



BRIGHT FUTURES HANDOUT ► PARENT

9 MONTH VISIT

Here are some suggestions from Bright Futures experts that may be of value to your family.

✓ HOW YOUR FAMILY IS DOING

- If you feel unsafe in your home or have been hurt by someone, let us know. Hotlines and community agencies can also provide confidential help.
- Keep in touch with friends and family.
- Invite friends over or join a parent group.
- Take time for yourself and with your partner.

✓ YOUR CHANGING AND DEVELOPING BABY

- Keep daily routines for your baby.
- Let your baby explore inside and outside the home. Be with her to keep her safe and feeling secure.
- Be realistic about her abilities at this age.
- Recognize that your baby is eager to interact with other people but will also be anxious when separated from you. Crying when you leave is normal. Stay calm.
- Support your baby's learning by giving her baby balls, toys that roll, blocks, and containers to play with.
- Help your baby when she needs it.
- Talk, sing, and read daily.
- Don't allow your baby to watch TV or use computers, tablets, or smartphones.
- Consider making a family media plan. It helps you make rules for media use and balance screen time with other activities, including exercise.

✓ DISCIPLINE

- Tell your baby in a nice way what to do ("Time to eat"), rather than what not to do.
- Be consistent.
- Use distraction at this age. Sometimes you can change what your baby is doing by offering something else such as a favorite toy.
- Do things the way you want your baby to do them—you are your baby's role model.
- Use "No!" only when your baby is going to get hurt or hurt others.

✓ FEEDING YOUR BABY

- Be patient with your baby as he learns to eat without help.
- Know that messy eating is normal.
- Emphasize healthy foods for your baby. Give him 3 meals and 2 to 3 snacks each day.
- Start giving more table foods. No foods need to be withheld except for raw honey and large chunks that can cause choking.
- Vary the thickness and lumpiness of your baby's food.
- Don't give your baby soft drinks, tea, coffee, and flavored drinks.
- Avoid feeding your baby too much. Let him decide when he is full and wants to stop eating.
- Keep trying new foods. Babies may say no to a food 10 to 15 times before they try it.
- Help your baby learn to use a cup.
- Continue to breastfeed as long as you can and your baby wishes. Talk with us if you have concerns about weaning.
- Continue to offer breast milk or iron-fortified formula until 1 year of age. Don't switch to cow's milk until then.

Helpful Resources: National Domestic Violence Hotline: 800-799-7233 | Family Media Use Plan: www.healthychildren.org/MediaUsePlan
Poison Help Line: 800-222-1222 | Information About Car Safety Seats: www.safercar.gov/parents | Toll-free Auto Safety Hotline: 888-327-4236

9 MONTH VISIT—PARENT

SAFETY

- Use a rear-facing-only car safety seat in the back seat of all vehicles.
- Have your baby's car safety seat rear facing until she reaches the highest weight or height allowed by the car safety seat's manufacturer. In most cases, this will be well past the second birthday.
- Never put your baby in the front seat of a vehicle that has a passenger airbag.
- Your baby's safety depends on you. Always wear your lap and shoulder seat belt. Never drive after drinking alcohol or using drugs. Never text or use a cell phone while driving.
- Never leave your baby alone in the car. Start habits that prevent you from ever forgetting your baby in the car, such as putting your cell phone in the back seat.
- If it is necessary to keep a gun in your home, store it unloaded and locked with the ammunition locked separately.
- Place gates at the top and bottom of stairs.
- Don't leave heavy or hot things on tablecloths that your baby could pull over.
- Put barriers around space heaters and keep electrical cords out of your baby's reach.
- Never leave your baby alone in or near water, even in a bath seat or ring. Be within arm's reach at all times.
- Keep poisons, medications, and cleaning supplies locked up and out of your baby's sight and reach.
- Put the Poison Help line number into all phones, including cell phones. Call if you are worried your baby has swallowed something harmful.
- Install operable window guards on windows at the second story and higher. Operable means that, in an emergency, an adult can open the window.
- Keep furniture away from windows.
- Keep your baby in a high chair or playpen when in the kitchen.

