

## **CHAPTER 4**

### **A PRACTICAL PROGRAMME FOR IN-HOME CARE OF AN INFANT**

#### **4.1 INTRODUCTION**

The goal of this chapter is to develop a practical training programme for optimal caretaking of an infant by a caregiver in the safe familiar environment of his own home. This programme will be developed within the context of the gestalt approach and play therapy.

In order to develop this training programme, a need assessment was done to understand the needs and expectations of the mothers of the infants and of the caregivers. When developing the training programme, the researcher took into account the information gained from the need assessments and the knowledge gained from the literature study. The researcher strives to integrate the theoretical guidelines of the gestalt approach and the developmental phases of the infant. Play techniques and mediums are adopted within the gestalt approach, which are supported by relevant aids.

The goal of this programme is to guide the caregiver to make contact with the infant, and to optimally care for him within the safe milieu of his home. By following this programme, the caregiver will be able to use and integrate gestalt principles and techniques and play techniques and mediums, to guide the infant to successfully master his developmental tasks. Through this programme, the caregiver will obtain the necessary knowledge and skills that will empower her and will help her to care for the infant in a preventative manner. Such knowledge and skills will enable her to function in a problem solving way and developmental within the home environment.

In order to integrate this study into a whole, this chapter should be read in conjunction with chapters two and three. Gaining knowledge and developing skills is an ongoing process. The researcher suggests that training of the caregivers should take place in a group setting over a period of ten days. Although training will be done in a group setting, the caregivers should feel free to ask for individual help and guidance.

#### **4.2 A PROGRAMME FOR THE DEVELOPMENT AND ENHANCEMENT OF THE DEVELOPMENTAL TASKS AND SKILLS OF INFANCY**

In order to have structure in this training programme, the programme will be divided into the five workdays of the week. Each day programme will focus on

developing and stimulating the infant's physical, cognitive, emotional, social, and self-image skills. Daily caring of the infant will be in accordance with this programme and the presented techniques or mediums. For purposes of this study, the researcher suggests a variety of alternative techniques and mediums for each of the five developmental tasks. In her daily planning, the caregiver should select and apply one technique or medium in each developmental task. A variety of alternatives in the programme will ensure that the infant will be stimulated in achieving his developmental tasks. The infant will be in different developmental stages as he grows and develops during infancy. It is essential that the caregiver only apply techniques and mediums that are appropriate for his specific developmental stage in order for him to benefit from the advantages of the techniques and mediums. The variety of alternatives in the programme also provides the caregiver with a variety of alternatives for her individual needs, preferences and circumstances. The caregiver should keep in mind that, depending on the characteristics of the infant she is caring for, the infant's mood on that particular day, as well as his situation or circumstances in his life will effect the planned technique or medium. The infant is a unique individual, and each day will be unpredictable.

When promoting the infant's physical development, the caregiver must know how to stimulate and develop his sense of sight, hearing, touch, taste, and smell. The suggested mediums to stimulate and develop his senses are pictures and cassettes, music, movement of the body, clay and dough, snacks, and items in the environment. These are only suggested mediums, and the caregiver must know how to use and apply them in order to benefit the infant's development.

The suggested mediums for cognitive development are books, puzzles, preparing food, rhyme time, "peek-a-boo" and hide-and-peek. These mediums are all fun activities, which the caregiver and the infant can enjoy together. Since play is the infant's work, the caregiver can stimulate and develop him cognitively by using and applying these mediums. The caregiver should know how to use the mediums, what aspects to focus on when applying them, and how they will benefit the infant. Once she understands the goals and benefits of these mediums, she can become creative and can introduce him to other mediums.

For emotional development, the suggested techniques are a life book and feeling chart and the mediums are painting and drawing, hand-puppets, and clay. It is essential for the infant to know what emotions are, how to communicate his emotions, and how to get in touch with his own experienced emotions. When using the suggested techniques and mediums, the caregiver will focus on developing the infant's emotions. She must study the information and knowledge in this programme, in order to be aware of when the infant experiences and expresses emotions while she cares for him. She must know how to use the moment constructively and developmentally.

The infant is a social human being, and therefore he should have regular contact and interaction with his peers and his environment. Through contact and interaction with his environment, he will learn social skills, norms and values, moral rules and regulations, and what his boundaries are. The suggested technique is a fantasy story and the mediums are social interaction, board games, telephone play, and a train trip. The caregiver must know how to use the technique and mediums in order to enhance and develop the infant's social development. The suggested technique and mediums lend themselves to be applied and practiced at home in the infant's safe and familiar environment.

When developing the infant's self-image, the caregiver must encourage awareness of his body, his posture, his facial expression, and his gestures. In order for him to function independently, the infant must define himself from the environment. The suggested mediums are awareness of the self, "mirror-mirror", drawing, haiku, music, self-nurturing, and sand. The suggested technique is an accomplishment chart. These mediums and techniques are only suggestions, which the caregiver can use and apply in order to develop the infant's self-image. The caregiver should integrate the information and knowledge in this programme in order to care optimally for the infant. She should care for the infant in the here and now and focus on what is presently happening.

The infant does not grow and develop in a vacuum. In order to grow and develop as an integrated individual, he must gather information from, and interact with his environment, of which he is a part. The infant ultimately strives to become independent and self-sufficient. With the unconditional guidance, help, respect, care and love of his mother and caregiver, the infant can develop his potential and become a self-actualized individual.

	MONDAY	TUESDAY	WEDNES-DAY	THURS-DAY	FRIDAY
<b>PHYSICAL DEVELOPMENT</b>	SIGHT MEDIUM: Pictures and Cassettes	HEARING MEDIUM: Music and Movement of the body	TOUCH MEDIUM: Clay and Dough	TASTE MEDIUM: Snacks	SMELL MEDIUM: Items in the environment
<b>COGNITIVE DEVELOPMENT</b>	MEDIUM: Reading books	MEDIUM: Puzzle	MEDIUM: Preparing food	MEDIUM: Rhyme time	MEDIUM: "Peek-a-boo" and Hide-and- seek
<b>EMOTIONAL DEVELOPMENT</b>	TECHNIQUE: Life book	MEDIUM: Painting and drawing	MEDIUM: Hand puppets	MEDIUM: Clay	TECHNIQUE: Feeling chart

<b>SOCIAL DEVELOPMENT</b>	TECHNIQUE: Fantasy story	MEDIUM: Social interaction	MEDIUM: Board games	MEDIUM: Telephone play	MEDIUM: Train trip
<b>DEVELOPMENT OF THE SELF-IMAGE</b>	MEDIUM: Awareness of the self – “Mirror-Mirror”; Drawing; Haiku.	MEDIUM: Music	TECHNIQUE: Accomplishment chart	MEDIUM: Self-nurturing	MEDIUM: Sand

**Table 4.1 A programme for the development and enhancement of the developmental tasks and skills of infancy.**

Table 4.1 is an explanation of the programme, which summarizes the techniques and mediums that the caregiver should select daily, while caring for the infant.

## **4.2.1 MONDAY'S PROGRAMME**

### **4.2.1.1 Physical development of the infant**

In order to grow and develop as an integrated whole, it is essential that the infant discovers and is aware of his five basic senses, namely his sense of sight, hearing, touch, taste, and smell. The infant can develop a total awareness of and make contact with the self, with others and the world through his senses (Oaklander, 1988:139). Sight is the main coordinating sense, enabling the infant to see himself and the world around him. While caring for the infant, it is essential that the caregiver stimulate the infant's sense of sight.

#### **Sight**

It is important for the infant to observe what is happening around him in order to position himself in the world and make contact outside the self. As an infant matures, his sensory curiosity develops. He looks at things in his environment, stares at it, and even point his finger at it, and sometimes asks questions about what he has noticed or tells one what he has seen. Oaklander (1988:111) confirms this: “They see, observe, notice, examine, inspect everything, and often seem to stare.” The infant discovers the world through his senses, and it is important, therefore, that the caregiver stimulates his five senses through caregiving and play.

- **Suggested medium: Pictures and cassettes**

In order to stimulate the infant's sensory awareness of sight, the caregiver must guide him to look and to see various objects in his environment. According to Botha, van Ede and Piek (1992:274-276), the infant will remember visual information better than auditive information. The caregiver can use pictures or

photos of different animals (visual) and a cassette with coordinating animal sounds (auditive). When the infant is very young the caregiver can stimulate his sight by pointing to a picture of an animal when the coordinating sound it makes is played. As the infant grows and develops, he will be able to identify the correspondent animal to the sound it makes. The infant will then be able to point to the animal with the corresponding sound he hears, and also to name the animal he sees and hears. By using this medium, the caregiver will also stimulate the infant's cognitive development, through helping him to organize and share his memories (compare Masi, 2001:70). When they see animals on their way to the park or during outside play, the caregiver can stimulate the infant's sense of sight by pointing to the animal and asking the infant to name the animal as well as to imitate the sound the animal makes (animals in the neighbourhood may include, birds, dogs and cats). With the mother's consent, the caregiver can take the infant for an educational outing to the zoo or a patting zoo to stimulate his senses and his cognitive development. When they use the pictures and cassettes at home, the infant's cognitive development can be stimulated when the caregiver asks him what animals they saw on their way to the park (or at the zoo). He can share his memories and can identify the animals on the pictures and cassettes.

The infant is able to store and retrieve memories from six months old. The caregiver can stimulate his sense of sight and memory by gluing pictures or photos to construction paper and laminating it for a personalized place mat. She can attach stories to the faces: "You baked cookies with Grandma", or "We played at the park with Jason". This medium will help him learn how to tell stories and that people are interested in them. He will be able to cognitively process familiar faces with events (Masi, 2001:70).

