

Cognitive Development

LLP Projekt ECI2.0

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This module includes materials a) how to foster the development of children (age 0-3) in a family-oriented way and how to accompany parents and b) guidelines for professionals



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## **COGNITIVE DEVELOPMENT AREA**

Cognitive development is a complex process of brain activity which develops an individual's learning and understanding about their environment from childhood through to adulthood. Cognitive development includes the skills of learning, understanding, concentration, perception, memory, problem solving, reasoning and creativity. Cognitive development is also related to language and communication skills, motor skills, social-emotional skills and other skills.

### **THINGS THAT YOU SHOULD KNOW ABOUT COGNITIVE DEVELOPMENT**

Babies learn about and explore their environment through seeing, hearing, touching, tasting and smelling. Based on the knowledge gained through these senses, babies start a process of mental experimentation with their environment (Dunlap, 2009). At first, babies demonstrate sucking and swallowing motor skills involuntarily. Later, these skills become repeated actions. When babies repeat actions, they develop an understanding of the relationship between their action and the results that follow. For example, with the sucking action, when a baby sucks, milk comes from the bottle and he baby can feed himself. When babies learn that a specific action can cause a specific result, they are able to perform actions with a purpose in mind. For example, babies might cry when they hear their mother's voice. Based on their past experiences, they have learned that crying will lead to getting a hug from their mother. A baby will also learn that when he grabs a rattle and moves it by shaking the rattle, it will make a sound. He also learns that by shaking the rattle differently, he can produce different sounds. During this age, babies learn that their actions can control their environment. Repeated actions and sounds are stored in a baby's brain and enable them to develop imitating skills.

The development of babies' imitating skills can be seen at a very early age. Toddlers and small babies can learn to imitate straight after observing an activity being modeled for them. For example, during this period toddlers might imitate at home the behavior of other children that they came across in the park. The development of imitating skills also helps with babies' memory development because they keep in their mind other children's behavior that they have witnessed.

Another sign of cognitive development is the notion of an object's permanence. Babies perceive themselves and their environments as one. During this period, when their mother goes out of their sight, the baby perceives that their mother has disappeared. This is because they have not yet developed the ability to understand the permanency of an object. When this skill starts to develop, babies learn that an object still exists even when it is not in their eyesight. For example, a baby aged between 8-12 months can realize that there is a rattle hidden under a table cloth and can lift the cloth to find the rattle. Gaining an understanding of permanency of an object also helps to develop a baby's memory skills.

Problem-solving is an important part of cognitive development. At first, a baby's basic problem is to get hold of a desired object and to repeat situations that he likes by using body movement. However, between 2-4 years old, a children's problem-solving skills develop and they can practice their problem-solving in new situations.

Another indicator of cognitive development is that of concept development. This skill is formed by understanding the differences and relationships between objects/humans. To gain this skill, babies should first develop their pairing and classifying skills, so that they can understand the differences or similarities between different objects/humans. Distinguishing human relations starts when a baby realizes that he and his mother are different to other people. When a baby is 2-6 months old, he can recognize his mother's smell, voice and face and can distinguish his mother from other mothers. When a baby is 9-12 months old, he can start to see the differences between objects and can bring similar objects together. Later, children's pairing and classifying skills develop still further.

Based on the above information and knowledge about cognitive development, it is clear that cognitive development is very important for your baby's overall development and directly affects other areas of development. Because it is so important, it would be beneficial for you to follow your baby's cognitive development from birth until he is 3 years old (this will also depend on whether your children demonstrates normal development and follows normal developmental stages). If you notice anything in your baby's development that does not seem normal, or is late or slow, seek advice from relevant professionals. The following pages give you information about your baby's cognitive development skills at different ages and recommend activities that will help your baby to develop his cognitive skills.

