

Language & Literacy

Language development

Personal visit plan

Discussion topics

- The stages of speech development
- Supporting language development

Objectives

- Teen parent will learn the stages of speech development.
- Teen parent will learn how to support their babies' language development.

Educator resource

- *Developing Language: Infants and Toddlers*



Parent handouts


- *Baby Biography: My Baby's Story*, p. F-13
- *Problem Solving: Eight Steps*, p. F-23
- *Problem Solving: Four Steps*, p. F-21
- *Baby Talk: You and Your Baby*
- *Bees in a Beehive*

Process


I. Rapport-building

- Review records.** Before the visit, review previous records and select a plan that meets the teen parent's needs.
- Teen parent's strengths.** Now and throughout the visit, point out the teen's parenting strengths. This is a time to build a relationship with the teen parent and his/her family.
- Teen parent's update.** Talk with the teen parent about what is going on in his/her life.
- Follow-up activity.** Reflect on the follow-up activity from the last visit.
- Topics and agenda.** Introduce the topics, and establish the goals and agenda for the visit. Build ownership in the visit by asking the teen parent what he/she wants to accomplish.

II. Observation

- Share observations.** Encourage the teen parent to share some parenting joys and challenges by describing the changes he/she has observed in his/her child's development since the last visit.
 -  Use the handout, *Baby Biography: My Baby's Story*, to record the teen parent's own words as he/she describes his/her child's development.
 - Give the teen parent the *Baby Biography: My Baby's Story*.
- Developmental characteristics.** Use the parent handout that is appropriate for the child's age from the Development section of this curriculum. Ask which of these characteristics the teen parent may be observing already. Select an activity from the *Ways You Can Help* section of the handout for the teen parent to do with his/her child.

III. Discussion

- Goals.** Review the goals that the teen parent has established for the visit and integrate them into the discussion.
-  **Comments and concerns.** Address the teen parent's comments and concerns. Use the handout, *Problem Solving: Eight Steps* or *Problem Solving: Four Steps*, for reference or assistance.

C. Stages of speech development

1. The stages of speech development—early sounds, babbling, nonverbal gestures, first words, vocabulary of 50 to 100 words, two-word sentences.
2. In infancy, oral language is simply when babies play with sounds by babbling, cooing, gurgling. An infant responds to pleasant sounds by cooing. A 9 month old responds to the word, “no.”
3. In the toddler years, oral language grows rapidly between one and two. By 18 months, most children can use 20 to 50 words. Between age two and three, there is a dramatic growth in language development, where children grow from 300 to 1,000 words.

E. Supporting language development



1. Use the handout, *Baby Talk: You and Your Baby*, to discuss. (Refer to the resource, *Developing Language: Infants and Toddlers*, for supporting information.)
2. Unborn children can hear their parents’ voices while in the womb. After birth, infants love to hear their parents’ voice. Not only do babies feel close to their parents, they are learning their native language.
3. It is important to listen and respond to the sounds babies make.
4. Remind the parent to talk to their child while they do things together.
5. Children love hearing stories from their parents and storytelling helps to build their young children’s speaking and listening skills.
6. Infants and toddlers begin to make the connections between words they hear and the things the words represent.
7. The more words a baby hears, the more words he will later speak.

IV. Activity: **Talk, Talk, Talk**

A. Materials



- Bags with baby objects- baby spoon, baby comb, brush, etc.
- Copies of finger play—*Bees in a Beehive*

B. Rationale. Tell the teen parent why this activity is important.

1. Simple activities can promote language development.
2. Finger plays offer visual and auditory stimulation for infants/toddlers. They also offer toddlers the opportunity to use their fingers and hands. Finger plays give children the opportunity to hear rhyming words.
3. Labeling objects and sharing new words adds to the child’s understanding of the connection between what things are and what they do.
4. Knowledge of the world and its words are learned indirectly by hearing and seeing things.

