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[Social inequalities and differences in social characteristics in infant feeding practices among Norwegian 6 months old infants - Spedkost 2006](#)

Gimse, Gislaug Marie Moe (Master thesis / Masteroppgave, 2009)

Bakgrunn: Mange europeiske land har utjevning av helseforskjeller høyt oppe på den helsepolitiske agenda. Flere vitenskapelige studier viser at lav sosioøkonomisk status er assosiert med dårlig helse. Sped- og småbarnstiden ...

[Mors depresjon og spedbarnets sosioemosjonelle kompetanse: En studie for å kartlegge sammenhengen mellom symptomer på fødselsdepresjon hos mor og sosioemosjonell kompetanse hos spedbarnet.](#) Restricted Access

Brager, Eva-Margrethe (Master thesis / Masteroppgave, 2014)

Bakgrunn: Sped- og småbarn med deprimerte mødre viser økt risiko for bl.a. kognitive svekkelser, emosjonelle problemer og tilknytningsproblemer, men det er lite forskning som ser på sammenhengen mellom sosioemosjonell ...

[The Challenges of Having an Infant Participate in the Simulation-based Course: "Examination of a Healthy Infant"](#)

Storm, Hanne (Journal article / Tidsskriftartikkel / PublishedVersion; Peer reviewed, 2013)

Objective: The objective of this study is to evaluate medical students' perceptions of acceptability of a simulation- based lumbar puncture (LP) course and its effect on standardized LP performance four weeks later. Tests ...



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Parenting tips for infants. Infants have very basic needs and they have not yet developed the distinction between themselves and their environment. They require warmth, rest, safety, and nourishment and time to establish a bond with their primary caretaker. Their main developmental tasks are to learn to eat, sleep, and become used to their bodies and interaction with others. Between the ages of about three and five, your preschooler becomes slightly less self-centered, more aware of his or her place in the world and start learning to manage their emotions and behavior. Their social skills develop quickly, which set the basis for when they venture into the world and go to school. They are experiential learners and test the boundaries of their bodies and minds. Mother–infant interaction was videotaped during a standardized play situation and coded blind to group status. High trait anxiety mothers showed less sensitive responsivity ($p < .05$) and reduced emotional tone ($p < .05$) during interaction. Each mother and infant pair was videotaped in their home. Further studies would be strengthened by including measures of infant behavior, temperament and neurophysiology (Manassis & Bradley, 1994; Vasey & Dadds, 2001) to exclude the possibility that altered patterns of interaction are accounted for by infant factors. The results reported need to be interpreted cautiously due to several limitations. Recent papers in *Mother and Infant Interaction. Papers. People.* The development of infant research methodologies is illustrated in the present book by the contribution written by Beatrice Beebe, whose 'journey' leads us through the 'creating' of a discipline with its creators, her traveling companions, such as Daniel Stern, Frank Lachmann, Joseph Jaffe and many others. Trevarthen's chapter is a discussion of his work with T. Berry Brazelton, passed away on March 2018. Infants learn to communicate through everyday social interaction with their caregivers in a multisensory world involving sight, hearing, touch and smell. The neural and behavioural underpinnings of caregiver-infant multisensory more.