AIMS:	ICF-CODE
CS 1: Baby follows an object that is moved slowly within 90 degrees of his line of sight.	d110
CS 2: Baby differentiates noises (e.g. of 2 objects)	d110
CS 3: Baby follows his hands when he moves them in front of his eyes	d110
CS 4: Baby turns his head towards noises, which are out of his line of sight.	d110

#### YOUR BABY CAN ALREADY:

- Watch moving objects within his visual field for a short while.
- See objects that are 15-25 cm away from him.
- Hear people's voices

#### ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

CS 1: While your baby is lying on his back, ring a small bell from a distance of 7-15 cm and watch his reactions. If your baby startles, or moves, smile at him and hug him. If your baby doesn't show any reaction then consider consulting a child doctor for a hearing test.

CS 2: While your baby is lying on his back, dangle a pompom above him, making sure that he can see it. Then move the pompom towards his right side at an angle of 90 degrees. If your baby has difficulty following the pompom, attach a bell to it and encourage him to follow it. Later, you might remove the bell. If your baby can watch an object in front of him (within 90 degrees), then start evaluating his right and left side vision (180 degrees) using the same activity.

CS 3: While your baby is lying on his back, hold two objects that have different sounds and shapes in your baby's sight. Sound the first object and encourage your baby to look at it. Then sound the second object and encourage your baby to look at this object. If your baby has difficulty finding the object that has made a noise, you could bring the object closer to him. When your baby looks at the objects, smile at him and hug him.

CS 4: When your baby is 3 months old, watch his reactions while he is lying on his back. When your baby plays with his fingers and brings his hands together, smile at him and say some nice words to him. If he does not bring his hands together, hold his hands and do it for him. Do some activities with your baby to bring his attention to his hands and fingers.

For example, make some wristbands using different colors, made out of wool or other soft material. Attach them carefully onto your baby's wrists and let him watch while you move his hands within his visual field. If your baby has difficulty paying attention to his hands, you might fix some plastic bells onto the wristbands. Make sure you only use soft objects and that they are big enough, to avoid your baby harming his face.

#### WHAT YOU CAN DO TO HELP YOUR BABY ACHIEVE THESE ACTIVITIES

- Whenever possible, smile at your baby and make eye contact with him.
- Make sure that your baby is not hungry before you start the activities.
- Make sure that you change your baby's nappy before you start the activities and that you do the activities when he is in a good mood.
- For the first couple of months, your baby will spend most of his time sleeping. Do the activities in short periods when he is awake.
- Use objects that your baby is interested in.
- You might need to bring objects closer to your baby to ensure that he can see them.
- Reward your baby with words such as "good", "bravo" etc whenever your baby is successful or tries hard.
- You might have to provide a little support for your baby to do the activities.

#### SUGGESTED RESOURCES

Pompom, a small colorful ball tied to some string, bell (CS1).

Different toys or objects which make different sounds when shaken, squeezed or touched (CS2 & CS4).

Buckles that you can attach to your baby's wrist (CS3).  
Bell, rattle (CS4).

#### AIMS:

- CS 5: Baby grabs an object that is in his sight.  
CS 6: Baby can hold object and move it to his mouth  
CS 7: Baby holds out his arms to grab objects.  
CS 8: Your baby follows a falling object till it reaches the ground

#### ICF-CODES

- d120  
d110  
d160  
d129

#### YOUR BABY CAN ALREADY

- follow objects that move slowly within 180 degrees of his line of sight
- be interested – for a short while – in objects
- follow noises, which are not in his sight
- When grabbing an object, he is able to switch his view from the object towards his hand

#### ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

CS 5: While your baby is lying on his back, hold a colorful object within his sight that makes a sound. Sound the object and encourage him to look at it and offer the object to him by saying “take it”. If he grabs the object, reward him. If he has difficulty grabbing the object, help him by guiding his hands. Reduce your help when your baby's clutch movement becomes more and more successful.

CS 6: Position a moving colorful object that makes a sound, in your baby's line of sight. Let your baby grab the object and move towards his mouth. Make sure, that the objects are clean and not too small. If your baby shows difficulties, guide his hand, touch the object and guide the objects to your baby's mouth.

