where the sounds come from, turning his head and neck.



ACTIVITIES

To help control your baby's head and strengthen the neck muscles, place your baby on his stomach on a mat, and gently stroke his back from neck to waist and vice versa so he can straighten his head.



In the same previous position, show him objects to get his attention, move them from one side to the other to encourage him to lift and turn his head. Grasp baby's chin, lift her up and gently support her head, then release for a few seconds.



Have a place where you can leave the baby without clothes for a few moments, on a towel which must be very clean. Stroke the baby's arms and hands with a stuffed animal, toys, and pieces of cloth, or different textures.



Hopefully the objects you use are of different sizes to stimulate the grasp reflex, therefore you should allow him to grab them.



Help the baby to recognize through his hands the different parts of his body. With her hands, clap your hands and then direct them to her face, feet, navel, chest, etc.



As in the previous month, lay the baby on his stomach, make the movements of objects from one side to the other but including vertical and circular movements. Also in this same position tickle his back until he collects his shoulders and head.



The parents in a standing position hold the baby under his arms, placing him on a hard, flat surface, gently lift him up and down until he touches the surface so he can bend his knees.

Put your hands under the baby's shoulders and help him slowly turn from side to side to teach him to roll over.



Lay the baby on his back, place different objects on his chest and bring his hands closer to them with the firm intention that he can recognize and touch them. Allow him to grab small and light objects, help him to take them, if they fall, pass them back to him.

Position yourself in front of the baby, and allow him to feel his face with his hands. Stimulate the baby's hands by tickling the soles of his hands, place your index finger so he tries to get up.



RECOMMENDATIONS

Each time you do these exercises, watch your baby's reactions very carefully, and make sure he is comfortable and comfortable with the activity.



COGNITIVE DEVELOPMENT

Gets aroused by the participation of objects. He reacts with movements of his whole body and makes efforts to take an object that particularly attracts him. Begins to have preferences for the left side or the right side. Begins to analyze the movement of his own hands



Recognize the closest voices. Your senses are more coordinated. Begins to show evidence of longer-term memory. He remains expectant of gratifications, such as food Begins to recognize the faces and voices of family members who are close to him.



Explore his face, eyes and mouth with his hands. Establish their first habits such as eating and sleeping times.



ACTIVITIES

Offer the baby objects that she can put in her mouth to get information from them, and tell her what they are and what they are for.



When you are playing with the baby, constantly mention that you are the father or the mother, as the case may be, in the same way when you speak to him, call him by his name. Self-recognition is very important, so you can stimulate it whenever you can, name the baby the thick parts of her body, at the same time that she can touch and observe them.



RECOMMENDATIONS

When objects are given to the baby, make sure that they are completely clean, and that they are of such a size that he cannot get caught or suffocate.



LANGUAGE DEVELOPMENT

- Purrs, babbles and chirps.
- Emit smiles, shouts and sounds.
- Play with her tongue and throat.
- Use different cries.



He begins to incorporate the “e” and the “o” even though he is not aware of it. His facial expression becomes more complex and defined when faced with certain stimuli. When he is three months old, he begins to “use” phonemes of some consonants, forming syllables that he likes to repeat.



ACTIVITIES

- Provide the baby with different sounds of daily life such as bells, animals, musical instruments, etc. Show him each of the different sounds for both ears. For this she can record a CD with different sounds and place it whenever possible.



- Talk to him near and far, being able to use a cardboard tube. Play children's songs and rounds.
- She repeats the baby vocalizations for him to try again, but leaving silent intervals for him to respond.
- Place the baby in front of you, talk to him, smile at him allowing him to make a sound or gesture, move with him in different directions always smiling and talking to him all the time.

RECOMMENDATIONS:

While you are with the baby, try to simulate conversations with him, when he makes a sound, answer him with a question, and celebrate each achievement that he acquires.



SOCIAL AFFECTIVE DEVELOPMENT

Is capable of expressing anguish, excitement and pleasure.



Visually prefers a person to an object

Look directly at a person and follow them with your eyes if they are moving, Responds positively to the presence of someone with excitement and moving arms and legs panting or making gestures



Stays awake longer if people interact with him. Enjoy when bathed.



Smile easily and spontaneously. Crying decreases considerably. Facial expressions, muscle tone, and “vocalization” increase. Hums and coos in response to sounds. Responds with his whole body to the face he recognizes. He protests when left alone.



ACTIVITIES

Constantly talk to the baby and get her attention, and allow her to look at her image through a mirror.



To make new relationships possible for the baby, when there are strangers around him, introduce them by saying their name.



Motivate the baby through an incentive, a warm hug, a word of encouragement when he achieves or does something appropriate.



RECOMMENDATIONS

Watch your baby's actions and reactions carefully with each exercise, as everyone grows and develops differently.



Try to detect alert signs such as not moving or holding the head, slow sucking, or if it does not make sounds or smiles etc. Positively reinforce physical contact with the baby, stroke him often, and smile at him.



4-6 months

Child

Weight: 6.7 kg-7.9 kg Height: 64 cm- 68.5 cm

Little girl:

Weight: 6.0 kg-7.1 kg Height: 61 cm- 65.0 cm



At this stage the baby has acquired greater strength and muscle tone, has adapted to new situations and has strengthened more strongly the affective bonds with the people closest to him. The curiosity to know and experience through touch everything that is within his reach begins to be generated in him. As he progresses in these months, all his emotions manifest themselves much more clearly.

SENSORY MOTOR DEVELOPMENT

- It lies on its abdomen with its legs extended.
- Here the parachute reflex manifests itself.
- It spins on your body.
- When lying down, he moves his head in all directions.



- When on his back, he raises his head and shoulders correctly.
- He puts his feet in his mouth and sucks on his fingers.
- It moves by swinging, rocking or turning on its back, it does so by kicking on a flat surface.



- When seated, the head is firmly balanced and held constantly upright.
- Can hold bottle with one or two hands
- Can grasp small objects between thumb and index finger
- Picks up the hanging objects and puts them in his mouth



- When he perceives different odors, he distinguishes them and shows interest.
- Reaches for objects with one or both hands, and transfers them from one hand to the other When sitting, can control balance, can lean forward and backward, supported by adult fingers.



- Turn your head freely.
- If you sit on a chair it wobbles.
- Prepares to crawl.
- Start clapping.
- If he drops a toy, he reaches out to catch it.
- Achieve it.
- Uses one toy to reach for another.



ACTIVITIES

- Around the World

For this exercise, parents must be sitting in a chair.

Step 1: The baby is placed facing the father on the legs of the father, the head should be resting on the knees.



Step 2: The baby is taken by the trunk

Step 3: It is rotated on the head without losing support and without letting the baby's weight rest on the cervical part (light support).

Step 4: Return to starting position (Step 1)

Step 5: The child is lifted under her arms and hugged



Step 6: The child is released and rises above the father's head



Step 7: The starting position is returned (step 1)

Encourage your baby to strengthen her arm muscles by holding both arms and lifting her several times to build her abdominal and arm muscles.



Place the baby on his back, take him by the hands and bring him to the position where he can sit. Lay him down and put toys or objects that hang from above on his feet so he can kick them. If he doesn't do it, encourage him to do it by taking his feet and leading him to kick the toy or give it a few hits.



In this same position, gently move the legs, flex and extend them for 30 seconds. Put the baby to bed and offer him a bright and colorful toy so that he will be interested in reaching for it.



When you have mastered this action, you can move on to the next activity. Offer him small objects that he can easily manipulate, and that allow him to pass them from one hand to the other, he can hit, he can throw them and offer him cubes so he can build towers with them.



On a surface place cushions, rolled towels, pillows in the form of obstacles, so that he tries to climb over them to reach his toy.

Place the baby on his stomach, encouraging him to crawl when the soles of his feet are pressed. First an automatic movement appears but later it will begin to drag itself voluntarily.



Wheelbarrow work. With a roll cushion, the baby lies in a prone position and is rolled with the intention that they can raise their head. The baby is placed on the sheet face up and face down, rocking forwards and backwards, rolls, up and down, and the earthquake.



RECOMMENDATIONS

If the baby does not show any interest in games or people, it is important to see your pediatrician.

When the baby loses interest after doing some activities, it is likely that he is tired, so she stops the activity.



COGNITIVE DEVELOPMENT

- Has memory lapses of five to seven seconds.
- He recognizes his mother and sometimes gets uncomfortable with strangers.
- Discover the cause-effect relationship.

- Look for fast-moving objects with your eyes.
- Leans your body to observe an object that has fallen on the floor. You are aware of any strange situation.
- Recognizes familiar objects
- Has a mental model of human faces
- Is able to reach for something very quickly His eyes now direct his hands to reach for something can compare two objects
- Change of mood abruptly.



ACTIVITIES

Put the baby in front of a mirror, so that he can touch her image and talk to himself; meanwhile the parents start talking about him, tell him his name, encourage him, tell him his physical characteristics, eye color, hair skin, what function each part of the body performs, also perform activities that he can imitate such as clapping, raising his hands , nod affirmatively and negatively. (body outline songs).



They should be shown the exercises so that he can observe them, and then with the help of the parents take him by the hand so that he can perform the required gesture with it. Try providing cause-effect toys



Show baby books that contain pictures and illustrations in bright, eye-catching colors, such as geometric shapes, animals, fruits, and common objects found in the environment, in order to stimulate the imagination through reading.