WHAT TO EXPECT AT YOUR CHILD'S 12 MONTH VISIT

We will talk about

- Caring for your child, your family, and yourself
- Creating daily routines
- Feeding your child
- Caring for your child's teeth
- Keeping your child safe at home, outside, and in the car

Consistent with *Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents, 4th Edition*

For more information, go to <https://brightfutures.aap.org>.

American Academy of Pediatrics

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The information contained in this handout should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances. Original handout included as part of the *Bright Futures Tool and Resource Kit*, 2nd Edition.

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Healthy Minds: Nurturing Your Child's Development from **9 to 12 Months**

What do we really know about how a young child develops? What can parents do to best support their child's healthy development and growing brain? Some of the answers are in this series of *Healthy Minds* handouts. Each handout is based on findings from a report* from the National Academy of Sciences that examined the research on child and brain development to establish what is known about the early years. The information we offer is age-specific, summarizes key findings from the report and suggests how you might be able to use these key findings to nurture your own child's healthy development.

These handouts are brought to you by ZERO TO THREE, the nation's leading resource on the first 3 years of life, and the American Academy of Pediatrics, dedicated to the health of all children.



► **Key findings** from the report include:

- Your relationship with your child is the foundation of his or her healthy development.
- Your child's development depends on both the traits he or she was born with (nature), and what he or she experiences (nurture).
- All areas of development (social/emotional/intellectual/language/motor) are linked. Each depends on, and influences, the others.
- What children experience, including how their parents respond to them, shapes their development as they adapt to the world.

How it looks in everyday family life:

Eleven-month-old Tyra is with her dad, Kevin, at the park. Tyra is playing alone in the sandbox when a group of toddlers joins her. At first, Tyra smiles and eagerly watches their play. But as the toddlers become more active and noisy, Tyra's smiles turn quickly to tears. She starts to crawl out of the sandbox and reaches for Kevin who picks her up and comforts her. But then Kevin goes a step further. After Tyra calms down, Kevin gently encourages her to play near them. He sits at her side, talking and playing with her. Soon Tyra is slowly creeping closer to the other children, curiously watching their moves.

This shows how all areas of Tyra's development are linked, and how her father's response encourages her healthy development. Tyra's looking to her dad for comfort shows that she has developed a close and trusting relationship with him. This is an important sign of her **social and emotional development**. She uses her **intel-**

lectual skills to make a plan ("I want to be comforted by Dad, how do I do that?"), and her **language** (crying) and **motor skills** (crawling away, reaching up to Dad) to carry out the plan and successfully get the comfort she is seeking.

Kevin's sensitive response has a powerful influence on what Tyra learns from this experience. He lets Tyra know that her needs and feelings are important. This will help Tyra develop future relationships based on love and trust. He is also letting her know that she is a good communicator, which will encourage Tyra to communicate more and more and help her develop good language and literacy skills. His response also makes Tyra a good problem-solver. She wanted comfort and she found a way to get it. By sitting with her near the other children, he lets Tyra know that she has the support she needs to successfully meet new challenges. This will help her feel confident to handle other challenges as she grows.

Relationships are the foundation of a child's healthy development.



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Charting Your Child's Healthy Development: 9 to 12 months

The following chart describes many of the things your baby is learning between 9 and 12 months and what you can do to support your child in all areas of her development. As you read, remember that children develop at their own pace and in their own way. Understanding who your child is, what her strengths are and where she needs more support, is essential for promoting her healthy development. If you have questions regarding your child's development, ask your pediatrician.