#### **4.2.1.2 Cognitive development of the infant**

Gordon and Adderly (1999:99) is of the opinion that while it is important to start teaching the infant early, it is also important not to overwhelm him, not to forget that his childhood is his and the caregiver's, to enjoy. Reading to the infant is a cognitive and tactile experience. He will be just as interested in having been read to as in turning the pages. He will be just as interested in interacting with the pictures and pointing at them, as he will be in linking them to words.

- **Suggested medium: Reading books**

Although parents are exhorted to read to their children, a 1994 report by the Carnegie Corporation found that only half of all American babies and toddlers receive this attention. Early exposure to reading is essential for learning and pleasure. Even when the infant wants to hear his favourite book over and over, the caregiver should not be concerned that he will get bored or needs more variety. Repetition is important at his developmental level. Repeating the same

story every day is helping him to stimulate the brain cells that allow him to make the association between words and the objects they represent. The caregiver must take cues from the infant and watch for signs of frustration or restlessness, but if he wants the same book to be read again, she must do it with enthusiasm (Masi, 2001:51-52).

The caregiver must plan developmental activities in order to expand the infant's frame of reference. Activities to stimulate his cognitive development can be visual or audio-visual. The researcher is of the opinion that through the form of play, namely biblio-play (see chapter 2:26), the caregiver can use books to cognitively stimulate the infant. The infant will learn a language and the rules of grammar by hearing people speak and read to him. According to Masi (2001:50) the size of an infant's vocabulary depends on how much speech he hears in a meaningful context. The more the caregiver reads to the infant, the easier it will be for him to develop strong language skills. It will fascinate him if the caregiver reads with rhythm, alters her voice to differentiate the characters, and uses appropriate non-verbal facial expressions. The researcher is of the opinion that it will also help him to connect emotions and feelings to different tones of voice. The caregiver must be in contact with the infant in order to sense his emotional state from his tone of voice. Gordon and Adderly (1999:93) agrees that the infant is able to learn gestures that, if reinforced by the mother and the caregiver, will enhance his ability to talk and stimulate his intellectual development.

Depending on the infant's developmental level, the caregiver should select books with clear pictures of familiar objects. When reading a book to the infant, the caregiver can eventually point to the pictures on the page, which will help him learn the words. When the infant is older, he will point to pictures, and may even talk about the story and ask questions. The caregiver can motivate the older infant to give an ending to the story. It will stimulate his creative and cognitive development. The infant should experience reading time as exiting, in order to develop insight, growth and cognitive stimulation. Masi (2001:50) recommends that the caregiver tailor the reading session to the infant's attention span. Infants can not sit still and concentrate for long periods of time. The caregiver should end this session while it is still fun. This will ensure that the infant builds a positive association with reading.

#### **4.2.1.3 Emotional development of the infant**

The infant's ability to communicate his emotions is limited. Some infants are not familiar with what feelings are. Oaklander (1988:122-123) believes that emotional development during infancy is essential: "They needs to know what kinds of feelings there are, that everyone has feelings, that feelings can be expressed, shared, and talked about." The caregiver should talk to the infant about emotions and explain that he has different ways to express his emotions.

He has to know about different feelings in order to get in touch with what he is feeling.

When the infant experiences an emotion, the caregiver can help him to get in touch with his body and to become aware of what he is doing with his body movement to express his feeling at that moment. She can determine whether the infant's verbal behaviour is congruent with his non-verbal behaviour, and make him aware of it. If the infant is sad when his mother leaves for work, and his head sags onto his shoulder, the caregiver can talk to him about feeling sad. She can point out to him that she can see that he is sad, because of his non-verbal body language. According to Oaklander, (1988:123) it is only when the infant acknowledges his feelings and experiences them that he can release them that he can use his total organism for other things.

- **Suggested technique: Life book**

The life book is a technique that can be used as a transitional object to minimize the separation anxiety and provide the infant with a sense of security. The life book can be a visual or written composition of the infant's life wherein he can glue photographs or draw pictures of meaningful people, places and items. While they compose the book, communication is stimulated and a trusting relationship is built.

When composing the book, the caregiver must keep in mind the infant's developmental phase, and the developmental tasks he needs to fulfil during infancy. She can provide (or ask the mother for the material after explaining this technique and its goal to her) a big book with blank pages. She will need aids, which includes scissors, glue, crayons, markers, colourful paper, magazines, and photographs of the family and friends. The caregiver must explain the goal with this medium to the infant. The infant can then decide how his book must look and what he wants to include.

- The preparatory phase should be spontaneous and can develop out of a play situation or during conversation. Since play is a "language" the infant understands best, he must view composing the life book as a fun activity.
- The life book should cover the significant events of the infant's life. These events can include photos of his parents, grandparents, friends, his dog, the park where he loves to play, and a picture of Santa Claus at Christmas time.
- The infant can decide whether the book should start in the past (when he was born) or in the present (a picture of him at eighteen months).
- The life book will help the infant to develop a better understanding of the past and a sharper focus on the future. This can be accomplished by a picture of

him and his mother versus a drawing of him and the caregiver that comes in to care for him when his mother is at work.

- Using this technique can break down emotional barriers and defence mechanisms. The infant who initially cries, kicks or hits, and even ignores the caregiver when his mother leaves for work, will warm up to the caregiver and accept her as a loving, friendly individual who is interested in him and who takes care of him during the day. His situation and environment will become more accepting and realistic to him .
- Through making this book, the infant is provided with the opportunity for reconstructing the past and developing an own identity. The infant will always be part of his family system, but now he can draw a picture of himself and view himself as an individual and not only as a part of his mother.
- Constructing this book can be beneficial to the relationship and can stimulate communication between the caregiver and the infant. The infant will sense whether the caregiver is sincere, and working on this book together will benefit the relationship.
- The infant can request the caregiver to compile a report of circumstances or events, and can then illustrate it with photos or drawings.
- The caregiver can draw faces with different emotional expressions to identify the infant's emotions about certain incidents.
- The infant determines the tempo at which the book is constructed. When he loses interest, the caregiver should stop the work on the life book.
- Using a life book can be a slow, intense process that makes emotional demands on both the infant and the caregiver. The caregiver should be sensitive and positive and show him empathy in order for him to feel secure. The infant may start to cry when he sees a picture of his mother. Infants tend to be more emotional and demanding just before mealtime or naptime. This technique can be planned for early morning after breakfast, when the infant is awake and well fed.

The researcher is of the opinion that the life book is a composition of the infant's gestalt and his interaction with his environment. After completion, this book will include his past, present, and future in the here-and-now.

#### **4.2.1.4 Social development of the infant**

Since the caregiver will not be doing therapeutic work with the infant, the fantasy



story she will be telling must be interesting to the infant, keeping in mind his developmental level and his verbal abilities. The caregiver can make the story more vivid by using gestures, facial expression, laughter, and variations of voices. Puppets or dolls can be used in conjunction with fantasy story telling, in order to stimulate the infant verbally and visually.

- **Suggested technique: Fantasy story**

When reading to the infant, the caregiver can choose fantasy stories that are similar to his circumstances and characteristics. The infant will be able to identify with the fantasy, which can enhance his social development. Webb (1991:34-35) notes that story telling involves distancing, identification, and projection. In listening to fantasy stories, the infant learns to exercise the power of his imagination as he envisions animal or human characters coping with situations similar in some respect to those in his own life. Fantasy story-telling techniques assist infants to communicate, and they could serve as an apt vehicle for verbalizing fantasies. Through them, the infant can reveal his inner drives and conflicts (Gil, 1994:139-140). Schoeman (1996:90) states that fantasy stories are important to the infant because they aid in the establishment of moral values. This is especially true of stories where good triumphs over evil. Through this metaphor, the infant learns important lessons about social development. He absorbs these messages mostly on an unconscious level, for example, hope and setbacks, and respect for nature, animals, and other people.

Brooks (1993:214) uses a technique called "creative characters", in which the therapist selects the major emotional issues confronting the child and develops characters (usually animals) who become involved in situations (elaborated on by the child and the therapist during therapy) that reflect the core issues in therapy. The goal of this technique is to relate what is learned in the story with its problem-solving strategies to real-life situations. The infant might be afraid to go to the doctor for his scheduled immunizations. The caregiver can tell him a fantasy story about an animal, for example a pony that needs to visit a veterinarian. The pony needs to get some vaccinations in order for him to gallop, run and jump with the other ponies on the farm. If he does not go to the veterinarian and get his vaccinations like all the other ponies on the farm, his legs will not be as strong as those of his pony friends, and he might even get very sick. He will then have to stay in the barn all alone, while the other ponies get to play outside in the warm sun and tall grass. It is important that the caregiver tells him that the immunizations will hurt, but that they will put a warm pack on it to make it feel better. The pony will feel very proud of himself when he shows his pony friends his Band-Aid and the sticker he received for being a brave pony. The caregiver and the infant can talk about the pony's fear and concerns. When preparing the infant for his doctor's visit, the caregiver should be honest about the pain that he will experience, but that it will only last for a little while. The

infant needs to know that it is alright if he cries and that the caregiver will be there to hold his hand and to comfort him. They can keep the Band-Aid on his arm and his sticker on his shirt, so that he can show it to his mother. The caregiver must use her imagination and be creative to make up fantasy stories that are similar to the infant's circumstances, if she cannot find books at the library.