C. Instructions

1. Ask the teen parent to place the child directly across from her in a car seat, etc. Model the finger play once by singing the verses in a lively manner and demonstrating the finger movements as you sing. Give the parent a copy of the finger play.
 - a. Encourage the teen parent to say the finger play slowly.
 - b. Ask the teen parent to share her thoughts on the finger play, as well as her baby’s reaction. Ask her to share another favorite finger play with her child.
2. Pointing and naming activity
 - a. Offer bags of different objects to the teen parent. Instruct the teen parent to take the objects out of the bag one at a time. Encourage her to point to the object, name it, and demonstrate with the baby/toddler what to do with the object.
 - b. Discuss with the teen how to do this activity with an infant, versus a toddler. Share with her how to label the things that she uses daily with her baby—diaper, bottle, rattle, blanket, book, etc. Once the toddler becomes familiar with objects and their use, she can randomly select items. The parent can ask, “What do we drink from?” The child can respond by picking up the cup.
3. Talking about me activity
 - a. Share with the teen parent that they need to talk to their babies about everything, but most important about themselves! Explain that how they talk to their child changes as the child grows older.

- b. Demonstrate for the parent how to have a conversation with her baby by putting her face close and looking into her baby's eyes. Smile and talk, copying his sounds (this illustrates how conversation work). Respond to his gestures.
 - c. Encourage the parent to talk to her baby throughout the day:
 - Discuss what the child is eating for breakfast—"You are eating peaches. Mommy is drinking orange juice."
 - Discuss what the child will wear that day. "You will wear blue pants and a green shirt today. I love to see you wear the colors—green and blue."
- D. **Book sharing/literacy experience**
- 1. Convey to the teen parent the importance of nurturing his/her child's emerging literacy skills. Choose board books with bold colors and simple pictures. Explain that rhymes and repetition help the young child listen.
 - 2. Select a book appropriate for the child's age. Hand the book to the teen parent and have him/her read the book to his/her child.
 - 3. Affirm the teen parent's efforts; this will help the teen parent gain confidence to teach his/her child.
 - 4. Encourage the teen parent to tell stories to his/her child. As the child listens, new words and ideas form additional connections in the brain.
 - 5. Encourage the teen parent to read his/her child's cues and body language.
- E. **Teen parent follow-up activity.** Ask the teen parent to complete the following activity during the time between visits.
- 1. Suggest that she observe her baby's reactions and be prepared to share the observations with the educator at the next visit or group meeting.
- V. Summary
- A. **Key points.** Restate one or two key points discussed during the visit. Use the handouts to reinforce these points.
 - B. **Teen parent's strengths.** Affirm a parenting strength observed in the teen parent during the visit.
 - C. **Teen parent follow-up.** Remind the teen parent to continue practicing the follow-up activity.

Baby Talk: You and Your Baby

You are very important to your baby. Talk to your baby often. When you talk to your baby you help his language skills develop. Good language skills are important for school success.

Your baby

Surround your baby with sounds. Babies love to imitate sounds. In the first few months, your infant's language will consist of playing with sounds. He will babble, gurgle or coo when he is happy.

Talk with your baby. Answer his coos and gurgles. Give your words to your baby. If he says "ga-ga-ga," you can respond by saying "Ok, are you ready for a dance with daddy?"

Your baby loves to hear your voice.

- Vary the tone of your voice and make funny faces.
- Share nursery rhymes, chants, finger plays, songs and books with your baby.
- Play touching and talking games together.
- Copy the sounds that your baby makes.
- Look at him when he talks to you. With your help, your baby's "baby" talk will soon turn into words.

Baby talk: You and your toddler

Your child's language grows rapidly between the ages of one and two. Your child will speak many sounds as if speaking in sentences. As your toddler begins using single words, fill in the missing words to form complete sentences. For example, if your toddler says, "juice," but

Words my baby says:

means, "I want some juice," you can fill in the missing words. "Oh, you want some apple juice?"

Your toddler will "play" with language by repeating new words and making up nonsense words. He will enjoy rhyme and repetition. Play rhyming games with your toddler.

- Sing songs and rhymes with rhythm and repeated sounds.
- Share interesting book/stories with your toddler. Talk with the toddler about what is happening in the story. Ask questions that require the toddler to make a prediction, "Where do you think the mother is?" When he is ready, have him tell you about the pictures.



Have conversations with your child. Talk about what he's interested in.

- Use easy words he can understand and say.
- Ask questions that require him to think, and put ideas and thoughts into words.
- Explain things in detail.
- Answer questions over and over again. Your child learns from hearing things repeated.
- Use mealtime to have "family talks."
- Talk about your day, your baby's day.
- Be sure to allow your toddler to lead the talk sometimes.

Things my toddler likes to say:

Whatever you do together—eat, bath, change diapers/clothes, and take walks—talk, talk, talk together!

