

# Team Talk

## Healthy Child Programme

Toolkit for Health Professionals



### Aim

The Team Talk project, across health professionals, supports parents to provide the optimal stimulatory environment for their child to reach their neurodevelopmental potential.

### Background and rationale

Team talk is a cross-sector interdisciplinary project to support health professionals working with families with children age 0–5 years old; it is a key component of Haringey's relationship based approach to resilience. The idea for the "team talk" project emerged from work on resilience and emotional health in the education sector, and is well aligned with the Healthy Child Programme's high impact areas for 0–19 year olds. The importance of a relationship-based approach to resilience within education has long been championed by the social science academic community including Larry Brendtro, Martin Brokenleg and Steve Van Brockern, who developed innovative ideas for practice based on research around resilience and traditional cultures and which allow for effective learning and personal development. Ceri May's anchor project built upon this work to produce user friendly resources including Haringey's resilience wheel which promotes these 6 essential components for a child's emotional wellbeing:

1. safety, 2. belonging, 3. achieving, 4. empowerment, 5. purpose and 6. adventure.

School children with learning and behavioural difficulties, often begin school with delayed or disordered acquisition of core global neurodevelopmental skills and poor emotional regulatory skills. The team talk project explores how supporting significant early life relationships and influencing family-centred environmental factors can affect a child's school readiness. Many opportunities exist within the current healthcare system for professionals to influence parenting practices early in life. During pregnancy, and in the first 12-months of life a typical mother may have contact with the following health professionals: midwife, sonographer, health visitor, paediatric doctor and general practitioner. Those with high risk pregnancies may also see an obstetric consultant antenatally and the child may be followed up by a consultant neonatologist. In total including the antenatal period, in the first 2 years of a healthy child's life, new parents will have up to 25 routine points of contact with health professionals: plenty of opportunities to support and educate.

### Objectives

- 1 Increase the information given to new parents about secure parent-child attachment relationships and their child's global neurodevelopment and emotional wellbeing
- 2 Give specific advice that is easily understood, practical and meaningful
- 3 Provide consistent advice which is reinforced across sectors and disciplines

#### KEY – areas of focus

- Connecting through touch & cuddles
- Responding promptly & consistently
- Connecting through speech language & communication
- Supporting physical development
- Learning to recognise baby's needs



HARINGEY  
healthy  
CHILD  
PROGRAMME

Haringey  
LONDON

For further information visit: [www.haringey.gov.uk/anchor](http://www.haringey.gov.uk/anchor)

# Information to Parents: What & When Table

*Some things to think about now  
and when the baby is born*

## KEY – areas of focus

- Connecting through touch & cuddles
- Responding promptly & consistently
- Connecting through speech language & communication
- Supporting physical development
- Learning to recognise baby's needs

Point of Contact:	Communication/Action
1. <b>Midwife 8-10 weeks</b>	▶ Booking & Bloods
2. <b>Sonographer - 12 week scan</b>	▶ <ul style="list-style-type: none"> <li>● Mother &amp; partner talk &amp; sing to your unborn baby (18 weeks – first hear sound). Talk &amp; sing in your own language too</li> <li>● Listen &amp; relax to favourite music</li> </ul>
3. <b>Midwife – low risk Consultant – high risk 16 weeks</b>	▶ <ul style="list-style-type: none"> <li>● Responding promptly &amp; consistently helps baby to feel secure; you can't spoil a baby</li> <li>● It's important to have times when your phone is off or away to give baby your full attention</li> <li>● When responding &amp; checking baby, it helps if you talk to them, describing what you're doing – "I wonder if... your nappy needs changing; you're hungry; you're too hot?" etc.</li> </ul>
4. <b>Sonographer – anomaly scan 20 week scan</b>	▶ <ul style="list-style-type: none"> <li>● How is the talking &amp; singing to your unborn baby going? Do you speak/sing in your home language (18 weeks – first hear sound). Does your partner do this too?</li> <li>● Cuddling &amp; relaxing with baby helps: you &amp; baby connect &amp; baby learn to regulate their emotions &amp; regain emotional balance when they are distressed</li> </ul>
5. <b>Midwife Consultant 25 weeks (first time mums) 28 weeks – (2nd time + mums)</b>	▶ <ul style="list-style-type: none"> <li>● Listen &amp; relax to favourite music – playing the same music will relax baby when they are born</li> <li>● Play with baby when they are alert &amp; in the mood – every time you make eye contact &amp; respond with facial expressions your baby's brain grows – peekaboo, round &amp; round the garden, safe objects for them to look at &amp; play with, reading books to them (near sight only in the first few weeks), all the while talking to them</li> </ul>
6. <b>Health Visitor (28-36 weeks)</b>	▶ <ul style="list-style-type: none"> <li>● Spend time relaxing &amp; getting to know your baby. What are baby's signs that let you know that they are tired, hungry or need 'down time'? E.g. When they need 'down time', they may look away. To relax together, give baby a rest from talking &amp; play, take 3 slow breaths &amp; cuddle them -to stimulate oxytocin release – the connection hormone; play favourite music to calm</li> <li>● Introduce 'Five to Thrive' and give parents the booklet</li> </ul>
7. <b>Midwife Consultant 31 week (first time mums)</b>	▶ <ul style="list-style-type: none"> <li>● Limiting time you spend on electronic devices. Using your phone, listening to music through headphones, or watching TV takes you away from communicating with baby. Every interaction builds baby's brain; the more you talk &amp; play with them the more connections grow in their brain. A buggy which faces you increases your communication with baby by 50%</li> </ul>