Provide the baby with sounds with different instruments, stand behind him or hide without moving too far away, try to get his attention, when he reacts to the sound and turns to look, show him the object. Hang a striking object on a string, and swing it in front of the baby's eyes in different directions, and let it fall for him to watch and continue his trajectory. Place a toy under a sheet or some object that covers it, hide it with the intention that the child can discover it, but teach him how to do it.



RECOMMENDATIONS

When a baby achieves something on her own, praise her, congratulate her, and let her know that she did something positive.

The cause-effect relationship refers to the fact that the baby realizes that certain emotional or physical actions produce a response and repeats it over and over again to verify the recurrence of said result.



LANGUAGE DEVELOPMENT

Recognizes and reacts to his name and some words. Distinguishes tones of voice and clearly differentiates them from other noises Begins to deliberately imitate sounds. Makes vowel sounds. You can emit more consonants (f,t,v,s,z). Vary the volume, pitch, and ratio of emotions



Makes some monosyllabic sounds spontaneously or in response to a “conversation” with an adult. Recognizes some words and reacts to them, even though the language is not yet fully understood.



ACTIVITIES

Repeat the sounds the baby makes, taking her hands and placing them on her lips, so that the baby can perceive and feel the movement and the escape of air. Later, perform this same action but now on the baby’s lips, trying to get him to babble or make a sound.



Read him a story that includes animals or objects that make a sound, for example if the story talks about animals like the cow, then tell him what is the sound that this animal makes (muuuuu), the chick (peep, peep, peep), the duck (cuak, cuak) or a train (poo, poo) etc.



Sing the baby nursery rhymes that allow him to identify with one of them. In order for the baby to begin to recognize her own sounds, it is important to record the gurgling and babbling that he emits, this will facilitate the inclusion and reinforcement of the sounds most used for dialogues.



RECOMMENDATIONS

Do not use diminutive names or made up words to the baby. Use everyday words.

It is important that parents learn to identify the temperament and attitude of their children, all babies learn and develop differently, that is why the closeness of their parents is essential.



SOCIAL AFFECTIVE DEVELOPMENT

When socializing, he makes sounds, coughs and moves his tongue. Shows interest and smiles when he sees his image in the mirror. When given a caress, it responds and enjoys it. Sometimes he interrupts his diet because of the game. Responds to and recognizes mother's moods



Definitely responds to human sounds, turns head, and appears to search for person speaking. Smiles and vocalizes to establish contact with people in order to gain their attention When they talk to her, she stops crying prefers to play with people. He babbles and becomes active when he hears sounds that disturb him, or when he hears female voices. "Squeals with excitement", laughs with "the stomach" Tries to imitate facial expressions He turns when he hears his name.



ACTIVITIES

Parents begin to dance with their babies, at the order of the person in charge of directing the activity, they must give their baby to another parent (change of babies) to generate independence and autonomy in them, in case the crying baby continues to dance with him, and is given to his mom or dad, it is done repeatedly until the child can adapt.



Try to hide, and when the baby makes a sound appear, if he does not respond to this action and remains silent, then motivate him by making a sound or a noise so that he can associate your appearance. Plan a trip to a playground where other children are playing, allow the baby to interact with other babies and let her say hello; Throughout the journey describe to him the shape of the things he sees, the color, their size. Play by imitating the child in everything he does, if he coughs, if he opens his mouth, claps his hands, or smiles, you will do the same.



Teach him to clap, first by giving him a demonstration so that he tries to do it by himself, if he cannot do it then take his hands and perform the clapping action with help, so that he becomes familiar with this action.

For the baby to recognize the different states of mind, make gestures of laughter with laughter, frown to show anger, pouting, fright, astonishment, always through play that allow the baby to identify them.



RECOMMENDATIONS

The formation of the affective bond between the parents and the baby is essential, since the strength of these ties will consolidate the foundations of the baby's self-esteem. The more expressions of affection and affection the baby feels, the greater her security and trust with other people will be, which will facilitate the creation of new emotional bonds. If you identify that the child cannot perform any of the actions included in this stage or in any other, this may be a warning sign of developmental difficulties.



7 - 9 months

Child

Weight: 8.4 kg- 9.3 kg Height: 70.0 cm- 73.0 cm

Little girl:

Weight: 7.6 kg- 8.5 kg Height: 66.5 cm- 70.5 cm



The baby at this stage has developed greater skills and is filled with curiosity to explore and touch everything that surrounds him, he is attentive to discover how things are made to use them for his own benefit. Here is the beginning of the focus of attachment and discovery in her way of thinking and feeling, she begins to act as if she understands that her thoughts, feelings and actions can be understood by another person. All these changes that appear at this stage continue to progress during the following year and make babies of this age qualitatively different experimenters and social agents.

They feel great interest in the development of “social games” and try to get answers from people, “chat” with other babies beginning to express more differentiated emotions such as joy, fear, anger or surprise.



Sensory Motor Development

He gets up on his hands and knees. Acquires crawling position Crawls with an object in hand, usually goes forward Balances head well Sits upright alone for a few minutes. Manipulates, hits and puts objects in the mouth. Observe the hands in different positions, holding and dropping objects. Plays vigorously with toys that make sounds like bells or rattles. Explore her body with her mouth and hands



When he starts to crawl, he does it forwards and backwards. Uses furniture to try to stand. Begins to develop the ability to grasp things with the pincer-shaped index finger and thumb. Can grab a rope. Clap your hands and wave your hands taste things.



Around 9 months:

Crawls with one hand raised or occupied. Can climb stairs by crawling.



Sits correctly in a chair. You can start taking your first steps leaning on furniture or walls. Claps or hits objects with their body.



Picks up and manipulates two objects each in one hand Drops one of the objects to pick up a third Can make a tower of two blocks.



ACTIVITIES

Teach the baby to sit up when lying on her back, taking her by the hands and slowly lifting her up until she can sit up, in the same way from the last position helping her to the standing position.

When standing, encourage him to do several bounces.



To stimulate the crawling movement, offer him a colorful toy that he likes, at a safe distance that allows him to move a little, help him to adopt a crawling position and encourage him to go looking for it. Another variable for this exercise is that the father or mother sit on the floor with their legs slightly open, putting the toy on one side and the baby on the other, so that the baby must climb over them and reach it.



To add some difficulty to the previous exercise, when the baby is already familiar with it and can do it, she places “obstacles” in the way, always motivating him to overcome them to reach her toy.

Crawl next to the baby doing chases in different directions so that you can go after him while asking him to chase you in the same way. Place the baby in front of you sitting with legs slightly apart and fully extended, roll balls of different sizes up to him, one at a time asking him to return it.



In a pool or bathtub, relate the baby to the aquatic environment, massage the lower extremities (feet, legs) and upper extremities (arms, and hands) in the upper and lower central area (shoulders, abdomen, back).

Provide a space where the child can find different elements and textures, such as a park, invite him there to pick up small stones, touch the trunk and leaves of a tree, the grass, the flowers, etc. Offer the baby sheets of paper of different material, and encourage him to crumple or tear it.



Place several striking toys in a container, ask him to take them out, they can be cardboard boxes, buckets, baskets, jars, etc. The ideal is to start with the wide-mouthed ones and gradually decrease them until you reach narrower-mouthed containers.



Work of the clamp collecting rice and different seeds, grains, cotton, buttons etc. for older children, pour them into a container and remove them one by one. To stimulate touch, look for objects of different textures, sizes and shapes, so that you can stroke the sole of the baby's foot with each of these objects and allow him to experience the contact of your hands with the size, shapes and the textures of said object.



With sugar and hand cream, parents will promote a massage on the palms of the hands and the soles of each baby's feet.



Skill circuit: crawling on the mat behind an object, then with obstacles or a ramp that later becomes steps that they will have to crawl down. Find a large obstacle that allows babies to crawl or tunnel through.



On a roll cushion, the baby is taken by the trunk and placed on it, propelled forwards and backwards so that he rests on his hands. This exercise can be done with a sheet tied around the baby's trunk, which must be raised until he supports his hands and exerts force with them. To stimulate the parachute reflex, raise the sheet until the baby is completely off the ground and quickly lower it, avoiding that it touches the ground.



The child is provided with different objects and small elements so that he can manipulate them, he can hit them, he can throw them and offer him cubes to build a three-story tower. Place a toy on a chair, encourage the baby to stand up with help and remain standing for as long as possible. Encourage him to take things out of a box and put them back.



Cover yourself and the child with the sheet and tell them they are inside, take off the cover and tell them they are outside. To promote object permanence, cover a toy with the sheet and ask the baby where the toy is, let him figure it out, and praise him if she does. Attach toys, preferably with wheels, to a string so that the child can pull them and move with them around the place.



Applause with changes of rhythm on different surfaces and different parts of the body. Show the child different pictures of him and his family members. Tell him what happens in each of them and show him who appears in the photo.



RECOMMENDATIONS

When working with paper or any material that could be harmful to the baby if he puts it in his mouth, be very careful and closely supervise handling.



Massage work on the soles of the hands and feet with sugar can be done at any stage, this will encourage the stimulation of touch and relaxation of the baby.



COGNITIVE DEVELOPMENT

Their attention is more fixed, there is great interest in details. Begins to learn the implications of family acts. Can associate a picture of a baby with itself and make an appropriate sound



Tries to imitate sounds or series of sounds. Remember a past event and an action of your own. Begins to show awareness of time. Has a mental model of the human face and becomes interested in its changes. Vocalize in two syllables. Recognize the dimensions of objects. Gets bored with the same stimulus. Can follow very simple instructions. Can say dad or mom, and specific names.