SAMPLE



Prenatal

Connecting With Your Baby Before Birth

Personal visit plan

Discussion topics

- Prenatal attachment
- Baby is connected to his parents' emotional states
- Activities to enhance prenatal attachment

Objectives

- Teen parents will discuss strategies to connect with their baby while in the womb.
- Teen parents will learn strategies to manage emotional states.

Educator resource

- *Understanding Prenatal Attachment in Teen Parents*



Parent handouts

- *Baby Biography: My Unborn Baby's Story*, p. F-11
- *Problem Solving: Eight Steps*, p. F-23
- *Problem Solving: Four Steps*, p. F-21
- *Mommy, Daddy, and ME*

Process

I. Rapport-building

- Record review.** Before the visit, review previous records and select a plan that meets the teen parent's needs.
- Teen parent's strengths.** Now and throughout the visit, point out the teen parent's parenting strengths. This is a time to build a relationship with the teen parent and her family.
- Teen parent's update.** Talk with the teen parent about what is going on in her life.
- Follow-up activity.** Reflect on the follow-up activity from the last visit.
- Topics and agenda.** Introduce the topics, and establish the goals and agenda for the visit. Invite the teen parent's ownership in the visit by asking what she wants to accomplish.

II. Observation

- Share observations.** Encourage the teen parent-to-be to share her thoughts about how she feels connected to her unborn child. Let the teen parent know that it is normal to feel both connected yet separate from her unborn baby. Take note of her positive and negative thoughts and concerns. Listen to the dreams and wishes she has for herself and her child.
 1. Use the handout, *Baby Biography: My Unborn Baby's Story*, to record the teen parent's own words as she describes her thoughts.
 2. Give the teen parent the handout, *Baby Biography: My Unborn Baby's Story*.
- Developmental characteristics.** Use the parent handout that is appropriate for the unborn baby's gestational age from the Development section of this curriculum. Ask the teen parent to describe what she thinks her unborn baby looks like at this point in the pregnancy. Ask her to describe what she thinks her baby's personality will be like.
- Support system.** Discuss with the expectant teen parent the importance of establishing a solid support system to help her make the emotional adjustment to pregnancy and parenthood. Talk with her about the friendships and relationships at home, work, and school upon which she can most depend for emotional support.
- Prenatal visit.** Ask the teen parent about her most recent visit to her health care provider.

III. Discussion

A. **Goals.** Review the goals that the teen parent has established for the visit and integrate them into the discussion.



B. **Comments and concerns.** Address the teen parent's comments and concerns. Use the handout, *Problem Solving: Eight Steps* or *Problem Solving: Four Steps*, for reference or assistance. When necessary, link the teen parent and her family to community resources.

C. **Prenatal attachment**

1. Attachment is a bonding process between parents and their child that begins during pregnancy, is strengthened after birth, and continues for a life-time. It is when a parent and child feel love for one another.
2. Although the unborn baby is a separate human being, she is connected to her mother biologically and physically. She is totally dependent on her mother.
3. Facilitate a discussion about attachment using the following questions:
 - a. Do you feel closer to your mother since you found out that you were expecting? In what ways?
 - b. Have you ever imagined who your baby looks like? Does he or she look similar to you? In what way?
 - c. When did you first hear your baby's heart beat? Did you ask yourself, am I pregnant for real? When you felt your baby move, did it feel strange? Who did you tell?
 - d. Describe your feelings when you saw your baby on the sonogram.
 - e. Now is your baby awake or asleep? Does your baby kick you to let you know he/she is awake? Does she/he jump with loud noises?
 - f. What are some of your thoughts about your unborn child?

D. **Baby is connected to their parents' emotional states**

1. Chemicals that mother produces when she is stressed, anxious, fearful or sad, happy or calm cross the placenta and influence her baby's chemical levels.
2. Baby can become anxious when her mother feels stressed or fearful. The unborn child may hear alarm in her mother's or father's voice, feel her mother's muscles tighten or her heart beat quicken.
3. Discuss the importance of learning to take time during pregnancy and after birth to relax and deal with their physical and emotional fatigue, as parents are trying to manage adjustment to pregnancy and parenting. Be sure to include in the discussion ways that teen parents can balance their lives.
4. Teen parents' relationships with their children are intertwined with their own emotional state. From the womb to the cradle, babies depend on their parents to meet their needs. (Refer to the resource, *Understanding Prenatal Attachment in Teen Parents*, for supporting information.)