What's going on:	What you can do:	Questions to ask yourself:
<p>Babies this age are very good at expressing their feelings with their gestures, sounds and facial expressions. They can engage in "conversation," for example, handing things back and forth to you, imitating each other's sounds and actions. They also understand "cause and effect"—that they can make something happen: "If I cry, Mom will come."</p>	<ul style="list-style-type: none"> ● Help your baby handle her feelings. Comfort her when she cries, acknowledge when she's frustrated and help her calm down and try again. This helps your child manage her very strong feelings and develop self-control. ● Engage in "circles" of communication with your baby. Keep it going as long as she's engaged. If she reaches for a book, ask, "Do you want that book?" Wait until she responds, and then hand it to her. See what she does with it and join her without taking over. These "conversations" help boost her overall development—social, emotional, language, intellectual and even motor. 	<ul style="list-style-type: none"> ● How would you describe your baby's personality? In what ways are you and your baby alike and different? ● How does your baby let you know what she wants; what she's thinking and feeling?
<p>Thanks to their new memory skills, babies this age know that when you leave, you still exist. This is a very important skill, but also can lead to difficulty when leaving. This is why babies often protest at bedtime and cry out for you in the middle of the night. They try to get you to come back by gesturing, crying and calling out.</p>	<ul style="list-style-type: none"> ● Play hide-and-peek games like peek-a-boo. Disappearing and reappearing games like this help your baby learn to cope with separation and feel secure that you always come back. ● Be positive when leaving her. Go to her at night to reassure her you are still there but don't pick her up and rock her back to sleep. Falling asleep in your arms makes it more difficult for her to soothe herself back to sleep if she wakes up again at night. When saying "goodbye," tell her you will miss her, but that you will return. Make sure she has something that gives her comfort, like her "blankie" or favorite stuffed toy. 	<ul style="list-style-type: none"> ● How does your baby handle it when you leave? What helps make it easier? ● What's hardest for you about being away from your child? Being aware of your own feelings is very important.
<p>Babies this age do things over and over again because that's the way they figure out how things work, and doing things repeatedly builds their self-confidence. It also strengthens the connections in their brains. Their ability to move in new ways (crawl, stand, even walk) makes it easier to explore and helps them make new discoveries, such as finding their favorite book under the chair.</p>	<ul style="list-style-type: none"> ● Be your child's learning partner and coach. Observe her closely to see what she can do. Then help her take the next step. For example, encourage her to put one more block on her tower or to try and fit the cube into a different hole. ● Follow your child's lead. The more she directs the play, the more invested she is and the more she will learn. <p><i>*The report, From Neurons to Neighborhoods: The Science of Early Childhood Development, was a 2½-year effort by a group of 17 leading professionals with backgrounds in neuroscience, psychology, child development, economics, education, pediatrics, psychiatry and public policy. They reviewed what was known about the nature of early child development and the influence of early experiences on children's health and well-being. The study was sponsored by a number of federal agencies and private foundations.</i></p>	<ul style="list-style-type: none"> ● What are your baby's favorite activities? What does this tell you about her? ● What does your baby do well? What does she find challenging? How can you be a partner in helping her face these challenges?

With thanks to

The Gerber Foundation
Enhancing the quality of life of infants and young children



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For more information go to:
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Executive Function Activities for 6- to 18-month-olds

These activities encourage infants to focus attention, use working memory, and practice basic self-control skills. During this stage of development, infants are actively developing their core executive function and self-regulation (EF/SR) skills. Supportive, responsive interactions with adults are the foundation for the healthy development of these skills. However, particular activities can strengthen key components of EF/SR.

In using these activities, adults should attend to the infant's interests and select activities that are enjoyable, while also allowing the infant to determine how long to play.



Lap games for younger infants

Generations of families have engaged babies in games while holding them in the lap. Different games practice different skills, but all are predictable and include some basic rules that guide adult and child behavior. Repetition helps infants remember and manage their own behavior to fit the game's rules.

■ **Peekaboo** — Hide-and-find games like this exercise working memory, because they challenge the baby to remember who is hiding, and they also practice basic self-control skills as, in some variations, the baby waits for the adult

to reveal him or herself. In other versions, the baby controls the timing of the reveal; this provides important practice regulating the tension around an expected surprise.

■ **Trot, Trot to Boston; This is the Way the Farmer Rides; Pat-a-Cake** — Predictable rhymes that end with a stimulating yet expected surprise are well-loved. Infants exercise working memory as they develop familiarity with the rhyme and practice anticipating a surprise, inhibiting their anticipatory reactions while managing high levels of stimulation.

Hiding games

Hiding games are a great way to challenge working memory.