ACTIVITIES

The child is offered an object in each hand, allow him to take them and after this offer him a third object, so that he can allow the child to pass the objects from one hand to the other, or that he prefers to drop them and take them and observe his reaction when choosing which one to stay with. It may happen that he hesitates first before releasing one of the ones he already has to catch the next one, if he doesn't, help him.



Show the child how he can roll or throw a ball, give it to him so that he can imitate you and try to perform the exercise, each time he tries or does it effectively, praise him for his achievement.



As he becomes familiar with this action and learns to do it, vary the size, number, and weight of the toys.

Under a box begin to hide objects or toys that the baby likes, let him explore the situation since after a while he will turn it over to get what is inside.



Rattle a toy or instrument from side to side when baby is not looking and encourage him by asking where the object is. Hide a toy the baby likes in an easily accessible place, and encourage him to look for it. When he can find it, hide it again in a different place; The baby will probably look for her toy in the previous hiding place and will be surprised not to find it, so keep encouraging him to continue searching for the toy.



RECOMMENDATIONS:

If at the end of this stage the baby does not turn his head towards soft sounds or whispers, does not sit without support or supports his own weight with his legs when held by his parents under the arms, it is essential that he consult the pediatrician as that these signs can be a warning sign.



LANGUAGE DEVELOPMENT

Repeats monosyllable sounds like ba-ba-ba-ba, ma-ma-ma, or da-da-da. Efforts to learn to imitate the intonation of their parents. Captures simple words and some questions even though I can't answer them yet. His most common means of expression is shouting. He likes to be talked to, sung to and put to music.



ACTIVITIES:

In this stage, the activities are aimed at stimulating the comprehensive level, taking up previous exercises that must be carried out throughout all the stages. All the actions that the child performs must be named, adding new concepts and functions to her vocabulary. Name each part of her body to baby as he touches the part mentioned.

Every time you perform an exercise or activity, it is essential to mention to the baby the action you are doing, in order to contribute to their spatial notions, and so that they can begin to identify what is “up and down”, the two sides, etc. When the baby makes any sound, imitate it but then repeat the correct word.



All the objects or toys that the baby points to, mention them and call them by her name so that the baby becomes familiar with them, ask her questions that lead her to answer the words that she has already learned.

Make guttural sounds, all those sounds that can be made with the mouth in front of the baby.

RECOMMENDATIONS:

When addressing the baby, avoid using diminutives

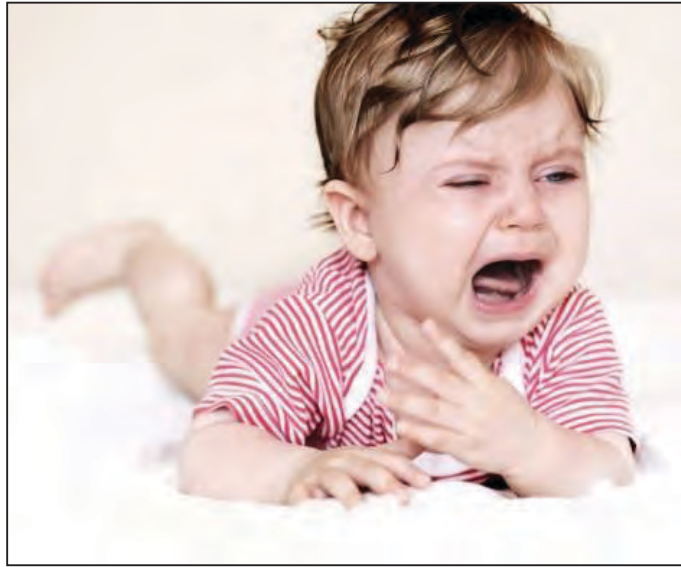


SOCIAL AFFECTIVE DEVELOPMENT

Shows desire to be included in social interaction. Gets excited about the game. Begins to show good humor at what he likes and annoyance at what he dislikes



Shows resistance when he doesn't want to do something he doesn't like. You can be frightened by the presence of strangers. He is learning the meaning of "no" by the tone of your voice. Yells for attention.



Shows a lot of interest in playing. You can wave bye-bye. Push or reject something you don't want.



ACTIVITIES:

To contribute to the acceptance of strangers, you can tell them to take a book, a toy that the baby likes so that they can try through them to achieve direct contact and interaction with him.



Allow the child to explore by himself in the place where he is, let him do it but without losing sight of him, allowing the baby to make a little longer trips or crawling without his mother. This will generate dependency and autonomy for the baby.



To help build baby's confidence and reinforce their sense that things exist even though they can't see them. Play hide and seek. At first, mother and son can hide so that the father can go looking for him and vice versa, when the baby has adapted to the game they can do it one by one.



RECOMMENDATIONS

When the baby does not react in any way when called by her name, it is an alert sign that should be consulted with the pediatrician.

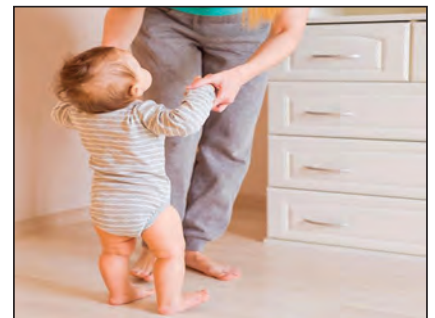
10 to 12 months

Child

Weight: 9.6 kg - 9.9 kg Height: 74 cm - 75.5 cm

Little girl:

Weight: 8.8 kg - 9.2 kg Height: 71 cm - 73 cm



Curiosity and independence at this stage become the main characteristics, the baby becomes an active explorer of his environment. When independence takes hold of him, he wants to carry out activities on his own, and he insists on getting what he wants with an insistence that is impossible to ignore. During this stage it is important to be alert to the risks to which the baby is exposed, since he wants to do everything individually and exploring what is within his reach, plugs, sharp objects and electronic devices become factors for possible accidents.

SENSORY MOTOR DEVELOPMENT

Will tend to stop. Take small steps between furniture and walls, When standing she is able to sit



Look at the objects individually and separate from the others, and then carry two small objects with one hand. Gets on and off chairs and furniture. Open drawers to explore its contents, it is very curious. It will be released to walk for a while. Climb up and down stairs. Snuggles and leans. Thoroughly picks up small objects.



Place and remove objects inside a box lift the lid of a box. Your index finger and thumb work more effectively as a clamp. Towards the end of this stage, he can intentionally throw objects and catch them more accurately. Waves if you have been taught. He insists on feeding himself even if it is hard for him to do so.



ACTIVITIES:

The parents on the mats should flex their legs and the baby supported on the calves in a prone position, so that they can look at the mother, the hands support the trunk and the back and they move forwards and backwards. explains to the baby the concept of near and far.



A sheet is tied around the trunk under the baby's arms so that it becomes a support and he can take his first steps.

A toy is placed on a chair so that the baby tries to stand supported by it and can reach it. When the baby has developed the muscular strength of his lower limbs and can remain supported by a chair for a long time, the toy is moved from one chair to another to motivate the child to take a few steps in search of it. In the children's gym, adapt a circuit so that the child can move around it in the company of their parents, where they can climb, walk, have imbalances, get into the ball pool, spin on the barrel, go through a tunnel; enable and adapt the space so that they can move around the place. Walking with the help of the parents on the mat along a ramp and steps that they will have to crawl down.



A massage is performed between babies, with the feet of a baby the part indicated by the song “a little ant” is massaged to another baby (the parts of the body are varied and the babies are interspersed).



With a cigarette the parents blew on the child's face and body, observe their reactions, this exercise can also be done by inflating a balloon and letting the air out slowly.



Play chase the baby around the room, crawl with him, then walk away from him. To encourage the exercise of sitting and standing, show the baby how to sit on a low chair or a large cushion. When the baby has become familiar with the previous exercise, show him how to stand up from a sitting position, you can help him by holding his hands or encourage him to lean on a piece of furniture to stand up.



To stimulate the baby to walk, hold his hand so that he can have support and can modify his natural posture. Always offer him his help to generate more security and confidence and he can adapt more quickly.



Give the child the opportunity to have contact with different surfaces, where he can walk with support on the ground, grass, sand and in this way he can exercise the adaptation of the feet with the textures and different surfaces.



In the place where the baby is, it is important to place the furniture or chairs relatively close together. Ideally, they should be close to each other so that he can have a foothold. As he adapts, try to place the furniture with greater distances, so that you can take free steps. Place different objects or obstacles over a wide space, the parents should be located at one end and the baby at the other, the intention is for the parents to call and motivate the child to overcome the obstacles scattered around the place and go towards them, this Exercise will facilitate the development of your ability to solve problems and overcome obstacles.



To stimulate his fine motor skills, provide the baby with different types of paper, and show him how to tear and crumple it.



Show him how to open and close plastic bottles, demonstrate twisting the caps back and forth.



Place him a narrow-mouthed bottle so that he deposits small balls of plasticine or paper inside them, or with a thin wooden stick or a string that inserts rings or rings.



Offer him a sheet of paper and crayons to scribble and scratch on.



Provide the baby with vinyls of different colors, and arrange them on the floor together with a large piece of paper so that he can paint with his hands and fingers. Put several small objects in a cloth bag, give it to the baby so that he begins to take out the objects that are



inside one by one and ask him to show them to you, when he has managed to take them all out, ask him to put them back.