CS 7: Position a moving colorful object that makes a sound, in your baby's line of sight. Let your baby grab the object. Even if your baby shows only a small reaction to the object, reward him by saying “bravo, you are doing great”. If your baby doesn't show any reaction, then you could bring the object closer, hold his hand and help him to grab the object, rewarding him with nice words.

CS 8: Place your baby onto someone's lap (i.e. his father) so that he is facing you. Dangle a pompom on a string in front of your baby's eyes. When the pompom comes to the centre of his line of sight, drop it on the floor. If your baby follows this movement, reward him. If he has difficulty following the object, make sure you hold the pompom in his sight and let him watch. While he is watching, again drop the pompom from a lower height. To get your baby's attention while you are dropping the pompom, you can say “oooo loook the pompom fell”. If necessary, you could also attach a small bell to the pompom. If your baby is successful, remove the bell. If your baby watches the pompom during the activity, hug him and smile at him.

#### WHAT YOU CAN DO TO HELP YOUR BABY ACHIEVE THESE ACTIVITIES

- Whenever possible smile at your baby and make eye contact.
- Find out what interests your baby and use objects that get his attention and ones that he can easily grab.
- Play face to face games with your baby before and during the activities (i.e. pick-a-boo).
- Copy your baby during the activities (i.e. if he hits the cubes together, you could do the same thing).
- When you initially start these activities, keep them time-limited, but increase the length of the activities each day. You need to use different objects for the same activity.
- Do the activities when your baby is in a good mood and never force him to do them.
- At the beginning you might have to help your baby with the activities. Later you can reduce your support and let him do them by himself.
- Reward your baby at the end of the activities.

#### SUGGESTED RESOURCES

Teaspoon, rattle, objects that have handles that your baby can grab easily (CS5).

Pompom, a soft ball hanging from a string (CS 6).

Raisin, small piece of bread, large button, blocks, pieces of Lego that are big enough not to be swallowed (CS7).

Objects that make a sound when touched or squeezed, such as wrapping paper, newspaper, or a rubber duck (CS8).



#### AIMS:

- CS 9: Your baby can grab an object and manipulate it in a simple way by squeezing or turning it.  
CS 10: Your baby is able to clap two objects.  
CS 11: Your baby finds an object that is partially hidden under a cloth or a cup.  
CS 12: Your baby repeats actions to experience the results of these actions again (if...then)

#### ICF-CODE

d1750  
d1750  
d1750  
d129

#### YOUR BABY CAN ALREADY:

- Hold an object with his hand.
- Reach out for objects.
- Grab objects within his sight.
- Show an interest in objects that make a sound

CS12: While your baby is sitting/laying down, give him a toy that makes sound when you hit or shake it. Then watch your baby's reactions. For example, if your baby is holding a rattle and shakes it for listen the sound, award him. When your baby is laying down, hang some soundly toys within a distance. If your baby continues to hit the toy for listen the sound, award him. If he doesn't, then be a model for him or help him. Use different objects if necessary. Repeat this activity and create opportunities for your baby's to make different acts and repeat the acts.

#### Tätigkeiten, die Sie mit Ihrem Baby machen können:

CS 9: While your baby is sitting/laying down, give him a toy that can be hold or turned around. If your baby shows difficulties in turning the object, guide his hand and help your baby. Also in case of help, award him. Reduce your help when your baby becomes more and more successful. Repeat this game with different objects.

CS 10: Prepare 2 objects for this game. Ensure that the objects make sounds, when your baby is clapping them. Furthermore the objects should be enough to be hold or grabbed. First give one object to your baby, then the other one. If your baby shows difficulties to hold the objects, choose smaller ones. While your baby holds the objects, guide his hands and help him to clap the objects. To increase the attention of your baby you might accompany the clapping of the objects with own noises (tok tok) or use words (oh, you are doing wonderful...)

CS 11: While your baby is sitting, give him his favorite toy and let him play with it for a while. Later, hide the toy by covering it with a cloth. If your baby pulls the cloth away and finds the toy, then reward him. If your baby doesn't take the cloth off, hold his hand and help him do it. Reduce your help once your baby is more and more successful. Once he can pull the cloth and find the toy by himself, reward him with great enthusiasm.