#### 4.2.1.5 Development of the self-image of the infant

Oaklander (1988:123) suggests a technique called the awareness continuum for helping the infant to be more aware of his body. The caregiver and the infant can play this game while taking turns reporting inside and outside awareness:

- I see your smile (outside awareness).
- My mouth feels dry (inside awareness).

By encouraging awareness of his body, his posture, his facial expression, and his gestures, the caregiver can tell the infant that just as his body sensation (a smile or a sad face), changes, so does the environment (the sun shines, and then a cloud moves in front of it, and there is shade).

- **Suggested medium: Awareness of the self: "Mirror-Mirror"; Drawing; Haiku.**

Within the gestalt approach, the infant must define himself from the environment in order to function independently. Thompson and Rudolph (1992:121) suggest bringing the infant to a mirror and letting him look in it. He must look at himself and tell the caregiver what he sees. The caregiver can encourage him, gently but persistently, to tell her more and more what he sees. She can also use pictures or videotape of the infant and ask him what he sees in the picture to build self-awareness. Masi (2001:60) says that labelling the parts of his body in front of the mirror will help him understand the names of those parts. It will encourage him to further explore his own identity. Sears and Sears (2002:67) agree that mirroring is a powerful enforcer of an infant's self-awareness. In playing face-imitation games, the caregiver can mirror the infant's expressions back to him. When the infant frowns, opens his eyes or mouth wide, she can mimic his expressions and exaggerate them. The infant can see his face in the caregiver. The researcher is of the opinion that a positive body image is essential for self-acceptance. He will know that although there are similarities among all people, he is unique and different in his own way, and that it is good.

Awareness is always in the present, here and now. Even the past exists in the present as memory. For the caregiver to help the infant to become aware of

himself, she must focus on what is in the present, what he can see, hear, feel, or touch to make an exercise more realistic to him. Letting the infant lie down on a large sheet of paper and drawing around his limbs to make a silhouette can stimulate awareness of the self. They can together discuss each feature, each article of clothing, and each part of the body. This exercise will help the infant to focus on himself, and to be aware of himself, which will bring him in contact with himself (compare Schoeman, 1996:67 & Oaklander, 1988:284).

Haiku poetry is an exercise, which can enhance the infant's awareness of the self. The first line of the haiku is read aloud, and the person doing the exercise then has to move his body spontaneously to express the words he has heard. The next line of the haiku is then read, and again the person must make a movement to express the haiku (Oaklander, 1988:131). The caregiver can initially demonstrate this exercise to the infant as motivation.

Examples of haiku poetry:

- An airplane flying (taking a position with his arms stretched out beside him).
- A puppy dog (going down on his hands and knees).

This exercise can be done with background music. Music is a stimulant that will help the infant to move more freely and spontaneously.

## **4.2.2 TUESDAY'S PROGRAMME**

### **4.2.2.1 Physical development of the infant**

The researcher is of the opinion that music can be used as an aid for the development of sensory and physical skills. Schoeman (1996:44-45) states that music offers the infant the opportunity to come into contact with what he hears and experiences. When the infant reacts to music, he will come in contact with his muscles, and with his body. Oaklander (1988:128) proceeds: "As children become disconnected from their bodies, they lose a sense of self and a great deal of physical and emotional strength as well." The caregiver can improvise and motivate the infant to become involved in generating music or to dance to the rhythm while using all his muscles and his body.

### **Hearing**

The focus must be on the infant's whole body awareness and movement. The popular children's game "Simon says" will be appealing to the infant, and will stimulate his sense of hearing and body movements.

The caregiver can give the following commands:

- “Simon says”, jump up in the air!
- “Simon says”, march on the beat of the music (while playing this game with background music)!
- “Simon says”, copy the sound of a crying baby!

After this fun exercise, they can talk about sounds and how different sounds make them feel. An example is that the infant feels excited when he hears the electric garage opener, because that means that his mother is home from work, and he can run to greet her. They must take turns to share their awareness of different sounds and of how meaningful those sounds are to them.

- **Suggested medium: Music and movement of the body**

*Freeze dance* is a stop-and-go musical fun. The caregiver can record a musical tape with sudden silences. When the music starts, she can hold the infant in her arms (an older infant would be able to dance on his own), and can exaggerate dance moves by twirling and swaying from side to side. When the music stops, he must hold his stance. When the music starts again, she must continue dancing, then “freeze” each time it stops. The infant will experience the rhythm of music, which is essential in developing both language and music skills. When the caregiver freezes in mid-action, he learns to balance himself in her arms. Reacting on the sudden turning on and off of the music will stimulate his listening skills (Masi, 2001:39).

The caregiver can use music in different ways while caring for the infant. The researcher suggest classical music as background music, while they participate in activities such as building a puzzle, drawing and painting, and playing with clay. Music with a more lively rhythm can be used when music is the focus of the activity. Thompson and Rudolph (1992:120) are of the opinion that musical instruments can be helpful in calling forth emotions that might otherwise be positively evaluating himself. The infant and the caregiver can generate music, which will stimulate his hearing sense, as well as his physical skills. They can use various musical instruments and make music together (if a drum is not available, the infant can beat a pot with a wooden spoon, or shake a jar filled with beans or rice). Toys with sound or visual input stimulate cognitive skills, but it is essential that the infant be able to interact with them.

The infant will benefit from the raucous noise that results from his kitchen concert, since it is better to bang two pans together than to push buttons to

create noises produced by hidden electronic parts. The infant should be able to link cause and effect and to see the parts of the toy work (Masi, 2001:45).

The infant can use his imagination while making music, and he can dance to the rhythm of the music. Colourful ribbons, and off-cut pieces of material or a balloon on a string can be used to add to the excitement and pleasure of dancing, and he can swing the ribbons, the material, or the balloon around in the air. The researcher is of the opinion that music as an aid can empower the infant to make contact with his inner and outer world.

Music can also be used to soothe or relax the infant. Oaklander (1988:124) states that relaxing does not mean that the infant must lie down. By bending and stretching their bodies together, the infant and the caregiver can feel more relaxed. The infant can sometimes express his physical and emotional tension through behaviour that on the surface seem to be irrational. Helping him relax through body movement and music can benefit the infant and their relationship. Playing the infants favourite lullabies at naptime can be a soothing routine, which can help him to relax and fall asleep. Classical music that can soothe and help the infant to relax, are, for example, Symphony No. 6 in F Major by Beethoven and the Nutcracker Suite by Tchaikovsky.

#### **4.2.2.2 Cognitive development of the infant**

In order to function as a balanced individual, the infant will have to analyze and resolve tasks and problems. The infant gathers information from interaction with his environment, which will enable him to be independent. It is therefore essential that the caregiver provide the infant the opportunity to do things and to try to solve problems on his own. The caregiver can put a toy rattle just out of reach for the infant to grab and then let him try to reach it while she encourages him. He will soon learn to try a little harder by pulling himself forward, or by reaching at it with another toy. This activity will teach him spatial relationships, and how to use his body.

- **Suggested medium: Puzzle**

The researcher is of the opinion that problem-solving skills can be learned through building puzzles. When selecting a puzzle for the infant to build, the caregiver must ensure that it is age-appropriate and in accordance with his developmental level. If the infant finds it too difficult to build, the puzzle will discourage him, and might have a negative effect on his self-esteem. A variety of puzzles is available in toy stores. The researcher suggests the wood board kind for this level, since the wood pieces that have to be taken out of their slots and need to be manipulated back in, are big and solid for tiny hands to hold onto. The caregiver and the infant can make and build puzzles together, which is a

relaxing activity. They can select vibrant colour photos or pictures from magazines, calendars or cereal boxes and glue these on a poster board. The picture is then cut up into big enough pieces (avoid sharp corners) for the infant to manipulate in order to form a meaningful whole.

The caregiver can encourage and motivate the infant while he is building the puzzle. When he gets stuck and cannot find pieces to fit the whole, he can ask the caregiver for help. The caregiver can use this opportunity to talk to the infant about a possible support system that he can ask for help when he encounters trouble in the building of his "life puzzle". They can even build a puzzle of his support system, which may include pictures (photos or hand drawings) of his family and friends, and even his dog (compare Van der Merwe, 1991:147).

#### **4.2.2.3 Emotional development of the infant**

When the caregiver is confronted with the infant wanting her judgment or evaluation on a drawing or painting he did, she should be sensitive to his feelings and perception of the self. When asking her praise, the caregiver should respond that the important matter is not whether or not the caregiver thinks the infant's picture is pretty, but rather what the infant thinks of his own picture. Landreth (1991:241-243) advocates that: "praise directs children's behaviour, restricts their freedom, creates dependency, and fosters external motivation". By letting the infant evaluate his own creation he will be able to appreciate his own creative beauty, to evaluate his own behaviour, and to develop an internal system of reward and satisfaction.

- **Suggested medium: Painting and drawing**

The researcher is of the opinion that the infant can communicate his experience of the world through drawing and painting. The infant will be able to express his emotions through the medium of art, since he does not yet have the vocabulary to verbalize his feelings. Oaklander (1988:48) agrees: "As paint flows, often so does emotion." The researcher is of the opinion that when an infant is given the opportunity to draw or to paint, he projects a part of himself. Drawings and paintings project accurate statements of the infant's life and of his environment. A drawing symbolically captures on paper some of the infant's thoughts and feelings. The very lines, firmly, boldly or savagely drawn, make a portion of the inner self visible. His drawing is a conscious or unconscious perception of the infant himself and significant other people in his life (Klepsch & Logie, 1982:6). Masi (2001:74) professes that by letting the infant choose his colours and scribble in whatever way he pleases allows him to give colour and shape to his sense of identity.