In a cardboard box, make holes of different sizes, and give the baby several blunt pencils or colors so that he can insert it in each of the holes.



On a toy with wheels such as a car, train, or similar object, tie a string so that the baby can pull and drag it along.



RECOMMENDATIONS:

When activities are carried out with vinyl, these must be mixed with shampoo and wheat flour to reduce the chemical concentration they contain, or choose to work with special vinyl for babies, children must have an apron or clothes that they do not wear.



COGNITIVE DEVELOPMENT

Search for an object that you see is hidden. Tries to point to different parts of the body when asked. Can repeat a word necessarily. Understands and obeys some words and commands and has established the meaning of “no”. Compare the same action made by each side of your body.



Their conversations are still babbling with a few clear sounds. Fully understands the relationship between action and reaction. Remember events longer. In the middle of this period it is easy for him to associate characteristics or properties with people, objects or animals. If you have an object in each hand and a third is offered, you may tuck one under your arm or in your mouth to catch the one you offer.



Can solve simple problems. Recognize animals, fruits, or other frequently used objects in magazines, pictures, or books. Use one object to reach another. Imitates daily actions of their parents such as combing their hair, eating, etc.

ACTIVITIES:

Rhythm, cognitive development and separation of syllables are worked on, this increases the level of concentration and attention.



Read an animal story that contains striking images with onomatopoeia. When you are reading and the reading mentions an animal, make its own sound so that the baby begins to identify them. To stimulate the cause-effect relationship, continue giving the baby objects that he can drag by means of a rope, the exercise will vary when you can change the thickness, the length of the rope and the weight of the object. In containers or boxes with lids, put sweets or the baby's favorite toy and show him how to open them to get what is inside. Under a chair place an object so that it is not within the baby's reach, when he goes looking for it, drop a stick or other long object for him to take and use it to bring the object closer, if the baby does not take the initiative show him how using that tool he can get what he wants. Provide the baby with fitting toys to stimulate her visual perception, let her do the exercise alone so that she discovers the way to fit each of the elements in her place.



LANGUAGE DEVELOPMENT

Continues to imitate adult language with gestures and expressions. Understands more words than he is able to say. Incorporates into your vocabulary sounds like “K” or “Q”. Tries different tones of voice, sometimes yells, babbles



Pronounces about four meaningful words. Begins to associate a sound or word with an object or idea. Is entertained by rhymes and songs with simple movements. Understands and executes simple commands. Recognizes and points to different parts of his body. Plays onomatopoeia of animals, objects or actions



ACTIVITIES:

Play a CD that contains different sounds such as bells, footsteps, animals, a house bell, rain, thunder, the sound that the door makes when it is opened, etc. It is important that each sound is accompanied by its respective image, and that the word alluding to the sound or who emits it is repeated as it is being listened to. For example, when the lion makes his roar, tell him that this sound is made by that animal.



To stimulate expressive language, say hello or tell a story through puppets or dolls, making different voices changing their tone, allow the baby to touch the puppet and interact with it.

Place a CD with children's songs and rhymes so that the baby can adapt to her rhythm.



It is essential that every place you go with the baby mention each of the things you see. For example, if he goes down the street, tell him “look, that’s a car”, “that’s a tree over there” etc., so that he relates to the things that are in his environment. Start teaching him to count. Every time you are given objects or toys, say “one, two, three balls”



SOCIAL AFFECTIVE DEVELOPMENT

Seeks to be accompanied and receive attention. Increases self-awareness, approval or disapproval of their actions. Imitates gestures, social expressions, and sounds. Shows preferences for one or more toys



Shows fear of strange places. Imitates movements that adults make not always cooperative. When he does something wrong, he shows guilt. Increases dependence on his mother



Recognizes family members and has some “favorite” acquaintances Interested in older children and tries to join in their games
Reacts with fear to unfamiliar people and places.



ACTIVITIES:

Show them pictures of the family, and start telling them who they are and what their names are.



To encourage recognition of body image, place the baby in front of a mirror so that he can observe himself, allow him to touch his reflection and that of the person who accompanies him.



Get several babies together doing the same activity, so encourage them to paint on a large piece of paper at the same time, so they can share the space and have fun together.



It is essential that parents express to their children how happy they feel to have them, tell them how much they love them, convey to them through hugs, kisses and caresses everything they feel for them.

To encourage the baby's expression of feelings, it is ideal to teach her how to give affection to her favorite doll, motivating her to hug it, caress it, and kiss it.

Allow the baby to explore all his surroundings, let him touch, manipulate and observe everything around him, but let him know what things he can't do and what he can do, you have to start teaching him to differentiate between good and bad. Reward all the good deeds the baby does. It is important to inculcate the concepts of "thank you", "please", even if you cannot use them at the moment, so that he gets used to hearing them. Teach the baby to wave and wave bye-bye each time that situation arises or each time someone arrives or leaves.



13 a 18 months

Child

Weight: 10.3 kg Height: 77 cm

Little girl:

Weight: 9.5 kg Height: 74 cm

The baby becomes a skillful discoverer of new objects, forms and functions. He is willing to get in touch with everything he sees and feels; He is greatly interested in putting his hands to work and feeling independent, looking for experiences that comfort him and each of these experiences help him develop thought processes that allow him to learn, he also begins to intentionally modify his actions in front of others. objects.



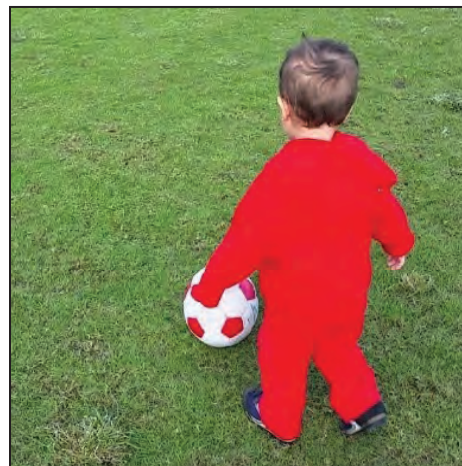
SENSORY MOTOR DEVELOPMENT:

Shows a combination of standing, walking, and pacing. Although he walks, he sometimes prefers to crawl as a more efficient form of locomotion.

Stands by bending the knees. Makes “rotary” movements in the bathtub. Probably insists on feeding himself. Use your preferred hand to reach for objects. Fit one thing with another instead of just separating them. Tends to put one or two objects in the mouth.



Drags, pushes, grabs, pulls and carries any object within reach. At around 15 months he acquires the dexterity to use his index finger and thumb as pincers. Learn to kick a ball while walking and throw it with your hands



He easily climbs some steps on all fours, but at the end of this stage he can do it upright. Cooperate when dressed. Squats down and stands up easily. Gets out of bed or small chair without help. Start jumping on two feet this happens at the end of this stage.



ACTIVITIES:

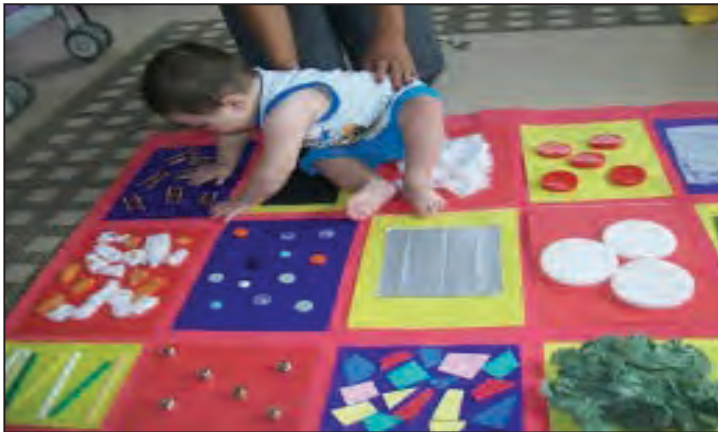
At this stage the child will already take a few steps to move from one chair to another, it is important to separate the chairs so that the distance is “longer”, and he can take more steps free of support between each one of them. Hang a small, colorful toy over a door or other item for the child to reach for. You must ensure that the object is at a height where the child can reach it easily but stretching. Tell him to touch the toy and reward him each time he touches the object on his head. When the child has learned to stretch on himself, place the toy on the opposite side of the door. When he reaches for the object, praise him and let him play with it for a few minutes. Do this activity several times.



Select several small chairs and make a path with them with the firm intention of stimulating children’s ability to crawl under them. Let him drink water from a glass without help. With a sheet, drags will be carried out all over the place. Allow the child to play with sand, providing him with shovels, buckets, rakes. Teach him to pour sand from one bucket to another, to fill them using the shovel and to empty them. Objects of different sizes and textures (cooked noodles and prepared gelatin, cotton, sand, stones, sandpaper, soft and hard bristle brush, plasticine, balloons) are placed on a surface. Allow the child to feel all these textures with his hands.



Place various objects on the floor and ask the baby to hand them over to you, this will force him to bend down, if he has difficulty help him by taking his hand. Provide the child with colored plasticine, guide the way in which he can make small balls with that plasticine and allow him to deposit them in a bottle with a narrow hole. You can also show him how he can pinch it, knead it, flatten it, stretch it on paper to stimulate his fine motor skills and sense of touch.



Allow the child to feel the texture of the flour, adding water and vegetable aniline so that he can mix it and discover the color, knead and paint.