- Smile at your baby and make an eye contact.

- You need to find out your baby's interests and use the objects that get his attention and also he can easily grab.

- You need to play face to face games with your baby before and during the activities. ( i.e. pick-a-boo)

- You need to copy your baby during the activities. (i.e. if he hits the cubes to each other, you need to do the same thing)

- At the beginning of the activity, keep time limited but everyday make it longer than before. You might to use different objects for the same activity.

- You need to do the activities when your baby is in a good mood and you should never force him to do.

- You need to help your baby to do the activities but later you need to stop helping and let him to do it by himself.

#### SUGGESTED RESOURCES

- Objects which produce sound when touched or squeezed (e.g. gift paper or rattles).
- Objects that "freeze" and do not move when they hit the floor (pompom) (CS 12).
- Cloths or plastic cups to hide objects (CS11).

## AIMS

CS 13: Baby grabs objects from a bowl and puts them back into the bowl  
CS 14: Baby holds blocks in both hands and hits them together.  
CS 15: Baby finds an object that is hidden underneath a cloth.  
CS 16: Baby places one object inside another

## ICF CODE

b1481.  
d 129  
b 1440  
b1750

## YOUR BABY CAN ALREADY:

- Drop and throw objects.
- Find a partially hidden object.
- Hold two objects at the same time, one in each hand.

CS 16: While your baby is sitting, place two cups in front of him that look the same but are different sizes. Let your baby explore them for a while. Then shake the cups to get his attention. Put the small cup into the big cup, then take the cups apart, put them on the table and say "now can you do it by yourself?" If your baby succeeds, then reward him. Change the position of the cups and repeat the activity. If your baby has some difficulty doing this, hold his hands and help him. Reduce your help when your baby becomes more and more successful. Let him experiment placing the cups in different ways even if he tries things that are not possible (e.g. the big cup inside the little cup).

## ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

CS 13: When your baby is sitting, place a bowl and an object that he can grab (such as a piece of Lego) in front of him. Hold the bowl and tell him to take the Lego. If he does that, reward him. If he has difficulty doing this, model the activity for him. If being a model is not enough for him to do this skill, then help him by guiding his hands. As he becomes increasingly successful you can reduce your help. When he succeeds, start with the next stage. Put the Lego next to the bowl and say "please, put the Lego into the bowl". If he does this, reward him. If he has difficulty doing this, help him like you did before. Repeat this activity with different bowls and objects and every time make sure the number of objects increases.

CS 14: When your baby is sitting, offer him an object that makes a sound when you hit it with another object (i.e. wooden blocks etc) and let him take it. Then offer a second object. When your baby is holding an object in each hand, take two objects yourself and model hitting the objects against each other. To make this activity more fun when you hit the objects together, make some sounds such as 'tic toc tic toc'. If your baby doesn't hit the blocks together, help him to do it by holding his hands. Once he succeeds, reward him by saying "bravo".

CS 15: While your baby is sitting, give him his favorite toy and let him to play with it. Then put a cloth on the floor within your baby's sight. Place the toy under the cloth. Wait for his reaction. If your baby has difficulty looking for the hidden toy, start to look for the toy and lift the cloth. You could also lift the cloth yourself and help him to find the toy. To make the activity more fun, make some sounds like "taaaaaa" while you lift the cloth. Repeat this activity. You could guide his hand and lift the cloth together if necessary.

## WHAT YOU CAN DO TO HELP YOUR BABY ACHIEVE THESE ACTIVITIES

- When doing these activities with your baby, use low and high voices to make the activity more fun.
- When you place the objects in front of your baby, let him play with the objects for a while.
- Wait at least 5 seconds for your baby to show a reaction during the activities.
- Before you start the activities and between activities, you could play different face to face games to get his attention on you.
- At the beginning of the activities, use only a couple of objects, but gradually you need to increase the number of objects involved.
- Encourage your child to do these activities as part of his normal play and try to create opportunities for this to happen
- Help your baby to do the activities, but once he learns how to do them himself, reduce your support.
- At the end of the activities you should reward your baby.