E. **Activities to enhance prenatal attachment.** Use the handout, *Mommy, Daddy, and ME*, to discuss.

1. Babies begin to hear by the 24th week of gestation. Babies are not quite as good at hearing lower sounds, so when a male speaks to the baby, he needs to get closer to the mother's stomach and speak clearly. Soon after birth, babies will respond to familiar voices they heard while in the womb.
2. Hearing calm music produces a calm state in babies and parents. Babies enjoy hearing their parents sing songs or nursery rhymes. Parents have reported that babies remember and respond to songs that their parents consistently sang during the last trimester before birth. In fact, parents say these songs often calm their new infant.
3. Encourage teen parents to sing the same songs to their baby that they found comforting when they were young. Sing songs together that teen parents remember.
4. Reading to their unborn children is another way to connect.

IV. Activity: **A gift to my unborn child**

A. **Materials**

- Writing Paper
- Pens or thin felt tip markers
- Construction paper (optional)
- Glue (optional)
- Scissors (optional)
- Small picture frames (optional)

B. **Rationale.** Tell the teen parents why this activity is important.

1. Attachment begins before birth.
2. It is important for expectant parents to begin to accept their babies as living beings.
3. It is beneficial to the emotional health of expecting teen parents to have positive thoughts about their futures and the futures of their babies.

C. **Instructions**

1. Explain to the teen parent that she is going to make a gift for her unborn child.
2. Ask the teen parent to create a poem, song, and drawing or to write a letter to her unborn baby expressing her feelings about her child.
3. Optional: The teen parent can use construction paper as matting and frame her creation.

D. **Teen parent follow-up activity.** Ask the teen parent to complete the following activity during the time between visits.

1. Everyone has special gifts to offer. Material things are not always what is most important. Encourage the teen parent to think of her own special gifts and how she can share them with her baby.

V. Summary

- A. **Key points.** Restate one or two key points discussed during the visit. Use the handouts to reinforce these points.
- B. **Teen parent's strengths.** Affirm a parenting strength observed in the teen parent during the visit.
- C. **Teen parent follow-up.** Remind the teen parent to continue practicing the follow-up activity.

SAMPLE

Prenatal

Connecting With Your Baby Before Birth

Group meeting plan

Format: Large Group Discussion
Topic: Connecting With Your Baby Before Birth
Length of meeting: 45-60 minutes

Discussion topics

- Prenatal attachment
- Babies are connected to their parents' emotional states
- Activities to enhance prenatal attachment

Objectives

- Teen parents will discuss strategies to connect with their baby while in the womb.
- Teen parents will learn strategies to manage emotional states.

Educator resource

- *Understanding Prenatal Attachment in Teen Parents*



Parent handouts

- *Virtues and Affirmations*, p. F-15
- *Mommy, Daddy, and ME*

Process

I. Welcome

- A. **Ask the teen parents to make connecting statements.** Use a variety of connecting statements to help the teen parent's transition. Some examples include:
- Since the last meeting, my unborn baby...
 - Since the last meeting, I...
 - In group today, I need...



- B. **Give the teen parents an opportunity to make affirmation statements.** Use the handout, *Virtues and Affirmations*, for reference or assistance. Give the teen parents a virtue or affirmation and ask them to give an example of how it relates to them.
- C. **Check-in with group members.** Ask questions that encourage discussion. Some examples include:
- What's new?
 - What challenges are you facing?
- D. **Reflect on the follow-up activity.** Ask questions that give feedback to the group about the follow-up activity. Some examples include:
- What did you observe?
 - Would you do anything differently? Why or why not?
- E. **Topics and agenda.** Introduce group meeting topics as they relate to the teen parents' needs.

II. Discussion. Incorporate throughout the meeting.

A. Prenatal attachment

1. Attachment is a bonding process between parents and their child that begins during pregnancy, is strengthened after birth, and continues for a life-time. It is when a parent and child feel love for one another.
2. Although the unborn baby is a separate human being, she is connected to her mother biologically and physically. She is totally dependent on her mother.