Finger painting has tactile and kinaesthetic qualities. The infant can make trail designs and pictures, because he does not need much skill to finger-paint. He does not experience failure, since he can quickly erase or change any picture he has painted.

Oaklander (1988:50-52) also suggests foot painting. The infant's feet are very sensitive, and they are mostly locked up in shoes, where they cannot feel anything. The infant who is cared for by a caregiver in the safe environment of his own home has the advantage of being able to go barefoot all day long. Precautions must be taken when the infant plays outside, and it is best to wear socks and shoes to protect his feet. The infant can experience painting with all parts of his feet, walking over the paper provided to make footprints, painting with various toes, painting with the heel, and painting with the sides of the foot. After this enjoyable, relaxing, sensual experience, the infant can wash and dry his hands and feet, or the caregiver can do it for him. The infant can use this opportunity to massage the infant's hands and feet, which will add to the feeling of calmness and joy (see the advantages of massaging, chapter 2:61). The caregiver can motivate him to tell a story about his finished painting or what it reminds him about.

The researcher likes to use a medium called "Flubber" that has a paint-like consistency. By adding glue, however, it becomes a thicker medium to work with. When working with "Flubber", the infant will enjoy mixing it with his hands, because it will run through his fingers when squeezed. He can even mix it with his feet, which will allow the consistency to squeeze through his toes. "Flubber" can be used to finger-paint, feet paint, and by using a paintbrush. See appendix 3 (page 204) for a recipe to make and enjoy flubber together.

The squiggle-drawing game is a technique that seeks to establish communication with the infant's inner thoughts and feelings. Claman (1993:178-179) has adapted this technique and suggests that this game be continued as long as it is interactively enjoyable. Both the caregiver and the infant will have a piece of paper and a pencil. The caregiver will inform the infant that she will draw a squiggle and then he will make any kind of drawing out of it. The infant will then make up a story about his drawing. The infant then gets a turn to make a squiggle. The caregiver will make a drawing, and tell a story about it. Since the caregiver will not be doing therapeutic work with the infant, this technique will give the infant the opportunity to verbally and non-verbally express his emotions, while enjoying quality alone-time with the caregiver. Drawing gives the infant a feeling of control over his own creation, since he can manipulate the circumstances. Insight and personal growth results from the changes in his circumstances.

#### 4.2.2.4 Social development of the infant

The caregiver can easily adapt to the needs and desires of the infant while caring for him individually. When she organizes a play date with a friend, she has to exercise more imagination and diplomacy. It is recommended that she stock up on duplicate toys and supplies when possible (two sets of rainbow-coloured balls and a few sidewalk chinks), keeping in mind that infant's personalities and interests differs. Both children should get fairly equal measures of attention. At this developmental age, they will not be eager to share their toys, but words of praise will encourage them (Masi, 2001:92).

- **Suggested medium: Social interaction**

In connection with the discussion on social interaction (chapter 2:54), the researcher is of the opinion that it is essential for the infant to have regular contact with his peers. Through interaction with other infants, he will get the opportunity to practice and develop his social skills, and respect rules and boundaries. The caregiver, in conjunction with the mother, can organize play-dates where they invite other infants over to play for a hour or two. The caregiver and the infant can join programmes that is organized through the community (for example "Mommy-and-Me" group classes), where they will get the opportunity to participate in songs, movement, and participation in arts and crafts with other infants. The mother and the caregiver can decide together which classes they think will be appropriate for the infant. Such classes are very popular and fill up quickly. Advance registration is encouraged.

The caregiver can take the infant to the Neighbourhood Park, where he can play in the company of other children. If it is the infant's first trip to the park, everything will be new and exiting to him. The trees, flowers, cars, and other children will fascinate him. The caregiver should talk to him on the way to the park, pointing to people at work, busses, clouds, and anything that catch his interest. He will be aware of the environment around him, and that he is part of it (Sullivan, 1998:182-183).

At home, the caregiver can facilitate play and fantasy with costumes, songs and stories. When playing out different roles and characters, the infant is pretending anticipated behaviour. They can try on various costumes and hats and giggle in front of a mirror. The caregiver can use this opportunity to expand the infant's vocabulary by using adjectives to expand the infant's vocabulary ("This big hat is red"). When she puts a red hat on the infant's head, the caregiver can mimic special sound effects, such as a fire engine siren, which will add to the imaginative play (Masi, 2001:38).



Play becomes increasingly more symbolic as the infant grows and develops. Reality play includes using blocks to build a tower. Object fantasy includes using a block as a piece of pie. Person fantasy is where the infant pretend to be a robot or policeman. By creating these unique characters and situations, they serve as outlets for the expression of inner feelings (Newman & Newman, 1987:202).

Through play, the infant learns that there are different roles which can be switched, that different roles require different behaviour, and that one needs someone else with whom to act out these roles. Play should be unstructured, and the infant should be able to choose how he would like to play and which characters he would like to pretend to be. By allowing him this freedom of play in the safe and encouraging environment of his home, he can explore his world and social interaction. Through developing skills of social interaction, the infant will develop autonomy, responsibility, and self-confidence.

#### **4.2.2.5 Development of the self-image of the infant**

Axline (1989) is of the opinion that if the caregiver is seeking to relieve tensions and pressures and to give the infant a feeling of adequacy, she will not follow the "hurry pattern". She will recognize the value of giving the infant an opportunity to gain his equilibrium and of letting him take his time. The researcher is of the opinion that the infant can be himself during music time, and play as he pleases on his own pace, without being hurried or criticized.

- **Suggested medium: Music**

Participating in musical activities can stimulate the development of a positive self-image. The infant can experiment with a variety of musical instruments that can lead to a positive self-image (Heunis, 1981:15). The shy, withdrawn child usually chooses an instrument that makes a soft sound, such as bells or the triangle. The researcher suggests that the caregiver should choose an instrument that makes a loud noise, such as the drums or cymbals. They can play the musical instruments together, and then the caregiver can suggest that they swap instruments. Hopefully the shy infant will lose himself in the activity by banging away. The shy child should lead the musical activity, in order to enhance his self-image (Thompson & Rudolph, 1992:120). The infant can take the lead and can decide when the music starts and when it should stop. Having control over the music that he generates, and over how it should be enjoyed, will enhance his self-image and self-confidence. They can even sing songs to the music or create their own songs, suited to their situation or mood. Music can bring an element of fun into the day and their relationship that will enhance the infant's motivation.

### 4.2.3 WEDNESDAY'S PROGRAMME

#### 4.2.3.1 Physical development of the infant

To provide the necessary stimulation, the infant's toys and games should be full of variety so that they will appeal to all his senses. Playing with the infant is essential, but it is also important that he learn to play by himself, so that his senses of exploration and imagination are given free rein (Stoppard, 2001:188).

#### Touch

- Once the infant has established the idea of push, pull, stack, and pull down, it is important that he learns the connection between action and reaction. An example is when he squeezes his rubber duck toy, it will release a squeak. The sense of responsiveness and responsibility can be taught so that commands are linked to consequences. The caregiver should teach this through repetition (Gordon & Adderly, 1999:95).
- **Suggested medium: Clay and Dough**

Clay and dough affords an opportunity for flow between itself and the infant. It is easy to become one with these medium. They offer both tactile and kinaesthetic experiences. According to Oaklander (1988:67-75) children with perceptual and motor problems will benefit from experience with clay. A union occurs between the medium and the infant, because of the flowing quality of the clay. It seems to penetrate the protective barriers of an infant. The caregiver and the infant can talk about their experience with the clay and dough. She can ask him to describe the clay or dough while he handles it (the clay or dough feels soft, hard, cold or warm; it glides through my fingers when I close my hand; I can poke it or pinch little pieces off). Infants like to play with clay and talk, and they can resist too much direction. While handling the clay or dough, the infant uses both his hands, which stimulates the development of bilateral coordination of the hands, fingers and arms (Schaefer & Cangelosi, 1993:14).

The researcher enjoys making her own play dough, which has a soft, smooth, and fine texture. The caregiver and the infant can make it together. See Appendix 4 (page 205) for the play dough recipe.

#### 4.2.3.2 Cognitive development of the infant

When the caregiver plans to bake something (scones), she can write the recipe with coordinating symbols and picture on construction paper or a poster board. For example: pictures of two cups and a carton of milk can suggest that the

recipe ask for two cups of milk. The infant will learn how to read a recipe, which will cognitively stimulate him.

- **Suggested medium: Preparing food**

When organizing this medium, the caregiver must do it according to the infant's developmental level. The caregiver must allow the infant to compose a menu (for this specific day) and let him help to prepare the food. From magazines, they can select pictures that they can cut out to make their own menu.

According to McMahon (1992:114) an opportunity to prepare food has the following advantages:

- Stimulating of the gross and fine motor skills
  - measuring ingredients and using a hand mixer.
- Learning moral values
  - washing hands, and leaving the workplace and utensils clean.
- Stimulating language development
  - discussing the recipe, and listening and following the instructions, in order to expand the infant's vocabulary.
- Stimulating cognitive development
  - expanding of scientific knowledge (how certain foods change or rise, for example a cake in the oven).
  - learning of mathematical concepts (adding two cups of sugar and counting each one as the infant adds it to the mixture).
- Stimulating creativity
  - decorating a cake.
- Sensory stimulating
  - while preparing food, the infant's sight, hearing, touch, taste and smell senses are stimulated.
- Developing the self-image
  - by being proud of the whole process and of his accomplishment. The researcher is of the opinion that it is important for the infant to help with cleaning-up, in order to experience this medium and process as completed.