## SUGGESTED RESOURCES

Yoghurt containers with a large round or rectangular top, bowls, buckets, beads, clothes pegs, balls. (CS 14).

Bricks, Lego, blocks (CS 15).

Newspaper, cushion, cloth for hiding objects (CS 16).

## AIMS

- CS 17: Baby finds an object that is hidden under two different things.  
CS 18: Baby makes a tower with 2 or 3 blocks.  
CS 19: Baby scribbles by himself.  
CS 20: Baby shows or points to eye-catching colorful drawings in books with his hands/fingers.  
CS 21: Baby turns a bottle upside down to get the raisin out.

## ICF CODE

d1750  
d155  
d1550  
d160  
d1750

## YOUR BABY CAN ALREADY:

- Find an object that is underneath a cloth.
- Look at picture-books.
- Copy scribbling

CS 21: Place a small bottle in front of your baby and put a raisin inside it. Then tell him to take the raisin out by saying "take the raisin out". If your baby turns the bottle upside down and takes the raisin out, reward him. If he puts his finger inside the bottle and tries to take the raisin out, then model how to do it for him. Help him, but later reduce your help.

## ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

CS 17: Place two cups of the same color and size in front of your baby. Turn them upside down some distance apart. Put your baby's favorite food under one container (gummy bear, M&M potato chips etc). At the beginning, always place the food under the same cup and ask "where is the .....?" When he finds the food, give him the food. Repeat this search game at least 3-4 times. Then put the food under the other container and wait for your baby's reaction. If he finds it, give him a reward. If he looks for the food in the wrong place then say "it's not there, where is it?" if he goes for the correct container, give him the food once he has found it.

CS 18: Put two cubes that your baby can grab in front of him and watch his reactions. If he can put the cubes on top of each other, then reward him. If he doesn't make a tower, then show him how to do it by putting one cube on top of the other one and ask him to do the same thing. If he finds this difficult, hold his hands and help him. At the same time use words like "bravo, you are doing well" and once he can do it by himself, use more rewarding words like "great work, super". You might repeat this game using 3 cubes.

CS 19: Place a sheet of paper and oil pastels in front of your baby. Make sure he picks up the oil pastel. You might model this for him and say "come on draw a picture." If your baby scribbles on the paper, reward him with exaltation and hang his drawing somewhere that everyone can see. Once in a while, bring your baby to that place and talk about his drawing. If your baby just hits the oil pastel on the paper and has difficulty with scribbling, then hold his hand and be a model for him. As your baby becomes increasingly successful, you can gradually reduce your help.

CS 20: Buy some books for your baby that are full of pictures – with very little or no text. When you are with your baby, get the book, turn the pages and talk about the pictures. If your baby points or taps his fingers on the pictures, then reward him. If he is less interested in the pictures, hold his hand and point to them for him, whilst you continue to talk about the pictures

## WHAT YOU CAN DO TO HELP YOUR BABY ACHIEVE THESE ACTIVITIES

- When doing these activities with your baby, use low and high voices to make the activity more fun.
- When you place the objects in front of your baby, let him play with the objects for a while.
- Wait at least 5 seconds for your baby to show a reaction during the activities.
- Before you start the activities and between activities, you could play different face to face games to get his attention on you.
- At the beginning of the activities, use only a couple of objects, but gradually you need to increase the number of objects involved.
- Encourage your child to do these activities as part of his normal play and try to create opportunities for this to happen
- Help your baby to do the activities, but once he learns how to do them himself, reduce your support.
- At the end of the activities you should reward your baby.

## SUGGESTED RESOURCES

Boxes, bags, cloths, glasses that are not transparent (CS18).

Cubic objects of different colors and sizes that your baby can grab (CS19).