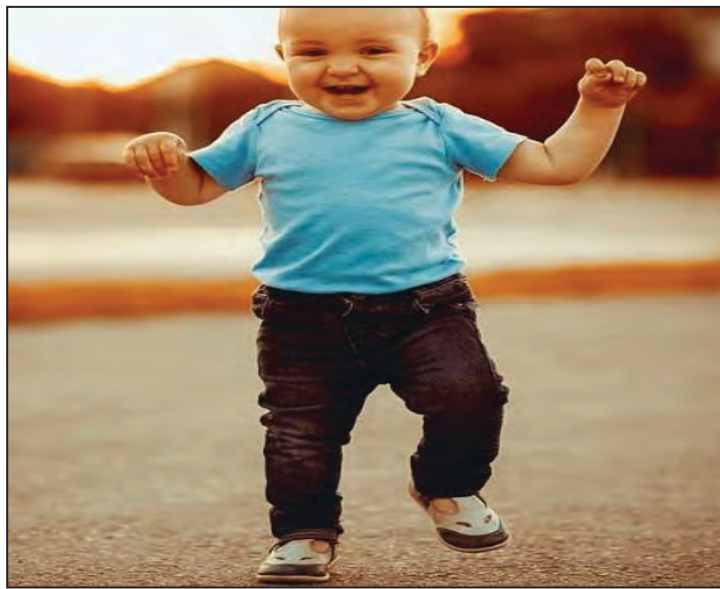


Spread lots of objects that serve as obstacles so that they can go over or around them, raise and lower some elements placed at different heights and levels. Give him a book with big, bold pictures so he can turn the pages and look at the contents. Provide different colors

to the child, and stimulate the coordination of his hands by motivating and guiding him to make lines on a sheet of paper.



When the child can walk without any support, encourage him to chase his parents and friends, teach him to walk at different speeds holding hands. Invite the child after a walk to take off his socks, and motivated by the parents to make circular movements, forwards and backwards. sideways, and move your fingers up and down.



To develop balance, set up a child's balance beam or wooden board in place, which the baby can walk on; if the child is not able to perform this action, then take him by the hand and help him until he becomes familiar



Play music of all kinds for the child to dance along with his mother, so he will have a space where affective bonds can be strengthened Hold the child by the arms, turn and lift gently as if in the shape of a wheel, hold the child by one arm and the opposite leg and gently rock from side to side.



RECOMMENDATIONS:

Give the child security since at this age he has acquired more independence due to his ability to move, crawl, walk, etc.



COGNITIVE DEVELOPMENT

Unwraps toys. Find a toy that has been hidden in or under something. Remember events for much longer. You can group some objects by their shape and color. Identify animals in storybooks or magazines.



Begins to develop awareness. Makes small comparisons or groupings of objects. Begins to anticipate events such as mom's departure, lunch or bathing due to the preparations they begin to make. Recognizes familiar places, people and objects, which increases their capacity for association and long-term memory. Responds to and carries out more complex commands and performs more than two actions. Identify people by name. He is interested in fitting one thing with another, he builds two- and three-story towers.



ACTIVITIES:

Interact with the child and play with him to put together two and three story towers and puzzles with 2 or 3 pieces. To enrich the child's vocabulary, read easy-to-interpret stories, poems or rhymes, provide them with books or stories with pictures that reflect their daily activities; be very repetitive and explain and relate it to the actions that are proposed in each action.



Allow the child to assemble and disassemble objects of different sizes, to fit and unfit, to explore and to reinforce the notion and classification of objects. Cut out the geometric figures from a paper, begin to explain to the child the name of each one, its shape and color.



To strengthen the notion and recognition of the body schema, lie down and draw the child's silhouette on a large piece of paper if he allows it. Every time you are outlining each part of his body, mention it and he will recognize them. In front of a mirror, place the child, and sing him a song that includes being able to mention all the parts of his body, this will help his recognition. Song "head, shoulders, knees and feet"



Provide the child with several containers with water, sand, flour, stones, toys or paper and show him how he can transport, empty and collect them and show him that through this container he can transport his toys or other objects. When the child spills his objects or toys on the ground, ask him to help you order them, this will facilitate the learning of rules and responsibilities that she must gradually adopt. To stimulate their creativity, provide them with materials of different shapes, sizes, colors, textures such as plastic bottles, wool, small boxes, plasticine, etc. and let him do with them what he wants.



RECOMMENDATIONS:

When working with materials, make sure that they are not dangerous or flammable, and be in charge of supervision so that children do not put anything in their mouths.



LANGUAGE DEVELOPMENT:

Begins to make conscious, meaningful sounds. After a year, he says one or two words clearly, and as he progresses in months, he incorporates other words, which allows him, at the end of this stage, to achieve an approximate vocabulary of between 5 and 10 words. He likes to listen and observe when they talk to him so he can imitate. Begins to attempt a story, even if clear words are not understood. Says his name if he has been taught. Point out what belongs to you by saying “mine”



ACTIVITIES:

Sing songs to her and provide the child with easy-to-handle instruments, so that she can accompany him by playing the instrument, so he will feel included in the activity and will love being able to hear the sounds they make. Sing nursery rhymes, recite rhymes and play different hand games accompanied by the song “I open my little hands”. The child really likes melodies that are related to animals and their sounds. “an elephant was swinging?”. Play sounds of everyday life and animals, and ask who the sound they heard belongs to.



Play to talk on the phone with the child, and simulate a conversation with him where he asks his name, how he is, what he is doing, try to keep the conversation as long as possible.



Every time you go out, point out and mention the things that the child sees so that he can relate to his environment.



RECOMMENDATIONS:

Take the time to listen to what the child is saying, respond with praise and a lot of attention so he knows you are listening.



SOCIAL AFFECTIVE DEVELOPMENT

Expresses many emotions such as anger, jealousy, joy, affection, sadness, pride or shame and distinguishes them in other people.



Shows affection towards favorite people and toys. Shows great interest in what adults do. May refuse to eat new foods or be fed by his mother. Still scared of strange places and people



ACTIVITIES:

To stimulate and encourage contact with other children, take the child to a park or to a place where there are children of the same age or slightly older, allow them to interact with others, but ensure that each child has their own toy to avoid disagreements between them.



When the child can get rid of his toys without crying, ask him to give it to another child, when they are confident ask him to observe and point to the eyes, nose, mouth of the other friend.



Play with the child and the clothes, put the socks on the hands, the pants or the skirt on the head etc. Observe his reaction and ask him to indicate where each item should go. Give the child simple commands such as tidying up his toys, taking the glass to the kitchen, putting away his shoes. So the child will begin to locate things correctly.

18 a 24 months

Child

Weight: 13 kg Height: 89 cm

Little girl:

Weight: 12 kg Height: 86 cm



During this period, physical growth, maturation, the acquisition of skills and psychological reorganization occur in the form of discontinuous outbreaks, these changes qualitatively modify the behavior and social relationships of children. They acquire new skills in the gross and fine motor, cognitive, and emotional areas.

It behaves like a true explorer making its maneuvers more mobile and better access to the objects you want. The boy or girl at this stage is ending the first year of his childhood, he is still small but in a short time he will get rid of the connotations of a baby. At this evolutionary moment he can already run without falling, turn the pages of a book and put on only a few clothes. He tends to express his emotions by dancing, clapping his hands, and laughing loudly among a few other things.



SENSORY MOTOR DEVELOPMENT:

He has great ease when going up and down stairs. Good balance in all his movements. Jump with your feet together. Stands on one foot with assistance. Has incipient notions of time and space. Build towers of six or seven cubes and line up more than 20.



Recognizes most parts of his body. Conceives objects as sources of actions. Begins to experiment with other ways of walking: in a circle, backwards, etc. Dance, kick the ball accurately, keep your balance



Manages to turn up to 3 pages of the books one at a time. Turn on your body without falling. Able to walk on a board with balance. His hands draw, stack, mold, so he looks for new objects in boxes and drawers.



Squats down and stays in that position for a while. It is capable of aligning the tubes in the form of a train. At month 23, he was able to walk up and down stairs supported with one hand. You can intentionally fold sheets of paper, unwrap a gift or candy can jump 2 feet Throw and receive the ball. Synchronize arms and legs when walking.



Strings accurately and is able to mold a circle in plasticine. Your visual perception now allows you to recognize shapes, sizes, and colors; not totally but notice their differences.



His hearing is now more developed, he discriminates and identifies the voices of his family, he enjoys music, he likes to listen to his own voice and the different sounds that he makes himself. He distinguishes the smells when they come from the kitchen and knows that it will be time to eat. His sense of touch allows him to enjoy his parents' caresses more.



ACTIVITIES:

Take the child by the arms and ask him to climb on top of your feet and hug your legs, you will start to walk in different directions backwards, forwards, to the sides, you must explain to the child the directions in which you are walking taking Bearing in mind that your position will not be the same as the child's, you should tell him that for him it is walking backwards and for you it will be walking forwards and vice versa.

Ask him to hop on both feet. At first they will need to lean on the table or on the hands of one of their parents. Gradually withdraw help. From a surface of approximately 10 centimeters, ask the child to jump, for example from a step and as the children master the jump, increase the height.



On a mat, helping the child to roll forwards and backwards, the father or mother must guide and support the child's body, holding his head and cervical spine to avoid any injury.



Throw a ball to the child at different distances so that he goes for it and brings it back, as the child adapts, the ball is thrown much further.