**Point of Contact:****Communication/Action**

8. <b>Midwife Consultant</b> <b>34 week</b> (first time mums & 2nd time + mums)	▶ ● Your new baby needs quiet to be able to learn how to recognise your voice over other sounds. It is important that the TV or radio is not on in the background all the time. Once baby knows your voice his/her brain builds so that s/he will be more able to respond to you when you call him/her. Later they will find it easier to follow your instructions & they will even be more able to stop & listen at school when the teacher asks them to. Children who miss this developmental stage often find school difficult.
9. <b>Midwife Consultant</b> <b>36 week</b> (first time mums & 2nd time + mums)	▶ ● Relax with your new baby & learn your baby's signs e.g. notice what baby does when s/he is sleepy or hungry, full or had enough play & wants some down time. It's important to know when baby wants to play & when they need you to soothe them
10. <b>Midwife Consultant</b> <b>38 week</b> (first time mums)	▶ ● Plenty of 'tummy time', when baby is awake, to strengthen muscles & encourage to look at & reach for toys ● Play simple games when baby's alert & in the mood such as peekaboo, mimicking baby's sounds, round & round the garden
11. <b>Midwife Consultant</b> <b>40 week</b> (first time mums & 2nd time + mums)	▶ ● Your new baby needs quiet to be able to learn how to recognise your voice over other sounds. It is important that the TV or radio is not on in the background all the time. Once baby knows your voice his/her brain builds so that s/he will be more able to respond to you when you call him/her. Later they will find it easier to follow your instructions & they will even be more able to stop & listen at school when the teacher asks them to. Children who miss this developmental stage often find school difficult
12. <b>Midwife Consultant</b> <b>41 week</b> (first time mums & 2nd time + mums)	▶ ● When baby gets upset, it helps them learn to manage their emotions when we talk to them & show we understand why they are upset. Talk to them about what we can do to sort things out. E.g. Oh I can see you're upset. I wonder whether your nappy needs changing? This will help them manage better when they go to school

**BIRTH**

13. <b>Delivery Midwife</b>	▶ ● Importance of touch & cuddles - 1 hour skin to skin contact with baby; breast crawl seeking milk; 3 slow breaths until baby & adult relax into each other – oxytocin release – the connection hormone ● Respond to baby promptly to help them feel secure – don't worry about 'spoiling' baby; responsive feeding ● Talking & eye contact – when nappy changing – describe what you are doing, naming common objects; any opportunity – every positive interaction builds baby's brain
14. <b>Hospital – 1st nappy change</b>	▶ ● Importance of touch & cuddles – skin to skin contact with baby, both mum & dad; 3 slow breaths until baby & adult relax into each other – oxytocin release – the connection hormone ● Respond to baby promptly to help them feel secure – responsive feeding - don't worry about 'spoiling' baby - talking & eye contact – when nappy changing – describe what you are doing, naming common objects; any opportunity – every positive interaction builds baby's brain