- Emotional development
  - although this medium will ensure a lot of fun, it will also give the infant the opportunity to express his emotions in a constructive way. He can express his aggression by crumbling the biscuits for a piecrust.

The caregiver must be on the level of the infant and must plan activities and mediums according to the infant's pace, in order for him to benefit optimally from each activity.

#### 4.2.3.3 Emotional development of the infant

The caregiver also fulfils the role of the infant's first teacher and very best toy. The caregiver and the infant will constantly learn from each other. The infant will try and imitate the caregiver's facial responses and movements when she talks or sings to him. The caregiver will respond when the infant touches her, or when he makes his first sounds, which will encourage him to do more to attract her attention. He will be happy when the caregiver encourages and admires his achievements (Sullivan, 1998:167).

- **Suggested medium: Hand puppets**

Hand puppets are a medium in dramatic play. Hand puppets are fun to use with infants, because they are easy to manipulate, offer richness in symbolism, and provide opportunities for spontaneity. By using puppets, the infant will have the opportunity to project emotional aspects and interpersonal relationships through the characters (Gil, 1994:45). Although the caregiver will not act as a therapist, she can use puppets as a means to stimulate communication between herself and the infant.

According to Kruger (1990:8) it is essential that the caregiver distinguish between ordinary dolls and puppets. The infant often talks *to* the doll, but *through* the hand puppet. Schaefer & Cangelosi (1993:85) states: "puppets are more vivid, more alive, more unusual and more intriguing than are dolls". The infant uses his hand and arm to bring the hand puppet "to life", and therefore he owns and manipulates the puppet according to his own situation and emotions.

The caregiver can introduce puppet play by telling the infant that she has brought puppets and that he can take a few minutes to choose the puppet that he would like to play with. When using puppets, the caregiver can make contact with the infant and his world in a natural, non-threatening way. After choosing a puppet, the caregiver should ask him to make up a story and play it out with his puppet. The infant will identify with the puppets and will project his own feelings onto the play figures. He can displace his conflicts onto them, which will allow him to talk about feelings or thoughts that "belong" to the puppet and that he does not have to acknowledge as his own (Webb, 1991:33). Landreth (1991:119) agrees that

“puppets provide a safe way to express feelings without being threatened since characters of the puppets are the ones expressing the feelings”. Oaklander (1988:104) states that it is easier for an infant to talk through a puppet than it is to say directly what he finds difficult to express.

The researcher concludes that the caregiver and the infant can talk about the emotions and thoughts that “belong” to the hand puppet. This will ensure that the infant does not have to take responsibility for the emotions and actions of the hand puppets. By acting out his emotional experience when his mother leaves for work, he comes into contact with reality. It is constructive for the infant to act out this problematic situation in the safe environment of his own home. Replaying his situation and work through his emotions, may lead to emotional growth and development. The infant who plays spontaneously and actively, experiences the hand puppet(s) as part of himself. He therefore is in contact with his feelings and thoughts. When playing with hand puppets, the infant will be in charge of his situation, which will enhance his self-esteem.

The researcher has a wide variety of dolls and puppets. Fisher Price has a whole series of “Little People” figurines (including a mother, a father, a baby and siblings, a police officer and a fireman), houses and buildings. Hand puppets are the most popular among children, because they are easy to use and to manipulate using their bodies. Some children like finger puppets, especially when they act out a family situation, and therefore need more than one character at a time. Finger puppets work better with older children, since they are more difficult to manipulate. Gluing a hand drawn picture or photo on a popsicle stick is an easy way to create stick puppets. A variety of books are available in the children’s section of bookstores or the library, where the caregiver can find ideas and instructions on how to make puppets with the infant. The caregiver must use her creativity, imagination, and available material, to make dolls and puppets with the infant.

#### **4.2.3.4 Social development of the infant**

Through playing board games, the infant can learn to develop social acceptable moral values and norms, role expectations, and behaviour. Social skills are learned in a safe, acceptable environment, and will enhance the infant’s self-esteem. By playing board games with the caregiver, the infant gets the opportunity to learn and practice socially acceptable behaviour which he can practice outside the safe environment of his home milieu.

- **Suggested medium: Board games**

Board games require two or more players to interact, and consequently they can elicit interpersonal communication, cooperation, and shared decision-making.

Through this medium, the infant's ego functions can be enhanced, and his socialization skills can be improved (Gil, 1994:200). Social skills that can be learned through board games are taking turns, playing without cheating, watching someone else be ahead of him on the board, and losing to the game. Learning these social skills through board games will help the infant to learn about relating to others in life. As he grows stronger in his life, his game-playing attitudes will improve.

Oaklander (1988:171-173) promotes game playing as a means of focusing activity for the infant, and for the infant who has trouble communicating. Contact skills improve as the infant gets involved in the excitement of the game. The researcher views game-playing as a fun and relaxing way for the infant and the caregiver to get to know each other, to promote mutual trust and confidence, and to learn social skills in a non-threatening environment.

The caregiver should keep in mind the infant's developmental level when selecting a game. The infant might select a game he already knows and likes to play. When selecting a game, it should be uncomplicated, should not require intense concentration, or be time consuming. Keeping in mind that the infant does not have a long attention span, the caregiver should let him have fun while they are playing board games, as well as focus on developing his social skills. Gardner (1986:23) agrees that board games can teach the infant valuable lessons, especially when the caregiver verbally confirms this. The infant can learn that a person is responsible for himself, and that everyone has to bear the consequences of his own actions. By planning carefully, the result is usually better than when one leaves it all to chance. He will also learn about his co-existence in this world, since other individuals play a part in it as well. Board games provide a learning experience, namely that each player (the infant and the caregiver) has to take responsibilities for their actions.

Landreth (1991:195-198) makes the point that: "Children cannot discover and develop their inner resources and, in the process, experience the power of their potential unless opportunities to do so exist. Responsibility cannot be taught; responsibility can only be learned through experiencing". The caregiver should be aware not to make decisions for the infant, because she will limit his opportunity to assume responsibility and will foster dependence. When responsibility is returned to the infant, he will think of creative solutions that might never occur to the caregiver. The caregiver should allow the infant to be himself and experience the game within the rules of the game. The researcher is of the opinion that the infant can come into contact with himself, and can become aware of his potentials through experience, which will empower him .

#### 4.2.3.5 Development of the self-image of the infant

The infant will achieve feelings of mastery and control through play, which is a necessity to achieve a good self-image and positive self-regard (Gil, 1994:40). The infant needs to struggle with the process of self-discovery. Landreth (1991:241) advocates that if the infant is not allowed to struggle with doing things for himself, he cannot discover his worth, and if no one believes in him enough to allow him to set his own direction, he will not be able to believe in himself. The researcher concludes that the infant needs the opportunity to make his own choices in order for him to create his own control.

- **Suggested technique: Accomplishment chart**

An accomplishment chart is a practical technique that the caregiver can use in order to motivate the infant to achieve success with activities he has difficulty with. According to Korb, Gorrell, and Van de Riet (1989:48) it is important for the infant to experience tasks that he has accomplished, as positive and successful.

By using a poster board, the caregiver and the infant can draw pictures of all the different tasks and chores the infant wants to do and needs to accomplish. They can also cut pictures from magazines and glue them to the poster board. These pictures can include:

- A container full of toys, symbolizing that the infant helps at clean-up time.
- A picture of an infant sleeping can symbolize that the infant is good about taking his naps.
- A picture of a neat bed can symbolize that he is able to make his own bed.

At the end of each task or day (depending on the infant's developmental level) the caregiver and the infant can evaluate his potential. The caregiver must acknowledge the activities and behaviour that the infant achieved successfully. he can earn a sticker for each task that he has successfully accomplished. This technique will help to enhance the infant's potential and his awareness of the self.

#### 4.2.4 THURSDAY'S PROGRAMME

##### 4.2.4.1 Physical development of the infant

The infant's main food for the first year of his life will be milk (not milk from an animal). The infant is able to digest milk easily and it provides all the nutrition that he needs. Weaning him from the bottle can be a time-consuming and long-term project. It is advisable to introduce new tastes one at a time. It is likely that the infant will reject solid food at first. He will let the caregiver know when she is ready. Forcing solid food on him too soon can result in problems, which will manifest in later months.

The infant may be ready to start on solid foods when he shows signs of being interested in food. He might reach out for food on the caregiver's plate, or he may seem determined to eat his toys. It is not advisable to give solid food to an infant who is younger than three months, since his digestive system is not yet able to cope with solids before that. He will be more prone to food allergies, rashes, diarrhoea and stomach ache, if he starts on solid food too early (Sullivan, 1998:170-171).

##### **Taste**

Gordon and Adderly (1999:95) suggest that, as the caregiver spoons food into the infant's mouth, she should say the words, "More food", with each spoonful. When the infant refuses to eat more, she should put the spoon down, swing her hands or finger in a "west-to-east motion" and several times repeat the phrase: "No more food", then immediately cap the food and put it away. She should repeat this process every mealtime. The researcher is of the opinion that this repetition will also teach the infant to take responsibility for his actions. He will establish healthy eating habits and table manners, which include not eating more than he is able to and not playing with, and messing with his food.