3. Facilitate a discussion about attachment using the following questions:
 - a. Do you feel closer to your mother since you found out that you were expecting? In what ways?
 - b. Have you ever imagined who your baby looks like? Does he or she look similar to you? In what way?
 - c. When did you first hear your baby's heart beat? Did you ask yourself, am I pregnant for real? When you felt your baby move, did it feel strange? Who did you tell?
 - d. Describe your feelings when you saw your baby on the sonogram.
 - e. Now is your baby awake or asleep? Does your baby kick you to let you know he/she is awake? Does she/he jump with loud noises?
 - f. What are some of your thoughts about your unborn child?

D. Baby is connected to their parents' emotional states

1. Chemicals that the mother produces when she is stressed, anxious, fearful or sad, happy or calm cross the placenta and influence her baby's chemical levels.
2. Baby can become anxious when her mother feels stressed or fearful. The unborn child may hear alarm in her mother's or father's voice, feel her mother's muscles tighten or her heart beat quicken.
3. Discuss the importance of learning to take time during pregnancy and after birth to relax and deal with their physical and emotional fatigue, as parents are trying to manage adjustment to pregnancy and parenting. Be sure to include in the discussion ways that teen parents can balance their lives.
4. Teen parents' relationships with their children are intertwined with their own emotional state. From the womb to the cradle, babies depend on their parents to meet their needs. (Refer to the resource, *Understanding Prenatal Attachment in Teen Parents*, for supporting information.)



E. Activities to enhance prenatal attachment. Use the handout, *Mommy, Daddy, and ME*, to discuss.

1. Babies begin to hear by the 24th week of gestation. Babies are not quite as good at hearing lower sounds, so when a male speaks to the baby, he needs to get closer to the mother's stomach and speak clearly. Soon after birth, babies will respond to familiar voices they heard while in the womb.
2. Hearing calm music produces a calm state in babies and parents. Babies enjoy hearing their parents sing songs or nursery rhymes. Parents have reported that babies remember and respond to songs that their parents consistently sang during the last trimester before birth. In fact, parents say these songs often calm their new infant.
3. Encourage teen parents to sing the same songs to their baby that they found comforting when they were young. Sing songs together that teen parents remember.
4. Reading to their unborn children is another way to connect.

D. Questions that stimulate further discussion

1. Ask teen parents to complete these sentences:
 - a. "I feel close to my mother or father when..."
 - b. "When I feel my baby moving inside me, I feel..."
 - c. "I will be a good parent because..."

E. Emphasize key points

1. Attachment is a life long process between children and their parents. It begins while babies are still in utero.
2. Babies are totally dependent on their parents to provide for their needs.
3. There are many ways to promote strong attachments between children and their parents.

III. Activity: A gift to my unborn child

A. Materials

- Writing Paper
- Pens or thin felt tip markers
- Construction paper
- Glue
- Scissors
- Small picture frames

- B. **Rationale.** Tell the teen parents why this activity is important.
 - 1. Attachment begins before birth.
 - 2. It is important for the expectant parents to begin to accept their babies as living beings.
 - 3. It is beneficial to the emotional health of expecting teen parents to have positive thoughts about their future and the future of their babies.
- C. **Instructions**
 - 1. Explain to teen parents that they are going to make gifts to their unborn children.
 - 2. Tell the teen parents to create poems, songs, drawings or to write a letters to their unborn babies expressing their feelings about their children.
 - 3. The teen parents can use construction paper as matting and frame their creations.
- D. **Follow-up activity.** Everyone has special gifts to offer. Material things are not always what are most important. Encourage the teen parents to think of their special gifts and how they can share them with their babies.

IV. Summary

- A. **Elicit final thoughts and unanswered questions from group members**
- B. **Summarize the discussion including group members' comments**
- C. **Preview next meeting**
- D. **Ask group members to complete a brief evaluation form** (Optional)

SAMPLE



UNDERSTANDING PRENATAL ATTACHMENT IN TEEN PARENTS

Attachment is a bonding process between parents and their children that begins during pregnancy, is strengthened after birth, and continues for a lifetime. It is developed and nurtured by closeness and communication. It is not fully understood what makes a parent and a child come to love one another. It is certain, however, that attachment between the two of them is stronger the earlier this special bonding process is begun.

Mother and baby are united, but separate

The process of attachment requires that the mother accepts her pregnancy, responds positively to the idea of parenting, and recognizes her unborn baby as a separate and unique person. This usually happens for an adult woman when she begins to “show” and can feel her baby move. She understands that the baby is a physical part of her and is biologically connected to her. She realizes that the baby needs

her to nourish and protect him before he is born.