**Point of Contact:**

**Communication/Action**

<p>15. <b>Newborn Physical Infant Examination (NIPE Examination)</b> Paediatrician / Midwife</p>	<ul style="list-style-type: none"> <li>● Importance of touch &amp; cuddles – Plenty of skin to skin contact with baby; oxytocin release – the connection hormone.</li> <li>● Respond to baby promptly to help them feel secure – don't worry about 'spoiling' baby; responsive feeding</li> <li>● Talking &amp; eye contact – when nappy changing – describe what you are doing, naming common objects; any opportunity – every positive interaction builds baby's brain. It's important for baby's brain development to have times when your phone is off or away</li> <li>● It's important to have times when you're not distracted by your phone (important for baby's brain development)</li> <li>● Plenty of 'tummy time' when baby is awake to strengthen muscles &amp; encourage to look at &amp; reach for toys.</li> <li>● Remind parents about 'Five to Thrive' – booklet given by Health Visitor – dig it out - very helpful</li> </ul>
<p>16. <b>Midwife (1-10 days)</b></p>	<ul style="list-style-type: none"> <li>● Reinforce talking, singing, nursery rhymes, making eye contact; using home language too - put your phone away sometimes</li> <li>● Relax with baby; skin to skin contact with both parents &amp; notice signs that baby is sleepy or hungry, full or had enough play &amp; wants some down time</li> </ul>
<p>17. <b>Health Visitor (10-14 days)</b></p>	<ul style="list-style-type: none"> <li>● Plenty of 'tummy time' when baby is awake to strengthen muscles &amp; encourage to look at &amp; reach for toys</li> <li>● Play simple games when baby's alert &amp; in the mood such as peekaboo, mimicking baby's sounds, round &amp; round the garden; making eye contact &amp; matching facial expression will build baby's brain - put your phone away sometimes</li> <li>● Show what baby can see</li> </ul>
<p>18. <b>GP Antenatal appointments 6-8 week check</b></p>	<p><b>Some things to think about when the baby is born</b></p> <ul style="list-style-type: none"> <li>● It is important to think early on about developing your child's communication &amp; social skills to give them the best start in life</li> <li>● It is important to turn off background TV &amp; radio for baby's speech and language development so that baby has quiet to focus in on the voices of parents/carers (so that they will be able to respond to parents later &amp; to teachers when they go to school)</li> <li>● It is also important to have times when your phone is off/ away to give your baby your full attention</li> <li>● Reading to your young baby helps them learn about speech &amp; language. Are you planning to read to your baby? It is also fun &amp; helps us form meaningful connections</li> </ul> <p>Will you join the library when s/he is born? There is access to age appropriate books at the library. It is good for a variety of family members to read to them (both parents/ grandparents etc).</p> <ul style="list-style-type: none"> <li>● Early socialisation helps your child to be able to maximise their life opportunities. Are you planning to take up the offer of a nursery place later on? An offer letter will come through the post</li> <li>● Reinforce the importance of touch for emotional wellbeing – baby massage with oils &amp; cuddles/ deep breaths together at times of anxiety</li> <li>● Promote motor skills to develop with plenty of 'tummy time', when baby is awake and observed, to help strengthen muscles &amp; encourage baby to look at &amp; reach for toys</li> </ul>