- **Suggested medium: Snacks**

"Taste time" is used within the gestalt approach as an awareness-enhancing activity. When preparing this activity, the caregiver can have a plate with several bite-sized foods and fruits available. The infant can help her select and prepare these items for snack-time. The caregiver can assist the infant in cutting up the items, scooping them into bowls, and decorating them in a plate, which will physically stimulate him. These can include apples, oranges, cheese, meat, and pasta.

When tasting each of the items, the infant must focus on the taste of the food. He must feel the texture of the food with his lips, tongue, teeth, and his mouth.



He must try to differentiate between soft, crisp, juicy, and strong-tasting foods (compare Thompson & Rudolph, 1992:120-121). The caregiver can use this opportunity to work in polarities (a sweet strawberry and a sour lemon), to enhance the infant's awareness and to stimulate his sense of taste. According to Schoeman (1996:47), it is part of every individual's uniqueness to develop a taste for certain foods and liquids. The infant and the caregiver can discuss their favourite foods and foods that they do not like that much. Individual tastes should be encouraged and respected. The infant should be stimulated to make choices and to decide what he prefers, in order to be in contact with the environment.

#### **4.2.4.2 Cognitive development of the infant**

Gordon and Adderly (1999:94) suggests a game of "a pea under a cup" to start building the infant's memory. The caregiver can put a pea under one of three cups and encourage the infant to tap the cup with the pea. She can repeat this process, occasionally moving the pea to a different cup. While playing this game, the caregiver should play classical music, which will entertain them. The Mozart Effect (see chapter 2:66) will enhance the infant's ability to concentrate as he plays this game and builds his memory.

- **Suggested medium: Rhyme time**

Nursery rhymes have been entertaining infants for centuries. Masi (2001:28-29) states that there is something infectious about rhyming words. Rhymes make language more interesting and memorable. Rhyme time will help the caregiver to talk to the infant on a level they can both enjoy. The caregiver should not hesitate to create hand movements or gestures to complement the nursery rhymes and make them more fun and interesting. The infant will eventually participate by imitating the caregiver's hand motions. The researcher suggests the following nursery rhymes, namely Little Miss Muffet, Hickory-dickory-dock, Round-and-round, and Itsy-bitsy Spider. See Appendix 5 (page 206) for the words to these nursery rhymes. As the infant grows and develops, he will memorize the words of the rhymes as the caregiver repeats this medium frequently. Repeating the words of the rhymes with fun-to-mimic hand motions and gestures, will stimulate the infant's auditory development, and promotes his listening and language abilities. As his fine and gross motor skills and memory develop, he will readily imitate the hand gestures and participate in saying the rhymes (Masi, 2001:35, 42).

#### 4.2.4.3 Emotional development of the infant

According to Oaklander (1988:67), clay is a good link to verbal expression for nonverbal children, and therefore a good medium to use with the infant that does not yet have the necessary vocabulary. Clay can be used as a bridge between the infant, his emotions, and his awareness. The infant who is not in contact with his emotions will have difficulty creating something out of clay (compare McMahon, 1992:120).

- **Suggested medium: Clay**

Clay is a natural medium that will leave the infant and the caregiver relaxed when they play with it. The caregiver must become actively involved in playing with clay, because of the stimulating effect that this medium offers. Kneading, rolling, and shaping the clay is a relaxing activity. The infant usually sits down at a flat surface, such as a table, or on the floor, while playing with the clay, which attributes to a calm and relaxing atmosphere.

By using clay, the infant is able to make figurines that are three-dimensional. It creates the illusion of reality, and gives the infant the opportunity to be more creative (Schaefer & Cangelosi, 1993:141-143). Van der Merwe (1996:147) indicates that the infant can make clay figures of significant people in his life and can move them around on drawings of his house. He can make figurines that represent his family and pretend-play a scene where the mother leaves for work in the morning and the infant stays at home with a caregiver. The caregiver can talk to the infant about his clay creation. The caregiver will not be doing therapeutic work, and therefore she should not be making any interpretations or conclusions. She must motivate and stimulate him to explain his creation subjectively.

Original clay is a harder compound, which the infant can throw, pound into and cut up to relieve emotions, such as anger. The researcher is of the opinion that clay can be used effectively to handle anger constructively. The caregiver must inform the infant about the principle of the gestalt approach, namely that he is not allowed to hurt himself or somebody else, or to damage any property when he experiences anger. When the infant experiences anger feelings, she can motivate the infant to throw the clay against a wall or to punch it. He will be emotionally and physically tired after he has disposed of his anger. Afterwards the caregiver must work in polarities by letting the infant do something he enjoys and has fun with.

Play-Doh is a soft modelling compound, which is a popular formula in the USA. The soft clay substance moulds easily, and comes in an array of vibrant colours. Play-Doh can be bought in separate packs or in sets with different shaped cutters

and moulds. Play-Doh is recommended for ages three and up, but the researcher is of the opinion that infants can successfully play with it under supervision of the caregiver. Depending on the infant's developmental level, he can use these shape cutters and create different shapes. The infant is in control of his own creations, while he is using his imagination to create these shapes and scenes. The more experience the infant has with the flexibility and versatility of this medium, the greater opportunity he will have to express himself. Oaklander (1988:67) states that clay is a medium that can be used with an infant who is insecure and fearful, since he can feel a sense of control and mastery through clay. It is a medium that can be "erased" and that has no rules for its use. The infant who needs strengthening of self-esteem experiences a unique sense of self through its use (compare Webb, 1991:338).

#### **4.2.4.4 Social development of the infant**

Newman and Newman (1987:2001) state that, during infancy, play consists primarily of the repetition of motor activity. The infant sucks his toes, or drops a spoon from his high chair, which are examples of sensory motor play activity. Toward the end of infancy, sensory motor play includes deliberate imitation of adult acts. At first, these imitations occur only when stimulated by the sight of the adult's activities (example: the infant who sees his mother washing dishes, might climb up on a chair and get his hands wet too). As he grows and develops, he will begin to imitate adult acts without the adult or activity being present. This represents the beginning of symbolic play, where the infant is able to direct his play in response to mental images that he has generated.

- **Suggested medium: Telephone play**

Telephone play is a form of dramatic play that the infant can use to develop his social skills. When using this medium during caregiving, it is advisable to let the infant use a toy telephone. The infant should not use the home telephone for dramatic play, as this can block incoming calls. It is also possible that the infant might dial invalid numbers or emergency numbers when he uses the home telephone for dramatic play. It is essential that the infant be taught how to dial the emergency number, 911, as a preventative way of precaution. He must therefore be able to distinguish between an emergency where he must use the home telephone and dramatic play when he can use his toy telephone.

When using the telephone during dramatic play, the infant may use it as he wishes. The caregiver can play along as the infant plays out his imagination, while pretending to have a conversation on the telephone. Van der Merwe (1991:198) states that the infant will often talk as himself and also pretend to be the person at the other end. He might also talk on his own and pretend to listen to someone else, without telling the caregiver what he imagines hearing. The

infant can request the therapist to play herself or to play a different role or character at the other end of the line. When longing for his mother, the caregiver can suggest that the infant call her and pretend to have a conversation with her.

Using a telephone to develop social skills has the advantage that it is an accepted way of two-way communication. A telephone conversation combines talking and listening, as well as reactions and gestures. The infant can role-play dialling a telephone number and having a two-way conversation, as he has seen an adult doing it. Mastering adult skills will give him a feeling of self-esteem and empowerment. He also has the power of control, since he can choose the topic of conversation, direct the flow of the conversation, and end the conversation as he pleases.

While using telephone play as a medium, the caregiver can focus on teaching the infant telephone ethics. She can teach him the socially acceptable way to answer a telephone, how to wait for the other party to respond, and how to respond back. She can also teach him how to dial his mother's telephone number at work, as well as her cellular phone number. Emergency telephone numbers and contact numbers should be attached to the telephone, and the infant must learn how and when to use them.

#### **4.2.4.5 Development of the self-image of the infant**

The mother and the caregiver should learn to give clear messages to the infant and to acknowledge and respect him as a separate, unique, worthwhile individual. This will promote his own feelings of self-worth and self-support, and will enhance his contact skills and abilities. They should view the infant in all his uniqueness and separateness, in order for him to sharpen his own abilities to experience his environment and to cope with it (Oaklander, 1988:309).

- **Suggested medium: Self-nurturing**

The infant must be taught to create a "place of safety" for himself that he can take with him everywhere he goes. It will become a favourite place where he can spend special time, away from reality, where he can experience balance. When the infant feels sad or lonely, he can think of this special place (which can be Grandpa's orchard or Disneyland) and how it makes him feel when he visits there.

Some infants have "security blankets" which they take with them everywhere. Holding onto this blanket all day long, and even falling asleep with it, gives the infant a sense of security and safety. It is something he can physically touch, play with, cover himself up with, or even chew on, as a means of comfort. He feels empowered by this blanket which belongs to him and nobody is allowed to

take it away from him (not even his mother in order to wash it). Other “security items” include a favourite plush toy or a pacifier (dummy).

The researcher is of the opinion that the infant is able to learn skills in order for him to nurture himself. The caregiver must encourage him to do something special for himself which will make him feel positive about himself. Together, they can make a “nurturing poster”, by drawing or sticking pictures on a poster of favourite things that the infant enjoys doing (playing in the park, walking with his dog). By being engaged in activities that he enjoys, the infant will feel good about himself.

When planning her day programme, the caregiver can set aside an hour (depending on the infant’s developmental stage), and let the infant decide how he wants to spend the time (within reasonable limits). He will be in full control to play or do any activity he desires. This can lead to feelings of power, control and responsibility. The researcher is of the opinion that, by encouraging self-nurturing during this developmental stage, the infant will not be depending on the external environment to make him feel good about himself, because he can support himself in order to experience integration.

