

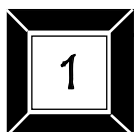
# Instructional Plan

## Outcomes

- Parents will recognize and respond appropriately to their baby's or toddler's engagement and disengagement cues.
- Parents will evaluate the results of nonresponsiveness to a baby's or toddler's engagement cues.
- Parents will analyze factors that can help structure a successful engagement experience.

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## FOUR-STEP INSTRUCTIONAL PROCESS



### 1 PRESENTATION OF CONCEPTS

#### INTRODUCTION OF TOPIC

- We all *tune in* to our surroundings when we are interested and stimulated and *tune out* when we need a break.
  - *Tuning out* allows our brain time to process information and our neurological systems to restabilize.
    - Explain the concept of *Tune In/Tune Out*.
      - Parents identify behaviors they have used to tune out.
      - How do they act when they are *tuned in*?
    - Discuss why being able to *tune out* is important. Ask how the parents feel when they are not allowed to “take a break.”
  - The length of time a person can *tune in* and each person's need to *tune out* is related to development and a person's individual biological rhythms.
    - Discuss how attention span will vary with individuals. Cite examples of different activities. Ask the parent how long he thinks he could stay focused on each activity.
    - Discuss how long most babies can *tune in* before needing a break (about 5 seconds for most young babies).

#### KEY CONCEPTS

- Babies give cues to signal when they are *tuned in* and when they need to *tune out* [see *Conceptual Overview #1*].