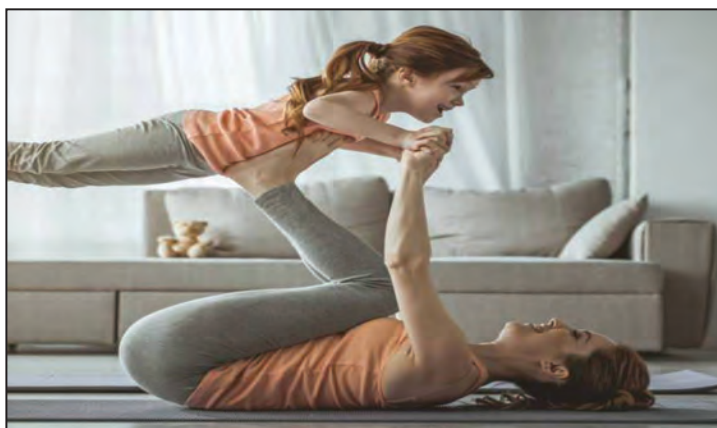
Place on the wall next to some stairs images that allow the children to tell a story, they must go up and down the stairs alone or holding on to the railing, while the story is being told, the children go up or down slowly. Parents in a standing position hold the baby under their arms by placing it on a hard, flat surface, gently lift it up and down. The parents sit down with the child on top of the Fitball ball, they begin to make different movements forward, back, to the sides, diagonally, jumps, circles. Later the parents place the baby on the ball and perform the same exercises. On the same ball, the baby is placed face down and held by the feet by the parents, the child is propelled forwards and backwards. (this exercise can also be done at other stages holding the baby very carefully)



Allowing babies to ride on the back of one of the parents pretending that the father or mother is a surfboard. Give simple orders to the child such as performing fast or slow marches with their hands raised, clapping, hands touching their knees, this activity is important to do with their parents close to them, to encourage safety and motivation in children.



Parents lying on a surface with their legs raised and bent make a pedaling movement like on a bicycle with the children and lift them up with their feet and vary the child's positions.



Parents take their babies in the form of a horse and a quadrupedal horse competition is held.



Provide the child with colored plasticine, and guide the way in which he can make small balls with that plasticine to deposit them in a bottle with a narrow hole, when he becomes aware of this action, ask him to remove the balls from the bottle.



Carry out an activity where all the senses can be stimulated, this can be done from 7 months onwards, modifying the food, smells and textures to be used as appropriate.



Provide the baby with different flavors, facilitating their recognition; a pinch of salt, sugar, macerated fruits, lemon, coffee. It is important to understand that the amount offered to the child for taste stimulation should be in minimal amounts.



Offer the child different smells with which this sense can be stimulated. For olfactory stimulation, you can use essences (fruity, vanilla, cinnamon, mint, floral) and other scents for daily use such as shampoo, bath soap, perfumes, etc. So that the children perceive them, accompanied by the name of each one of them, without rubbing them on their skin. To stimulate the thermoreceptors (heat and cold receptors) a towel soaked in hot water (medium temperature) will be used, another towel is soaked in a container with ice and alternately cold and heat compresses are applied to the joints.



With an inflated balloon, ask the child to throw it up and hit it with his hands several times, with one hand, with his feet, and to throw it to one of his parents.



After the child has become familiar with the previous exercise, replace the balloon with balls of different sizes, first small, medium and large that are not very heavy and preferably made of plastic. Ask the child to sit in front of her mother or father with a distance greater than two meters, with your legs spread, tell the child to throw you the ball to his dad by rolling it across the floor, first with both hands, then with the right and left, which make rebounds, that he throws it over and under. After having performed these exercises, perform them in the same way but in a standing position. Have the child kick the ball with both feet in front of a wall, and then toss it to his parent.



Place rings on the ground arranged in a zigzag pattern, and ask the child to jump between them with feet together and turn around. After the child can perform this exercise, take him by the hands and ask him to hop on one foot with help. Place the child in front of a mirror and tell him to walk forwards and backwards explaining the difference between one and the other. On a ramp, encourage the child to go up and down it with an element carrying one or more toys. Take a sheet and place the child on it in different positions face up and face down, rocking back and forth, rolling, up and down and the earthquake.



Take the child to a water park, or if you prefer, have a swimming pool with the intention that he continues to interact with the aquatic

environment, have toys and balls for him that he can manipulate in it, invite other children of the same age for them to interact and play with him.



Arrange small pillows a short distance apart for the child to walk and crawl past. Paint paths on the floor with the intention that the child walks or crawls along it, first paint them wide and later narrower. Tie a rope from side to side between two chairs or tables approximately 30 centimeters from the floor, so that the child can pass it under and over it. Take the child by the hand and run with him at different speeds. Let the barefoot child roll plastic bottles from one foot to the other; This action can be performed standing or sitting. Play with the child to open and close the eyes, cover them and uncover them with your hands. Ask the child to hit different surfaces, pots, drums and other surfaces with a stick.



Teach the child to blow, tell him to breathe through his nose and point it out to him, you can use a lighted candle, taking great care not to burn it so that he tries to put it out, or blow a cigarette into a glass of water, the child will be surprised with the bubbles.



Ask the child to tiptoe like giants, and squat down like frogs. With the children's gym, carry out different circuits that involve various abilities, where you can run, climb, jump, walk, where balance is worked, transport objects, kick or throw balls. Play with the child to jump imitating rabbits, frogs and horses.



RECOMMENDATIONS:

When activities aimed at stimulating the senses are carried out, it is important to work on one sense per week, in a dynamic and creative way, and express to them why the senses and parts of the body are important. Olfactory and gustatory stimulation have similar characteristics, which allow them to work together.



COGNITIVE DEVELOPMENT:

Advances and consolidates language comprehension. He correctly calls himself by his name. Says phrases of three or four words. Begins to use possessives and pronouns/ Begins to associate the story of the story with what he sees.



Begins to identify colors in some objects. Begins to identify concepts such as: up, down, full, empty, etc. Their mediate and immediate memory has a greater range. Distinguishes the absence and presence of people. Around 24 months, he shows great dexterity with the toys that he assembles according to their geometric shape.



ACTIVITIES:

Place different photographs of relatives, classmates, educators, etc. on a large piece of paper. and ask the child to identify the people in them.



With cardboard, plasticine and crayons decorate the human figure and put it on the mirror. The children must go through each of the silhouettes of the other classmates and observe them, then with the help of the parents they must properly locate the parts of the body of each figure (eyes, mouth, nose, their private parts, etc.)



In the space that is on the ground, a rope will be placed in a circular shape, this circle must be large enough to fit all the parents with their children, they will follow the instructions given by the song to the letter, and as it progresses, at some point the song pauses and the parents with their children must enter the circle that is getting smaller and smaller. “The children walking.”



With the big bucket show the child how to fill the containers and let him try to do it, apply aniline since he will be surprised by the color of the water, teach him to cover the containers, and then with a ball try to knock the bottles over like the game of bowling.



LANGUAGE DEVELOPMENT

- Use “yes” or “no” knowingly
- Says his name when asked
- His inner language is much broader than the outer one, however he has increased the words he can pronounce
- He uses a lot: that one, that one, like that, give me
- Each month he adds about 6 to 10 words to his vocabulary
- He does not use the articles but begins to put words together: eat, bread, give me coke, etc.
- Around month 22 he begins to use plurals
- Begins to speak more meaningfully and understandably
- Around the 24th month it increases to 20 new words per month By the time they are 24 months old, their oral language has increased greatly: they already achieve grammatical structures, use personal and possessive pronouns: that glass is mine, take your bread
- Knows the names of animals and says them spontaneously



ACTIVITIES

Play with the child to finish words, choose simple words and teach him to finish them, show him and tell him “look at the ball” if the child says “ta” say “yes the ball”, do the same with other simple toys.

Mention the events of the day to the child, for example when you get up tell him “you have to get up” “you have to go to breakfast” etc.



Begin to include the word “thank you” in the child’s vocabulary before he asks for a toy or water, show it to him and when he takes it say “thank you”, and when someone offers him something and he takes it tell him to say “thank you”.

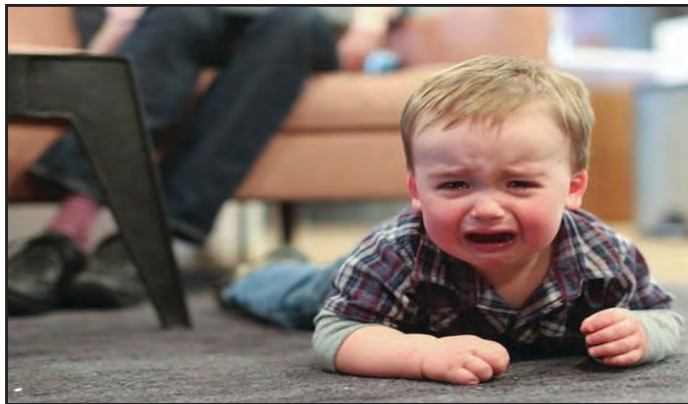


SOCIAL AFFECTIVE DEVELOPMENT

Eat by itself. He easily establishes relationships with people who are strangers to him. He is already more independent but cries when someone leaves and leaves him. Distinguish very well “what is mine” and begin to claim it, and distinguish between “you” and “I” .



Enjoy its constant marches discovering objects between people. Reacts unfavorably to changes in daily schedule and routine His behavior is very self-centered. It is difficult to handle; doesn't even respond to scolding nor to severe discipline



Upon reaching 24 months, his oral language has increased greatly: he already achieves grammatical structures, uses personal and possessive pronouns: that glass is mine, take your bread. She knows the names of the animals and says them spontaneously.