#### **4.2.5 FRIDAY’S PROGRAMME**

##### **4.2.5.1 Physical development of the infant**

By six months, the infant will be taking an increasingly active part in life, and he will be aware of everything around him. He will be learning by smelling, feeling, tasting, looking, and hearing. His increasing mastery of his body, and his capacity to explore his environment enables him to take on a more active and assertive role in the family dynamics.

##### **Smell**

Letting the infant smell different items in the environment can stimulate awareness of the sense of smell.

- Suggested medium: Items in the environment

To initiate this medium, the caregiver and the infant can discuss the nose, nostrils and breathing. They can experiment with breathing through the nose, the mouth, and each nostril. The infant can feel the air with the palm of his hand as it is breathed out (Oaklander, 1988:119-120). Schoeman (1996:45) mentions that the sense of smell is used to gather information about the environment, and to discriminate between pleasant and unpleasant smells.

The infant that is sensory stimulated, will be more aware of himself and his environment. Items that the caregiver can use for the infant to smell can include flowers, coffee, lemon juice, fruit, soap and perfumes. They can talk about the smells, how it makes them feel, and what a specific smell reminds them of. When he smells his mother's favourite perfume, he can identify it as how his Mother smells. The aroma of coffee might remind him of his father when he reads the morning paper at breakfast. The smell of fruit can bring happy memories of visits to the Farmers' Market on Saturday mornings. Worn shoes can have a very unpleasant smell. By working in polarities of pleasant and unpleasant smells, the infant can choose his own favourite smell. The researcher is of the opinion that when the infant is guided towards awareness, insight, and acceptance of opposites, he can grow and develop as an integrated whole.

#### 4.2.5.2 Cognitive development of the infant

For the infant, play is a serious learning process, which begins in the first few weeks of life and continues throughout childhood. Through play the infant learns to use his five senses, at first by watching and listening, and then by touching, tasting, and smelling everything in reach. Play enables him to explore, discover, experiment, and practice new skills, and once he has mastered them, he will explore greater challenges (Sullivan, 1998:167).

- **Suggested medium: "Peek-a-boo" and Hide-and-seek**

A newborn baby thinks that when an object disappears, it no longer exists. "Peek-a-boo" games are a great way to explore object permanency with the infant. At six months, the infant starts to understand that objects continue to exist, even when they are not present. The caregiver can hold a blanket in front of her face while she says "Where am I?" and then peeks out from behind. She can also put a light blanket over the infant's face, then whisk it off, calling "Peek-a-boo"! when his face emerges. When the infant becomes old enough to put a blanket over his own face, he will kick and squirm with joy, as he is now in control of the disappearing act (Masi & Leiderman, 2001:67).

Initially the infant enjoys a game of "peek-a-boo," and as he grows and develops, the caregiver can play a game of hide-and-seek with him. The caregiver can find a nearby tree or chair to hide behind. She can then call out to the infant: "I am hiding, try to find me!" As he searches, she can urge him closer with her voice. Soon he will learn to follow the sound of her voice until he finds her hand, leg, shoulder, and, finally, her face. She can give him a congratulatory hug and play the game again. She must teach him to hide so that she can seek him out. He will mostly hide his head, not knowing yet that she can see his body sticking out. She must make a big show of pretending she does not see him and then act surprised when she happen to find him. This medium will enhance the infant's

cognitive development, his concept development, his listening skills, his social skills, his visual discrimination, and his visual memory (Masi, 2001:79).

#### **4.2.5.3 Emotional development of the infant**

The caregiver does not assess the infant therapeutically, but by using the “feeling chart”, this technique will help her to plan her day programme with the infant according to his emotional state. The infant will learn and respond best in an environment and programme that caters for his specific needs.

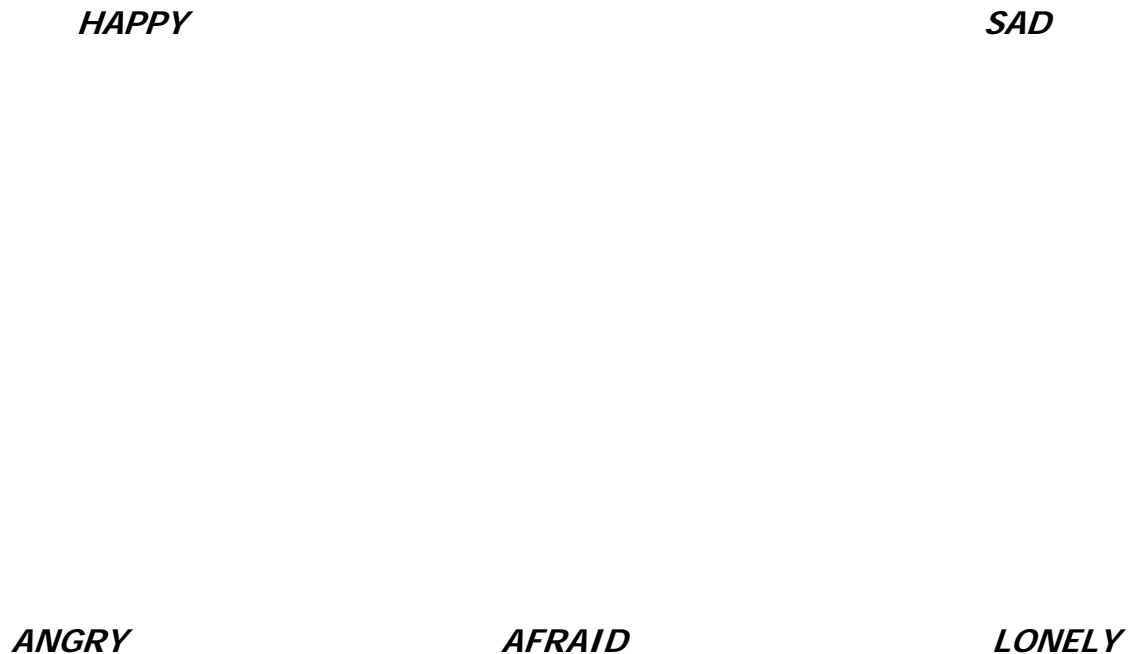
- **Suggested technique: Feeling chart**

The “feeling chart” is a technique that will be used in this programme to assist the infant to identify his emotions, to stimulate awareness, and to develop insight. The researcher is of the opinion that the infant will develop insight in polarities of emotions and will learn to express them through this technique.

Figure 4.1 is an example of a feeling chart (partly adapted from Social Work Practice: 1.93 by Van der Merwe, 1993:31-32), for the purposes of this study. The caregiver and the infant can make this feeling chart together, by using different materials and colours to their preference. According to Jewett (1982:53-58) the five main feelings are, happy, sad, angry, afraid and lonely. They can use construction paper to draw the five different faces that symbolize the five different emotions. The faces can be glued or laminated to magnetic paper. The feeling chart may be expanded to include more feelings, according to the infant's developmental level and situation.

Every morning when the caregiver takes the infant to the kitchen for his milk or breakfast, he can choose a feeling/face that symbolizes how he feels that particular morning, and attach it to the refrigerator. The caregiver and the infant should discuss the emotion the infant is experiencing. The caregiver can ask the infant what they can do, for example to keep a happy feeling or to change a sad feeling into a happy feeling. The researcher also suggests that the caregiver spreads the card face down on the floor, and asks the infant to pick up the cards one by one. When picking up a card the infant will see the facial expression on the card and the caregiver can read the emotion on the card that symbolizes that emotion. The caregiver can then encourage the infant to talk about the last time he experienced that particular emotion. This will stimulate cognitive discussion and awareness about the different emotions.

**Figure 4.1 Feeling chart**



#### **4.2.5.4 Social development of the infant**

The infant's development will centre on play, which is the most natural way for him to learn. According to Stoppard (2001:153) it is only in the last twenty years that the full value of development through play has been recognized, since playing was previously regarded as an empty activity, used to fill the time when children could not be usefully employed. Play is now recognized as an essential means of acquiring adult skills, particularly social skills. The infant will learn to



form relationships and to share with his peers through play, and toys will have a significant educational role in all his developmental milestones.

- **Suggested medium: Train trip**

The caregiver can harness the infant's abundant stream of power by taking him on an imaginary train trip. She can announce their destination (first stop, her lap), then pretend to pull the whistle ("whoo-who"), and then invite the infant to sit on her lap. As she chant "chug-a-chug-a-choo-choo," pushing her hands in a circle like rolling train wheels. They can both "chug" around the house (next stop, his bedroom) with the infant as the engine and the caregiver as the caboose. She can pretend to navigate around curves by bending both their bodies from side to side. They can go through "tunnels" (don't forget to duck their heads) and stop from time to time to let passengers off at the station. They can even sing a favourite song while they chug around the house together. In order to enhance his social skills and to come in contact with his environment, the caregiver can take him (with the mother's consent) to a real train station or even the subway and show the "young conductor" what it is like to ride the rails (Masi, 2001:108).

#### **4.2.5.5 Development of the self-image of the infant**

The quality of the relationship between the infant and the caregiver is significant. According to Coopersmith (in Branden, 1994:172-174) there are five conditions associated with quality care and a positive self-esteem:

- The infant should experience total acceptance and his thoughts and feelings should be accepted.
- He should operate in a context of clearly defined and enforced limits that are fair, non-oppressive, and negotiable. In order to experience a sense of security, the caregiver should not give him unrestricted "freedom".
- The infant must experience respect for his dignity as an individual. The caregiver should never use violence, humiliation, or ridicule to control and manipulate the infant. She should take his needs and wishes seriously, negotiate his family rules within limits, and focus on what she wants him to do, rather on what she does not want him to do.
- The caregiver should uphold high standards and high expectations in terms of behaviour and performance. The infant should be challenged to be the best he can be.
- The caregiver should have a high level of self-esteem, and should model self-efficiency and self-respect.