In the case of many pregnant teens, however, the process of attachment may not begin as early or happen as easily! Some teens remain in denial of the pregnancy for a long time. Others do not respond positively to the undeniable challenges they see as their new future. But, as the teen’s pregnancy progresses, the natural drive to protect and nurture her baby will become heightened by a growing familiarity with this new person. She may spend more and more time imagining what her baby will look like and how he will act. She may begin to recognize, and may even talk about, her unborn baby’s emerging personality. The better she gets to know him, the more distinct a person he will become to her.

An emotional bonding between them results from his need for her and her response to him. Recognizing his separateness from her and his ultimate dependence upon her is the basis of the attachment that will unite them in a special way for the rest of their lives.

Emotional state affects attachment

Natural biological chemicals associated with the mother’s stress, anxiety, fear, or depression—as well as pleasure—cross the placenta and influence the baby’s own chemical levels. These will become the levels that regulate the newborn baby’s daily functioning. The baby can also become anxious when his mother is stressed or fearful as he hears alarm in her voice or feels her muscles tense and heartbeat quicken. Therefore, taking time during her pregnancy to relax and deal with physical and mental fatigue is vital to the mother and baby’s well being.

Pregnant teens may find this aspect of self-care very difficult to manage. Most teen parents are still in school and must balance their time between attending school, working at an afterschool job, doing household chores, and studying. Because they are adolescents and have a limited view beyond self, it is not so very obvious to pregnant teens that their care of themselves directly affects their unborn children.

Teen father attachment

Although it is easier for teen mothers to attach with their babies before birth, fathers can bond too. When teen fathers bond with their children while in the womb, it will be easier for them to connect after birth. Here are some suggestions for teen fathers to bond with their unborn children:

- Be involved in the pregnancy
- Go to prenatal health care visits
- Attend childbirth-education classes with the mom-to-be

Baby's hearing in utero is a direct avenue for attachment

Babies begin hearing by the 24th week of gestation. A baby's ability to hear high-frequency sounds before birth is more fully developed than the ability to hear low-frequency sounds. If the father's voice is to be heard by his unborn child, he needs to get close, speak clearly, and talk in a higher pitch than usual.

Hearing calm music has been shown to produce a calm state of mind for both parents and babies. Teen parents may want

to sing the same songs to their babies that they found comforting when they were very young. When mothers are calm while singing to their unborn children, the babies learn to associate the special song with a calm state of being.

Studies confirm that babies remember and respond after they are born to melodies they heard consistently during the last trimester before birth. Teen parents can use the same nursery rhyme, melody, or song they sang before birth to calm their crying newborn.

Unborn babies learn best when they are awake and alert. It is important that mothers and fathers who want to form attachments to their unborn children through music do so when they are awake and listening. Paying close attention to their babies' cues will tell them when the time is right for interaction.

Strategies that may benefit teen parents

Helping pregnant teens begin the attachment process with their babies as early as possible can empower them to impact their babies' emotional development before birth. When

educators discuss fetal development in a personal and timely manner, teen parents will feel encouraged to view and treat their unborn children as real and distinct people. Suggesting and modeling ways they can communicate prenatally with their babies will foster attachment. Attachment between the parents and their babies is easier to affect, and will be stronger when the babies are born, if it is begun prenatally. Remember to be consistent and enthusiastic in promoting prenatal attachment and in acknowledging, whenever possible, both the teen mother's and the teen father's attention to their unborn babies.

- Discuss attachment in relation to healthy fetal development. Inform parents that attachment starts as soon as they begin to communicate with their unborn babies.
- Inform teen parents that they can "teach" their babies a song or melody prenatally that may also calm them after they are born.
- List ways teen parents can form strong attachments with their babies during pregnancy. Suggest that



they sing, play classical music, hug, and stroke their babies through the mothers' abdomen.

- Tell teen mothers that, even before birth the foundation for their children's emotions begin to develop. Explain that their unborn babies sense their mothers' feelings of anxiety and excitement and feels changes in their mothers' body changes when they are at peace.
- Advise the pregnant teens to attend regularly scheduled prenatal doctor visits to insure that the pregnancy is progressing well.
- Encourage teen mothers and fathers to maintain positive attitudes throughout the pregnancy. Remind parents that the stronger their attachments are prenatally, the more secure they are likely to be after birth.

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