**Point of Contact:**

**Communication/Action**

19. <b>Health Visitor Check (6-8 weeks)</b>	<ul style="list-style-type: none"><li>● Remind parents about 'Five to Thrive'</li><li>● Respond to baby promptly &amp; consistently – talking, singing, playing with &amp; reading to baby; making eye contact &amp; engaging facial expressions</li><li>● Have you found the signs that baby is sleepy, hungry or had enough play &amp; wants some down time? What are they?</li><li>● When baby gets upset, it helps them learn to manage their emotions when you (i) name the emotion they are experiencing, (ii) recognise &amp; validate how they are feeling &amp; (iii) offer some guidance e.g. if upset at bath time... "I know you're upset because you're cold &amp; wet &amp; you're getting tired (name the emotion) &amp; it's horrible when you feel like that (validate how they are feeling). Let's get you dry, put your pyjamas on &amp; then we can get cosy, have a cuddle &amp; a bedtime story (offer guidance)</li><li>● Plenty of 'tummy time' when baby is awake to strengthen muscles &amp; encourage to look at &amp; reach for toys</li><li>● Show what baby can see</li></ul>
20. <b>GP Practice Nurse (2 month imms)</b>	<ul style="list-style-type: none"><li>● Using touch – baby massage with oils before dressing for bed, draw silky fabric over skin to stimulate senses</li><li>● Talking, singing, nursery rhymes reading, describing what you're doing, naming common objects – at home, in the buggy, in the car; making eye contact &amp; engaging facial expressions</li><li>● It's important to have times when your phone is off or away to give your baby full attention</li></ul>
21. <b>GP Practice Nurse (3 month imms)</b>	<ul style="list-style-type: none"><li>● Promote motor skills development: lots of tummy time when baby is awake – encourage to grab toys, try to roll over</li><li>● For speech, language and social skills development, is there time in the day when baby is awake &amp; there is no background noise from TV, music, radio? - baby needs quiet to focus on the voices of parents/carers (so that they will be able to respond to parents later &amp; to teachers when they go to school) - times when your phone is not available</li><li>● Encourage baby to talk to you – mimic the sounds they make; make eye contact &amp; engaging facial expressions to grow baby's brain</li></ul>
22. <b>GP Practice Nurse (4 month imms)</b>	<ul style="list-style-type: none"><li>● To develop motor skills – position on front/back; support to sit</li><li>● For speech, language and social skills development, read together every day – joining the library? - put phone away sometimes</li><li>● For emotional wellbeing: When baby gets upset, how does mum/dad/ carer respond to them? It helps baby to learn to manage their emotions when you (i) name the emotion they are experiencing, (ii) recognise &amp; validate how they are feeling &amp; (iii) offer some guidance e.g. if upset at nappy changing time... "Come on, let's not get grumpy (name the emotion). I know you're tired &amp; it's not nice having your nappy changed when you're sleepy (validate how they are feeling). You'll feel better when your nappy's clean. Lie still &amp; we'll be quick getting your clothes back on. Then we can have a cuddle &amp; you can go to sleep (offer guidance)</li></ul> <p>Establish routines around sleeping, eating &amp; play</p>

**Point of Contact:**

**Communication/Action**

23. **Health Visitor Contact (12 months)**

**(Development at 8-12 months)-A critical time for language development**

- Introduce 'How to Be - Home'
- Put your phone away sometimes
- Parent/carer describe your routine – what you're doing now; what you're going to do next; what you see e.g. let's wash your hair, rinse you off & get you nice & dry with the towel. Then we can get ready for bed & have a cuddle & a story
- Describe how your baby is feeling  
It helps baby to learn to manage their emotions when you (i) name the emotion they are experiencing, (ii) recognise & validate how they are feeling & (iii) offer some guidance e.g. if upset because they can't have a toy... "Oh, I know it's frustrating when you can't have a toy you really like (name the emotion). That's so upsetting (validate how they are feeling). That's James' dinosaur & he has to leave now. What about playing with this dinosaur? Listen, it has such a loud roar (offer guidance)
- At this age baby will feel anxious when you leave him/her with someone else. Be mindful of this & give him/her opportunities to build trust in others & trust that you will return by arranging for baby to spend a short period of time with other trusted adults. Always be sure to say goodbye & tell them that you will see them later
- Praise good behaviour. Say "no" & re-direct when they do something you don't want them to do; they will not be able to follow rules at this age.
- They are not naughty – they are finding out what they can & can't do/what is safe & what is not safe
- Limit screen time - use of computer, phone, TV - negative impact on the brain

24. **Health Visitor Contact (24-30 months)**

- Remind parent/carer about 'How to Be Home' cards to support communication & behaviour management
- Give opportunities to play with children of same age & give them a chance to resolve disputes; be prepared to step in to help resolve disputes & help sharing & turn taking
- If your toddler makes a mistake in their speech, correctly re-phrase what s/he said; do not scold them when they make a mistake
- Play learning games – e.g. counting steps, find matching toys, name body parts, talking about stories
- Limit screen time ; limit child's use of computer, phone, TV as it has a
- negative impact on brain development
- Remember to have times when your phone is away
- Make sure they have lots of outdoor play to walk, run & freely explore

**KEY – areas of focus**

- Connecting through touch & cuddles
- Responding promptly & consistently
- Connecting through speech language & communication
- Supporting physical development
- Learning to recognise baby's needs

**KEY – professional contact**

- Midwife / Consultant
- Delivery Midwife
- Sonographer
- Health Visitor
- GP
- GP Practice Nurse
- Paediatrician