ACTIVITIES

Play with the child to finish words, choose simple words and teach him to finish them, show him and tell him “look at the ball” if the child says “ta” say “yes the ball”, do the same with other simple toys. Teach the child to say his name, sit in front of him and point to him saying the name, wait a few seconds and repeat it to him, then point to him and tell him his name. Mention the events of the day to the child, for example when you get up tell him “you have to get up” “you have to go to breakfast” etc.



SOCIAL AFFECTIVE DEVELOPMENT

Enjoy its constant marches discovering objects between people. Reacts unfavorably to changes in daily schedule and routine. His behavior is very self-centered. It is difficult to handle; doesn't even respond to scolding nor to severe discipline.



By the end of the second year of life (20 to 24 months) he begins to have control of his sphincters and can begin to give early warning. Perceives people different from him.



ACTIVITIES

Play with the child to dress and undress dolls; Ask him to help you fold and put away his and the doll's clothes.



Teach the child to eat alone, sit next to him and feed him while you let him eat alone, if he gets dirty, don't scold him, talk to him about what he eats, how it smells without losing sight of the food.



Allow the child to play with you every day, try to meet all the emotional and affective needs that he requires, constantly express to him how much you love him and how important and significant he is to you.



Assign small tasks to the child such as preparing clothes for the next day, putting away their toys and shoes. Encourage the child's relationship with other children. Allow the child to bring his friends home and visit them. When he's with friends, allow him to make some decisions independent of you. Let him know what is possible and what is not possible.



Support the child in times of frustration or sadness. Help him when something goes wrong. When he cries, find out why he is crying, ask him questions and help him to overcome his anguish. Allow the child to be in contact with other adults. Allow the child to participate in adult conversations, in family gatherings, in their own decisions and in the home, ask for their opinion and listen to them. Send the child to give reasons, increasing the number of orders: give him the reason and ask him to repeat it, send him to give the reason to another person.



CHAPTER 5: CHILD GROWTH

This section is intended to monitor the growth of the child, which is reflected by weight gain, height and head circumference. This process begins from the moment of conception of the human being and extends through gestation, infancy, childhood and adolescence; This is why so much emphasis is placed on this aspect, since it is very important to visualize what evolution the child presents as he develops.



PHYSICAL TESTS

Growth is evaluated through periodic monitoring of weight, height and head circumference, so it is important to know how they can be done.



A point value cannot properly assess the child's growth, the most important thing is to see what the evolution of these measurements is in him.

SIZE

The measurements are made with a tape measure that is located in a flat place without bumps. The height of the children is measured by placing them standing with their heels, their backs and their heads against the wall where the tape measure is located; the child must not have shoes, caps or any other item on the head that prevents data collection. Place a straight piece on your crown, and take

the measurement.



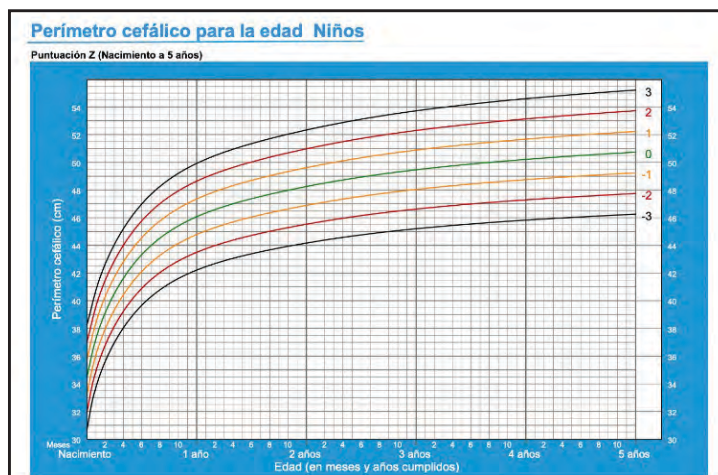
WEIGHT

For the measurement it is recommended to use an electronic scale or, failing that, a mechanical one, it is convenient to use the same scale in each control if possible. Verify that the scale is at zero, place the child to be weighed without shoes or heavy objects, observe the weight of the child and record it; if necessary, repeat the procedure to validate the measurement.

Extremely tall/obese children would be above the 97th percentile. Likewise, extremely short/thin children would be below the 3rd percentile.



What is truly important is not having the highest possible percentile, but that the child grows and develops around the same percentile. That is, if a child is tall (for example, having a 90th percentile in height), she should be in a similar percentile as she grows.

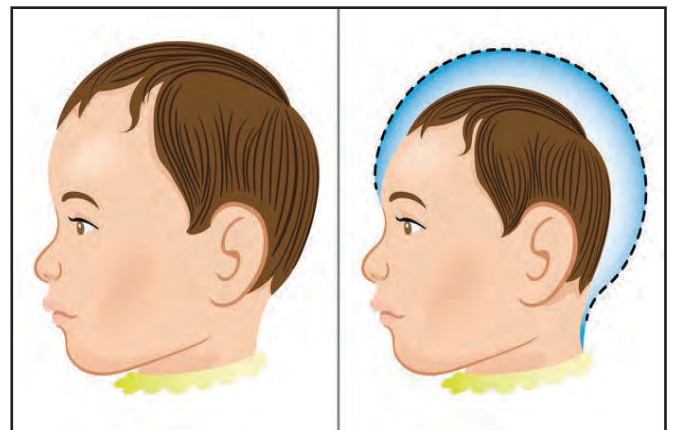
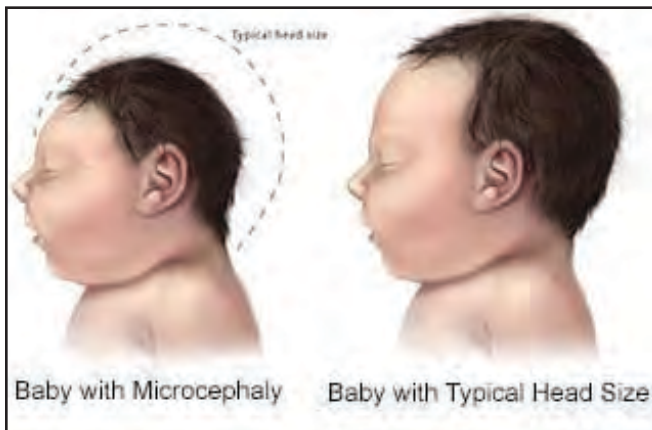


HEAD CIRCUMFERENCE

Head circumference should be determined at every physical examination during the first years of life and at least twice a year in pre-school and school age. The use of a plastic tape measure is preferable for a more accurate measurement; this should be placed over the occipital, parietal, and frontal prominences in order to obtain the greatest circumference.



Head circumference measurements reflect the rate of growth of the skull and its contents; they also allow early detection of microcephaly-like disorders, which are children born with a normal or reduced head size.



Subsequently, the head stops growing while the face continues to develop normally, producing a child with a small head, a large face, a receding forehead, and a soft and often wrinkled scalp and macrocephaly, the increase in girth cephalic, the head continues to grow and becomes larger than the average for their age and sex. It is recommended that all these evaluations be done periodically during the process, 3 measurements can be recorded during the process. If the head circumference is within the 3rd and 97th percentiles, it is considered a normal value. If, on the contrary, it is located outside the percentile values mentioned or if it changes two centillary lanes up or down, it should be recommended to consult a specialist for care.



MASSAGES FOR BABIES

Skin-to-skin contact is a basic need, especially for a baby who has no other chance of feeling loved, accepted, calm, or content. With a sequence of movements, the massage proposes a meeting, in space and time, of great quality between parents and their children from the time they are babies. It facilitates, among many other things, communication, body awareness and relationships of trust and security.



Infant massage benefits babies and their parents physiologically and psychologically. The application of constant massages to babies brings benefits in various aspects not only for the child but also for the mother and father.



For example, it strengthens the affective bond between them and the child, develops the baby's basic trust, establishes the bases for communication with him that is essential for healthy emotional development, etc.

Massage is recommended for all babies, but it is especially useful in situations that lead to high levels of stress, such as premature babies, adoptions, traumatic births, diseases that separate the child from its parents, and in all kinds of events. that make it difficult to establish a good affective bond.



BENEFITS FOR THE BABY

Strengthens your immune system. Benefits the digestive system. Helps calm colic. Contributes to develop the respiratory system, balances oxygen levels. Favors the circulatory system. It enhances the development of your neurological system.



Facilitates the myelination process. It favors the endocrine system. Reduces stress-causing hormones. Benefits the muscular system. The massage has a relaxing and toning effect on the muscles. It teaches them to relax. Facilitates a longer and better quality sleep. It helps them get to know their own body. Facilitates the integration of the body schema.



Helps increase your self-esteem. Provides security. Strengthen positive bonds. Promotes communication with the outside. Helps you release tension, both physical and emotional. Facilitates the expression of their feelings by offering support and containment.

FOR WHOM GIVES THE MASSAGE

It provides a great way to communicate with the baby. Enables effective detection and response to baby's non-verbal messages encourages interaction

Strengthens instinct and intuition

Grants self-confidence and raises self-esteem

Allow valuable child-focused time

Compensates for parental absences and reduces the inconvenience of being separated.

help to relax

It represents a very positive space and fun time

Increase skills to help your children in the future

It favors the consolidation of family ties. Strengthen positive ties.