■ **Hide a toy under a cloth** and encourage the infant to look for it. Once infants can find the toy quickly, hide it, show the child that you have moved it, and encourage the child to find it. Make more moves to increase the challenge. As the child remembers what was there and mentally tracks the move, he or she exercises working memory.

■ **Older infants may enjoy hiding themselves** and listening to you search loudly for them while they track your location mentally.

■ **You can also hide an object** without showing an older infant where it is and then allow the infant to search for it. He or she will practice keeping track of searched locations.

■ **Another challenging version** of these games involves putting a set of cups on a turntable (or "lazy Susan"), hiding an object under a cup, then spinning the turntable. Hiding more than one object can also increase the challenge.

Imitation or copying games

Infants love to copy adults. When they imitate, they have to keep track of your actions, remember them, wait their turn, and then recall what you did. In doing so, they practice attention, working memory, and self-control.

■ **These games have a variety of forms**, from taking turns making simple gestures (e.g., waving) to organizing toys in certain ways and asking children to copy you (e.g., placing toy

animals in a barnyard) or building simple buildings by putting one block on top of another and perhaps knocking them down to rebuild.

■ **As infants' skills improve**, make the patterns they copy more complicated.

■ **Adults can also demonstrate** ways to play with toys, like making a toy horse gallop or rocking a baby doll. This introduces the concept of using toys as symbols for real objects.

Simple role play

Older children in this age range enjoy doing the tasks they see you do.

■ **Take turns with any activity** that interests the child, such as sweeping the floor, picking up toys, dusting, etc. These games introduce the basics of imaginary play and practice working memory, self-control, and selective attention, because the toddler must hold the

activity in mind to complete it while avoiding distractions and inhibiting the impulse to do other things.

■ **Children can remember and play out** more complicated roles as they get older. They will also begin to initiate activities. Providing the necessary materials (e.g., a broom, a toy box, a dustcloth) can help children enjoy and sustain this type of play.

Fingerplays

Songs or chants with simple hand motions are a lot of fun for infants, and develop self-control and working memory as well as language. Infants can learn to copy the movements to a song and, with practice, will remember the sequence. *Eensy Weensy Spider*; *Where is Thumbkin?*; and *Open, Shut Them* are examples, but these fingerplays can be found in many languages and cultures.



Conversations

Simply talking with an infant is a wonderful way to build attention, working memory, and self-control.

■ **With younger infants**, start by following the infant's attention and naming aloud the things holding his or her attention. The infant will likely maintain his or her attention a little longer, practicing actively focusing and sustaining attention.

■ **As infants get older**, pointing out and

talking about interesting objects or events can help them learn to focus their attention on something the adult has identified. As babies learn language, they also develop their memory of what is said, eventually mapping words to objects and actions.

■ **Conversations in any language** besides English are also helpful. It has been found that bilingual children of many ages have better executive function skills than monolingual children, so experience using an additional language is an important skill.

Resources

Songs and games

- www.piercecountylibrary.org/files/library/wigglesticklesall.pdf
- www.turben.com/media-library/8702756_infanttoddlerplaybook.pdf
- www.zerotothree.org/child-development/grandparents/play-o-12-mths-final.pdf

NINE MONTHS

Development & Growth MOTOR

Large Motor

Crawls with one hand full. Can turn around. May crawl upstairs. May crawl on straightened limbs. Stands briefly with hand held. May stand alone briefly. May get self to stand without pulling up on furniture. Gets down from standing. May side-step or “cruise” along furniture.

Sitting

Sits well in a chair. Sits steadily and indefinitely alone. Pivots 90 degrees when seated. Gets self to sit effortlessly. May learn to sit down from standing.

Small

Successfully grasps pellet or shoelaces with thumb and forefinger (pincer grasp). Clasps hands or bangs objects together at center of body. Index finger begins to lead, points, tries to poke into holes, and hooks and pulls.

May build a tower of 2 blocks.

LANGUAGE

Active

Intonation patterns become distinct. Signals emphasis and emotions by vocalizing.

Imitates coughs, tongue clicks, and hisses.