Large sheets of paper to draw on and different colored oil pastels (CS20).  
Picture books with no or very little text. (CS21)

Small transparent bottles. (CS22)



## AIMS

- CS 22: Baby matches identical objects together.  
CS 23: Baby makes a tower out of six blocks.  
CS 24: Baby places triangular, round and square pieces into a wooden puzzle.  
CS 25: Baby recognizes and points to two different objects in a picture.  
CS 26: Baby uses a tool to get an object that he wants

## ICF CODE

b117  
D155  
d1750  
D160  
d1750

## YOUR BABY CAN ALREADY:

- Make an effort to reach objects that he can't reach.
- Point to interesting pictures in a book.
- Make a tower out of three blocks

CS 26: Place your child's favorite toy somewhere where he can see but he can't reach. For example, put it on the table. Then wait for his attempt to reach the toy. If he tries to climb onto the chair or pulls the cloth to get the toy, let him to play with it. If he can't reach it, wait for him to ask for your help. Once he asks for your help, help him to reach to the toy. Try to create different activities for him to solve other similar problems. For example, create an activity involving putting cotton wool balls into an empty toilet roll and take them out with a stick..

## ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

CS 22: Find sets of identical objects before your child starts this activity (2 spoons or 2 socks etc). Sit next to your baby and place one spoon or sock in front of him. When he is paying attention to you, give him the other object and ask him to find its match. If he can match the objects correctly, reward him. Try this activity 3 times. If he has difficulty with this game, then work with only one set of objects (i.e same spoons) and help him if necessary. At the beginning, reward your child even if he needs help. Later, reward him only if he succeeds in doing the activity by himself.

CS 23: Place a block in front of your baby and then give him another one. Then say "come on, let us build a tower". If he puts the blocks on top of each other, reward him and continue to give him another block. Don't hold the bottom block of the tower. After he completes the tower, let him knock it down. If he is has difficulty using six blocks, help him. Reward him when he puts the blocks on top of each other.

CS 24: Place a wooden puzzle with round, square and triangular shapes in front of your child. Make sure all the pieces can be grabbed easily. If your child places the shapes in the correct part of the puzzle, reward him. If he has difficulty doing this, help him, using only one piece (e.g. the round one) instead of three pieces. Then help him to place the one piece in the puzzle. Reward him once he can do it. Repeat the same activity for the other pieces.

CS 25: Bring a picture book that your child likes that contains pictures of animals or objects. When you turn the pages, say "ok let's turn the page, ooohh look what we have here" and watch for his reactions. If your child can identify the animals/objects that he knows, reward him and say the names of the animals/objects. If he has difficulty doing this, then identify them yourself, saying their names. Talk about the pictures in every page. Allow him to turn the pages as well.

## WHAT YOU CAN DO TO HELP YOUR BABY ACHIEVE THESE ACTIVITIES

- Make eye contact with your child and play some little games with him before you start with the activities.
- When you place the objects in front of your baby for the activities, you need to watch his reactions. If he completes the activities, you need to reward him.
- When you place objects in front of your baby, let him play with them for a while.
- Before he starts the activity, make sure he will give you his full attention, so that you can direct him in doing the activity. Use objects that your child likes and can grab easily.
- For aims such as CS 24, at first you need to use only a few objects, but once he can do the activity, you need to increase the number of objects.
- When you are looking at a book with your child, talk about the objects that he points out or that you show him.
- Help your child or model the activities for him and then gradually reduce your help.
- Reward your child if he does the skills with your help, but reward him more when he does them all by himself.
- Repeat the activities at different times and with different tools.

## SUGGESTED RESOURCES

Identical plates, glasses, bowls, combs. (CS 23)  
Wooden blocks that are shaped like cubes. (CS 24)  
Puzzles with different shapes or shaped boxes. (CS 25)  
Picture books with very little or no writing. (CS 26)

**AIMS:**

CS 27: Draws a vertical line with copying.  
CS 28: Says the name of the picture.  
CS 29: Makes a match of the objects or pictures of the objects.  
CS 30: Can place 6 different puzzle pieces

**ICF CODE**

d130  
b1681  
b117  
d1750

**WHAT YOUR BABY CAN DO:**

- Can do the scribbling.
- Can show the recognized pictures on the book.
- Can match the same objects.
- Can place the round, triangle, square pieces on to the shape wooden.