Where and how to do the massage?

LEGS AND FEET

Place your closed hand around the child's leg, sliding from hip to ankle. While one hand does the stimulus the other holds the foot.

Make circular movements with the thumbs on the sole of the foot from the heel to the toes.

Using your whole hand, slide from ankle to hip, one hand after the other.

Roll the child's leg between your hands, making twisting movements, from the hip to the foot.

After massaging each leg and foot, massage the buttocks with both hands and from there slide them down the legs to the feet in a gentle rocking motion. This movement integrates both legs with the trunk and tells the child that you are going to move to another area.



CHEST

Place your hands still on the child's chest (as if closing) without exerting pressure. With both hands together in the center of the chest, press out to the sides, following the ribcage, as if you were trying to flatten the pages of a book. Without disconnecting the hands from the body, move them as if you were drawing the shape of a heart and bring them back to the center.



ARMS AND HANDS

With both hands complete, stimulate the child's arm as was done with the leg up and down. Open the baby's hand with your thumbs. Gently roll each finger. From the wrist to the shoulder massage alternating both hands and consecutively. Roll the child's arm between your hands. Gentle integration movements from the shoulder to the hand.



FACE

With your fingertips, massage to the sides, from the center of the forehead. Remember not to block the child's vision. With your thumbs, press up over the bridge of your nose, then down over your cheeks diagonally. Make small circles around the jaw with the pads of your fingers. Using your fingertips, sweep over the ears, behind them, and finish under the chin.



BACK

Begin to relax and let the child know that the back massage is about to begin. Place your hands on the child's shoulders and begin to slide them up and down the back without ever touching the spine.

With an open hand and fingers spread, sweep across the back starting at the neck and moving towards the buttocks using both hands.



ABDOMEN

Place your hands on the child's belly in a relaxed, warm and somewhat heavy manner, letting him know that the time has come for the massage in this area. Make a shoveling movement on the child's tummy, one hand after the other as if you wanted to pile sand towards you, do this massage 6 times. Holding the baby's calves with the knees together, gently press the knees into the belly. Hold this position for 5 seconds or so. Gently let go of your legs, run your hands over your legs, and use touch relaxation to help you release tension and relax .



With both hands simultaneously, the left hand rotates in a clockwise direction, without switching off the ignition. When the left reaches the bottom, the right hand makes a semicircle from 9 o'clock to 6 o'clock in the same clockwise direction. It is trying to start a semicircle with the left hand, and with the right hand to complete it. This massage is done 6 times. Perform a gentle rocking from the child's hips to the feet. These massages are proposed in order to stimulate this area, and to improve the child's colic, it is advisable to do it at least 3 days a week, twice, not to do it in moments of strong crisis.

Exploration and knowledge of the environment

These activities are aimed at developing the fields of exploration and knowledge of the environment, language and communication and personal and social of the child from zero months to three years of age. To perform them, it is necessary that you know each baby and thus be able to identify the appropriate moment for stimulation, doing the exercises in a calm and gentle way. It is important that you observe how each of the little ones responds to the stimuli, in order to perform the most appropriate exercises and verify that the motor processes are presented properly.

The suggested activities are just one example of the many that can be done; The main objective is to stimulate the baby in its three areas of development. The following diagram shows the relationship between these areas.



EXPLORATION AND KNOWLEDGE OF THE ENVIRONMENT - Do



LANGUAGE AND COMMUNICATION - Communicate and know



COGNOSCITIVO



The development of the child must be balanced in its three areas, since each one of them develops in connection with the others.

MOTOR - Do



PSYCHOSOCIAL - Think



PERSONAL AND SOCIAL - Feel



What can I do to support the comprehensive development of a boy or girl with cognitive disabilities?

In the first place, it is necessary to think that the boy or girl with a cognitive disability has potential that allows him or her to develop various abilities, for which it is necessary to provide adequate stimulation and support.

Child stimulation: is the set of activities and supports that are used in children from birth to six years of age, with the aim of maximizing their cognitive, physical and socio-affective abilities, and helping parents, caregivers or agents education in the care and development of children.



The stimulation programs and activities are based on the following educational principles. Education must begin from the first days of life of the boy or girl with cognitive disabilities, since it is the right time to shape or structure their future personality. The objective of education is not to accelerate or hasten the mental development of the boy or girl, but to take advantage of its full potential from the beginning. At an early age, the boy and girl with cognitive disabilities learn exclusively through their activities such as playing, exploring, repeating. Educating means motivating to carry out activities through which you can learn something new and useful for your life. The boy or girl with cognitive disabilities must be provided with the maximum opportunities to acquire many and varied educational, cultural, and recreational experiences, among others. It must be stimulated and motivated to develop and participate in activities.



The boy or girl with a cognitive disability needs maximum freedom to explore and take advantage of learning opportunities. New and appropriate behaviors and skills that are developed must be rewarded. Boys and girls with cognitive disabilities require accompaniment and help to carry out some tasks, but you are a facilitator and you should not carry out the tasks.



Once the boy or girl with a cognitive disability has acquired a skill, other spaces or situations can be generated for them to use that learning. Not all children with cognitive disabilities are the same, and parents must keep in mind at all times the individual characteristics of their son or daughter in order to attend to their own needs.



The development and learning of children at an early age require scheduled activities such as grooming routines, vowel repetition games, sequences and simple orders of activities such as: “color the tree and then draw the house” and games didactic with colors and images among others.



Stimulation of socio-affective development

Socio-affective development are all the characteristics and changes of boys and girls related to their social skills, their expression of emotions, their sexual curiosity, their autonomy and their self-care.

The stimulation of socio-affective development aims to develop in the boy or girl the bases for his or her personality, the expression of affection and emotions, and social interactions in different contexts (home, educational institutions and recreational centers among others).



When carrying out exercises to stimulate socio-affective development, take into account the following aspects:

- Provide the child with expressions of maternal and paternal affection through physical contact
- Help him to acquire independence in his personal care, that is to say that he bathes, brushes, combs his hair.
- Give him the opportunity to develop his cooperative play with other children to achieve group goals, such as putting together a puzzle.
- Provide him with experiences so that he can understand the different social roles, such as people from the community (the police, the priest, etc.)
- Promote problem solving and decision making according to the child's capacity.



- Recognize her achievements and express them with positive communications such as “very good”, “you did it” or with rewards such as smiley faces or candy.

Stimulation of motor development

Motor development refers to all the characteristics, abilities and changes of children related to fine motor skills (picking objects, using a spoon, colouring), Cognitive development refers to the characteristics, changes and abilities of boys and girls to improve attention, perception, memory, problem solving and decision making in their academic learning and daily life.



When carrying out exercises to stimulate cognitive development, keep the following aspects in mind:

Cognitive stimulation should start from the interest and motivation of the boy or girl to start the activities or tasks. The materials, objects, games and situations must be new and pleasant for the child. The integration of the different areas for cognitive development must be taken into account, such as memory to remember the route from home to school or to serve food, for example.



It is necessary to motivate and recognize goals and achievements frequently, as this helps to develop new learning. The actions that seek to stimulate motor behaviors must create situations in which movement is provoked in response, an example is when we move the rattle away and invite it to try to reach it.



Stimulation of communication development

Communicative or language development are all the characteristics, skills and changes of children related to expression (words, phras-

es) and comprehension (Example: an explanation, an order, an activity).

Language stimulation has two purposes one aimed at the boy or girl communicating through spoken language (expressive language) and the other to understand what is spoken (receptive or comprehensive language).



The evolutionary development of the motor area refers to all the senses and movements of the child, hearing, vision, touch, taste and smell; through their interaction in the environment, they know the color, shapes, textures, sounds, taste and smell of things. Reflex movements that are generally integrated into more complex movement patterns between 4 and 6 months of age, righting reactions, and motor behaviors are part of this area that must be stimulated at an integral level to achieve harmonious body functioning, and coordinated.

Dr. Mahmoud Sous – Ph.D.

During the period of 1995-1999, I went to the medical school in Poland to research about the various methods of back pain treatment. After finishing my PhD, I took variety of courses including naturopath, acupuncture, and manual techniques. This gave me an idea that exercises, and massage could be helpful in treatment of chronic pain. But my findings didn't stop me here, I also worked as a naturopath practitioner in Canada where I got familiar about treatments with Chinese medicines, osteopath techniques and some other manual therapies which helps in pain management.

Fixing injuries requires an understanding of anatomy and biomechanics. That is why my research and treatment belong to the holistic approach of using different techniques and remedies for the treatment of back pain. In 1990, I realize that there are some complex spinal aspects and issues which leads to of back pain. So, from my case studies I formulated a guideline which is clear and easy to understand and will fix your issues.

My goal is to help people visualize how the body functions and what happens inside when you experience pain. Healing requires to focus on one's action because pain results due to faulty actions and movements. This thought motivated me to work on a book which will include all home remedies where people can treat themselves to fix their pain. I have included knowledge based on my clinical research using manual massage therapy, food habits, nutrition facts, heat, sauna, hydrotherapy, cold water treatments which overall helps in pain management. It gives me pleasure to introduce this book to the community where I have shared all my experienced treatment plans.



Monica Perusquia

I have a Bachelor Degree in Educational Sciences at the Autonomous University of the State of Hidalgo. In the vocational field I have worked for more than 6 years in the vocational field teaching and learning process. I have focused on initial education and the promotion of aptitudes and abilities to satisfactory development of infants.

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