Says dada, mama. May say syllable or longer sequence repeatedly.

Passive

Listens to conversations while singing tones. May understand and respond to 1-2 words, like his/her name and “No-no.”

May carry out very simple commands like “Give me the toy.”

MENTAL

Fears heights. Aware of vertical space. Recognizes dimensions of objects. Approaches small object with finger and thumb and a large object with both hands. Changes dimensions of objects by partially covering eyes or looking upside down. Fingers holes in a pegboard.

Uncovers a toy he/she has seen hidden (object permanence).

Grows bored with repetition of same stimuli.

May remember a game from the previous day. Anticipates reward for successful completion of an act or command. Anticipates return of person or thing he has released manually or visually.

Watches scribbling intently.

Picks up and manipulates 2 objects, one with each hand. Hits

or pushes objects against each other. Drops one of 2 blocks to get a third. May put 1 of 2 objects in mouth and get a third.

Role plays troublesome acts, showing symbolic thinking. May refuse to allow self to be distracted. May begin to show a quality of persistence.

SOCIAL

Personal

Recognizes mother and self in mirror. Perceives mother as separate person; probably does the same with father.

Interaction

Anticipates mother coming for feeding. Performs for home audience. Repeats act if applauded. May learn to protect self and possessions, fighting for a disputed toy. May be more sensitive to other children, crying if they cry. Begins to evaluate people’s moods and motives. May play out new fears. Shows interest in other people’s play. Plays pat-a-cake, so-big, bye-bye, and ball games. Chooses toys deliberately.

Cultural

Interested in finger feeding self, picking up small pieces of cooked veggies, soft fruit, Cheerios, bread, and crackers with pincer grasp and bringing

them to his mouth. Drinks from a sippy cup and manipulates a bottle well.

May fear the bath.

Please do not regard this chart as a rigid timetable. Babies are unpredictable. Some perform an activity earlier or later than the chart indicates.

Other notes:

Begin limit setting and saying “No!” when necessary; redirect the baby from unsafe activities to safer ones.

Practice pointing and saying body parts. Point at objects in books, saying the names repeatedly. Have a constant dialogue with your child and say the words and you are handing him things or pointing to things.

TEN MONTHS

Development & Growth MOTOR

Large Motor

Crawls on straightened limbs. Stands with little support. May get self to stand independently by straightening limbs and pushing up and off from palms. Side steps along furniture. Climbs up and down from chairs.

Sitting

Sits down from standing. Gets onto stomach from sitting.

Small

Carries two small objects in one hand. Dangles object from string. May differentiate use of hands, holding one and maneuvering with the other. Releases grasped object awkwardly. Has some small muscle control of rectum.

LANGUAGE

Active

Learns words and appropriate gestures- e.g. says 'No' and shakes head or waves/says 'bye bye.'

Passive

Responds to his or her name. Listens with interest to familiar words. Understands and obeys words and commands.

MENTAL

Reaches behind herself for a toy without seeing it. Sees individual objects as separate from others. Continues to learn about properties of objects – e.g. crumples paper, rattles box. Points, pokes, touches and plays with extended index finger. Looks for contents of box. Grasps small objects in container. Searches for hidden object if he sees it hidden. Lifts inverted cup in search of toy. Searched briefly for object in second hiding place; if unsuccessful, return to first hiding place to look again.

Increasingly imitates behavior. Tries out new acts and modifies old ones through trial and error. Matches two blocks.

SOCIAL

Personal

Shows moods – looks hurt, sad, happy, uncomfortable, angry. Shows preferences. Likes music.

Begins to identify with male or female sex. Grows aware of self as well as social approval and disapproval.

Interaction

Becomes more sensitive toward other children; cries of another child receives attention. Fears performing familiar activities; may regress to earlier stages briefly. Pulls off hat for fun. Prefers one or several toys; shows tenderness toward stuffed animal or doll.

Cultural

Holds cup for drinking. Feeds self whole meals.

May have trouble sleeping again (but this is usually brief if kept to regular sleep training schedule and no bad habits are started). Helps dress self.