

CONNECT TO THE CLASSROOM

Infant Distress

In this part of the module, you learned about ways to prevent and respond to infant distress signals such as crying and fussing. Remember that infants often cry when they are hungry, scared, tired, wet or soiled, sick, hot, cold, or otherwise physically uncomfortable. They also may cry when they are bored or frustrated. Let's think about how you can apply these ideas in your own classroom.

Think about a specific infant in your classroom to focus on for this exercise. As you care for this infant during your next teaching day, pay particular attention to his or her signals during times of distress and try to respond quickly to the needs that he or she is expressing.

Use your observations and interactions throughout the day to respond to the following questions.

1 When this infant cried, what cues helped you figure out why she was distressed? The cues may be different for different episodes of crying.

2 Was your first guess about what this infant needed correct or incorrect? How could you tell?

3 What strategies did you use to address this infant's needs?

4 What have you discovered about the soothing strategies that work best for this infant (e.g., specific positions, specific actions or activities, specific ways of using your voice)?