Infancy is a period of total dependence. The infant's environment should be safe and he should feel nurtured, loved and respected. In this context, the process of separation and individualization can unfold.

- **Suggested medium: Sand**

Sand is a natural medium which brings the infant in contact with himself and his environment (leaves, stones, grass, and sticks). Infant's loves to play and dig in sand. Miller and Boe (1990:249) states that the infant is in control when he plays with sand, because this medium allows freedom of play. Ryce-Menuhin (1992:14) relates that the intentional choices of the infant to grasp sand and release it, provides him with a sense of control. The infant decides how he wants to play in the sand and with the sand, which gives him a feeling of power. Borders are defined by how big the sandbox is, which will help him to define his own boundaries (Carey, 1990:198).

The caregiver can give the infant various toys to play with in the sandbox, which will add to the fun of spontaneous play. He can then manipulate the toys in the sandbox, which will provide him with a sense of control and empowerment. According to Masi (2001:68) sand play allows artistic exploration, and by using tools he can manipulate this medium. He exercises his fine and gross motor skills through sand play, while stimulating his sense of touch. The caregiver can show him how he can erase his creation by running his hand over the sand or dumping a bucket of water on top of his mini masterpieces. This will enable him to wipe out and re-create his sand structures and patterns as many times as he pleases. The infant's confidence and self-esteem will increase as he demonstrates control of himself in his environment (McMahon, 1992:12). The researcher is of the opinion that the infant who is in control of his play (sand play or other mediums) is in control of himself. Control leads to the development of a positive awareness of the self.

### **4.3 SUMMARY**

A practical, training programme for optimal caretaking of an infant is composed by integrating the theoretical components of the gestalt approach, techniques and mediums in play therapy, and the developmental theories of infancy. By training a caregiver according to this programme, the imbalance of optimal caretaking of an infant in the community will be addressed.

A programme is developed for the development and enhancement of the developmental tasks and skills of infancy. Structure is lent to this training programme by dividing it into the five workdays of the week. Each day programme focuses on developing and stimulating the infant's physical, cognitive,

emotional, social, and self-esteem skills. A variety of alternative techniques and mediums are suggested for each of the five developmental tasks of infancy. The caregiver must daily select one suggested alternative in each of the five developmental categories and apply it. A variety of alternatives provides for stimulating the infant's individual needs, preferences and circumstances.

To stimulate the infant's physical development, the programme provides for five mediums that the caregiver can apply in order for him to discover and be aware of his five basic senses, namely his sense of sight, hearing, touch, taste, and smell. In order to stimulate the infant's sensory awareness of sight, the researcher suggested pictures and cassettes as the medium. The caregiver must make the infant aware of different objects in his environment by stimulating him visually through pictures and auditively through cassettes.

The suggested medium for cognitive development is to expose the infant to reading books. Early exposure to reading is essential for the developing of learning and language skills.

The infant needs to know about different emotions to help him get in touch with feelings. The life book is a technique which can be used to as a transitional object to minimize the separation anxiety and provide the infant with a sense of security. The researcher views the completed life book as a composition of the infant's gestalt as a whole in the here-and-now.

A fantasy story is the suggested technique to stimulate the infant's social development. The goal of this technique is to generalize what is learned in the story with its problem-solving strategies to real-life situations. Moral values are established on an unconscious level.

Within the gestalt approach, the infant must define himself from the environment, in order to function independently and as a whole. "Mirror, Mirror", drawing, and Haiku are suggested mediums to stimulate the infant's self image. Looking in a mirror will stimulate self-awareness and encourage further exploring of his identity. Drawing a silhouette of the infant on paper and discussing each part his body and his clothing, will bring him in contact with himself. Haiku is poetry where the caregiver reads the poem and then the infant has to move his body spontaneously to express what she has read.

Tuesday's programme provides the caregiver with a variety of mediums to stimulate and enhance the infant's growth and development. Music and body movement are suggested mediums from which the infant can benefit physically and sensory. "Simon says" and "freeze dance" are popular and fun activities among infants. These mediums stimulate the infant's sense of hearing and body

movements. The caregiver and the infant can do stretching and bending exercises to classical music, which will be soothing and relaxing.

Puzzle-building is the suggested medium to stimulate the infant's cognitive development and problem-solving skills. The puzzle pieces should be age-appropriate and large enough for the infant to manipulate. They can custom make a personalized puzzle with pictures or photos of meaningful people and events in the infant's life.

The infant can connect with his emotions through painting and drawing. The medium of art enables him to experience him self and the world of which he is a part. Consciously or unconsciously he projects a part of himself and his environment on paper. The infant experiences a feeling of control over his creation and his emotions since he can erase or change his picture as he pleases.

Regular contact with his peers and his environment is essential for social interaction and social development. Play dates with peers, community classes or a visit to the neighbourhood park are opportunities where the infant can interact with his peers and develop his social skills. Play can be facilitated through the medium of fantasy where the infant can play out different rolls, characters, and situations. By developing his social interaction skills, the infant will become more responsible and confident.

The caregiver must expose the infant to musical activities, where he can experiment with a variety of musical instruments. Taking over control of the music he generates will enhance his self-image and self-confidence.

The infant's sense of touch can be stimulated through the mediums of clay and dough. The flowing qualities of these mediums offer tactile and kinetic experiences, which stimulate the development of bilateral coordination.

Preparing food is the suggested medium to stimulate the infant cognitively. The infant must be actively involved in planning the menu as well as in preparing the food. He should also be responsible for cleaning-up afterwards, in order to experience this medium and process as completed.

Hand puppets are a medium that the caregiver can use to stimulate communication between herself and the infant in order to enhance emotional development. The infant can identify with the hand puppet and projects his feelings through the hand puppet in a safe, unthreatening way.

Playing board games is the suggested medium through which the infant can learn to develop socially acceptable moral values and norms, role expectations, and behaviour. By playing with the caregiver, he can practice his social skills in the

safe environment of his home milieu. The infant must have the opportunity to discover and develop his inner sources and to experience the power of his potential, which will empower him.

The accomplishment chart is a practical technique through which the infant can experience feelings of success, mastery and control with activities with which he has difficulty. Pictures of age and developmentally-appropriate tasks can be drawn or glued onto a poster board. At the end of each day they can evaluate his potential. Acknowledgment and encouragement are essential for stimulating his self-concept.

For Thursday's programme, snacks are the medium to enhance the infant's physical development of taste. The infant must be aware of the different tastes and textures of food, in order to discriminate between them, and to develop his individual preferences.

Rhyme time is the suggested medium to stimulate the infant's cognitive development and language development. Body movements and gestures will complement the rhymes, which will enhance the learning experience.

Clay can be used as a bridge between the infant, his emotions, and his awareness. He can be creative when playing with clay, since the medium allows him to create three-dimensional figurines. The infant can relieve his emotions constructively while playing with clay, since he can throw it; pound it or cut it up. Since the caregiver is not doing therapeutic work with the infant, she must motivate and stimulate him to subjectively explain his creations. The caregiver should always work in polarities when dealing with emotional issues, and let the infant do something fun and enjoyable afterwards.

Telephone play is a form of dramatic play which can be used to stimulate social skills. The infant should be taught to distinguish between play and an emergency when using the telephone. For playtime it is best to use a toy telephone. He can learn the social acceptable way to answer a telephone, have a two-way conversation, and end a conversation. He must be taught how to dial the emergency number, 911, as a preventive way of precaution.

It is essential for the infant to create his own "place of safety" that he can take with him everywhere he goes. In his "place of safety" he can spend special time, away from reality, in order to experience balance. The infant must learn skills to nurture himself, which can include sleeping with his favourite blanket and walking with his dog.

The caregiver can stimulate the infant's awareness of the sense of smell by letting him smell different items. By smelling these different items, the infant gathers information about the environment, and about himself.

A game of "peek-a-boo" and hide-and-seek can stimulate the infant cognitively and encourage him to explore object permanency. It also stimulates his concept development, his listening skills, his social skills, and his visual discrimination and memory.

By using the feeling chart the caregiver will be able to plan her day programme according to the infant's emotional state. This technique will assist the infant to identify his emotions, to stimulate awareness and to develop insight in his emotions. The caregiver and the infant can make the feeling chart together, which will include the five main feelings, namely happy, sad, angry, afraid and lonely. The infant should learn about the different feelings and what he can do to change his feelings, by working in polarities.

The caregiver can take the infant on a train trip to enhance his social skills and to come into contact with his environment. Play is a natural way for the infant to learn, grow and develop as a self-actualized individual.

Sand is a natural medium, which brings the infant in contact with himself and his environment. The borders of the sandbox help the infant to define his own boundaries. This medium allows freedom of play and manipulation of the sand, the toys, and his creations. It leaves the infant with a feeling of power and control, which will enhance his self-esteem.

This programme functions autonomic of therapeutic intervention, but form an integrated part of the gestalt and playtherapeutic goal with the infant. Caretaking of the infant is not therapeutic, but has therapeutic value for the optimal growth and development of the infant.

The empirical research and findings from implementing this programme for optimal caretaking of the infant will be reported in chapter five.