CS 30: Put a wooden puzzle (e.g. with 6 parts and a frame) in front of your child. Make sure, that your child can easily reach the different parts and can hold them. Ask your child to arrange the parts of the puzzle within the frame and observe your child. If the task is successfully solved, award your child. If your child shows difficulties, help him by putting 1 part into the puzzle. As soon as all parts are arranged within the puzzle, remove 1 part and ask your child to put it again. If necessary help your child. Reduce your help when your baby becomes more and more successful. Let your child try to arrange the puzzle by himself. If your child is able to arrange 1 part, you can increase the number.

**THE ACTIVITIES THAT YOU CAN DO WITH YOUR BABY**

CS 27: Sit with your child while you have a table in front of you. Place a paper in front of him. You get an oil pastel. Make sure your child is watching you and say "look I am drawing a line" and draw a line from up to down. Then tell him to do the same thing. If your child can draw a line with at least 30 degrees slipping and 2 cm long, reward him. If he can't draw, then draw disconnected vertical lines and help him to connect them. Once your child is good enough to complete this skill, reduce your help. Later, reduce the disconnected line numbers and finally put 2 dots on the top and bottom of the page and ask him to draw a connection line. During this activity don't remember to be a model for your child and reward his correct reactions.

CS 28: Put some books in front of him and ask him which one he wants to look. Once he shows the book that he picks, start looking at the pictures together. Make this activity fun with your voice. For example say "are you ready? I am turning the page. Hooopppp". Ask a name of an animal/object from the book to him. Reward him if he can say the name. If he can't, then show the picture to him and say "what is this?" and then say the name of the picture. Then you ask him to say the name after you. If he gives the correct answer, reward him. On a different day, get the same book, show him the same picture and ask him the name of the picture. Wait for him to reply like 5 seconds. If he gives the correct answer, reward him. If he can't, repeat the activity until he remembers the name

CS 29: Before you start this activity, get pictures of objects which you will use for the matching. Then stick the pictures on to cardboards. Sit with your child and e.g. sing for him a song until you get his full attention. Then show him the pictures and say the names of the objects and say that you are going to play a nice game together. Talk about the pictures and the objects with your child. Then put (for example) a spoon and a sock picture in front of him. Then give him a spoon or a sock and ask him to put the object on the top of the picture and match. If he can do the match, reward him. Try this skill at least 3 times. If he needs help, then be a model for him and help him. At the beginning, even your child can do the task with your help, reward him. Later, reward him only if he can do it alone and without help

**WHAT YOU CAN DO TO HELP YOUR BABY ACHIEVE THESE ACTIVITIES**

- Make eye contact with your child and play some little games with him before you start with the activities.
- When you place the objects in front of your baby for the activities, you need to watch his reactions. If he completes the activities, you need to reward him.
- When you place objects in front of your baby, let him play with them for a while.
- Before he starts the activity, make sure he will give you his full attention, so that you can direct him in doing the activity. Use objects that your child likes and can grab easily.
- For aims such as CS 31, at first you need to use only a few objects, but once he can do the activity, you need to increase the number of objects.
- When you are looking at a book with your child, talk about the objects that he points out or that you show him.
- Help your child or model the activities for him and then gradually reduce your help.
- Reward your child if he does the skills with your help, but reward him more when he does them all by himself.

**SUGGESTED RESOURCES**

- Identical plates, glasses, bowls, combs. (D 28)
- Wooden blocks that are shaped like cubes.
- Puzzles with different shapes or shaped boxes.
- Picture books with very little or no writing. (CS 31)

**AIMS:**

CS 32: Child matches identical pictures.  
CS 33: Child matches identical colors.  
CS 34: Child matches identical shapes.  
CS 35: Child says the names of at least 3-4 pictures.  
CS 36: Child makes a tower with 7-8 blocks

**ICF CODE**

d117  
d117  
b117  
d1681  
d155

#### YOUR BABY CAN ALREADY:

- Match objects together with pictures of the object.
- Say the name of the picture.
- Build a tower with 6 blocks.

#### ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

**CS 32:** Before you start this activity, get two identical objects and take pictures of them. Sit with your child and get his full attention, for example by singing to him. Then show him the pictures and say the names of the objects and say that you are going to play a nice game together. Talk about the pictures and the objects with your child. Then put for example, a picture of a spoon and a sock in front of him. Then give him a spoon or a sock and ask him to put the object on top of the matching picture. If he can do the match, reward him. Try this skill at least 3 times. If he can't do the match, then be a model for him and help him. At the beginning, even if your child can only do this task with your help, reward him. Later, reward him only if he can do it by himself.

**CS33:** Before you start this activity, get two sets of the same but different colored objects (i.e red and yellow Lego pieces). Then sit with your child, and get his attention, for example by singing a song to him. Show him the Lego and tell him that you're going to play a nice game. Talk about the colors of the Lego. Then place a red piece and yellow piece of Lego in front of him and give the corresponding pieces to him. Tell him to match the colors. If he does the correct match, reward him. Then say the name of the colors. Try this skill at least 3 times. If he has difficulty matching the pieces, then be a model for him and help him. Reduce your help once your child becomes more successful. Don't forget to reward him whenever he matches the pieces correctly

**CS 34:** Before you start this activity, prepare 2 sets of round, square and triangular pieces made out of cardboard 10cm x 10 cm in size. Sit with your child, e.g. sing him a song and show him the shapes. Then tell him that you will play a nice fun game together. Talk about the shapes. Place the round and square shapes in front of him. Then give him (for example) the round shape and ask him to match it with the other round shape. If he can do the correct match, reward him. Try this task at least 3 times. If he has difficulty matching the pieces, then be a model for him and help him. Reduce your help once your child becomes more successful. Don't forget to reward him whenever he matches the pieces correctly. Once he is confident with matching 2 shapes, try doing the same with three different shapes.

**CS 35:** Get some books that your child is familiar with and ask him which one he wants to read. When he has chosen a book, start looking at the pictures together. Make this activity fun with your voice. For example say "are you ready? I am turning the page, Hooopppp". Ask him for the names of the animals/objects in the book. Reward him if he can say the names. If he can't, then show the picture to him and say "what is this?" and then say the name of the picture. Then ask him to say the name after you. If he gives the correct answer, reward him. On a different day, get the same book, show him the same picture and ask him to name the picture

**CS 36:** Place 2 blocks in front of your child and ask him to build a „tower“. If your child is able to place 1 block over the other, award your child. Increase the number of blocks. It might not be necessary from your side to assure the stability of the tower. When the tower is ready, your child may „destroy“ it: you might tell a little story, that strong wind is blowing and the tower falls apart. If your child shows difficulties to build a tower e.g. with 6-8 blocks, help him to do so. Reduce your help when your baby becomes more and more successful.

#### WHAT YOU CAN DO TO HELP YOUR BABY ACHIEVE THESE ACTIVITIES

When you place the objects in front of your baby for the activities let him play with the objects for a while.

Use objects that your child likes and can grab easily.

Make eye contact with your child and play some little games with him before you start the activities.

Make the activities more fun by singing or varying the tone of your voice.

For aims such as CS 34,35,36, at first you need to start matching 2 objects, 2 colors, 2 pictures, 2 shapes and later you need to raise the numbers. Talk about the objects with your child and also let him talk about them.

Help your child, or be a model for him when he does the activities and later gradually reduce your help.

Repeat the activities at different times and with different resources.

#### SUGGESTED RESOURCES

- Identical plates, glasses, bowls, combs.
- Wooden blocks that are shaped like cubes.
- Puzzles with different shapes or shaped boxes.
- Picture books with very little or no writing.