

# NURTURING

INFANT CAREGIVER  
RELATIONSHIP

**MS:**  
Maternal  
Sensitivity

**CR:**  
Calm &  
Regulation

**AA:**  
Affect  
Attunement

**S:**  
Synchronicity

**C:**  
Communication



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# NURTURING & BEYOND

A Pediatrician introduces Social Emotional Targeted Anticipatory Guidance (SET-AG), a 5 component evidence based practices that boost quality Infant-Caregiver relationship, and which he believes would promote social emotional health in infant and children.

Primary care pediatricians and newborn discharge nurses give caregivers good guidance about a newborn's physical health: how to bathe and feed them and take their temperatures. However, they seldom address infants' social and emotional needs.

Social-Emotional Targeted-Anticipatory guidance, SET-AG, is a novel educational intervention developed by Doctor Anselm Anyoha. SET-AG gives primary care pediatricians and newborn-discharge-nurses the direct tools to bridge that gap.

With SET-AG, these healthcare practitioners deliver the essence of true nurturing to caregivers in a short, easy to understand, and clear manner. The SET-AG domains include maternal sensitivity, communication, calm and regulation, affect attunement, and synchronicity. These five components not only augment one another but also enhance the social-emotional health of infants and children.



INTERVENTION: SET-AG TOOL		
Domain and Definition	Positive Examples	Negative Examples
<p><b>MS: Maternal Sensitivity</b> A sensitive mother is one who is able to recognize the subtle cues that an infant gives to signal their desires or discomfort. She is able to make a reasonable interpretation of signals and respond to them in a timely manner.</p>	<p>“My baby has not eaten for hours; let me feed him.” “This baby has not slept for hours; let me sing her to sleep; let me provide a quiet, soothing environment to fall asleep.”</p>	<p>Thinking that a baby is going to be spoiled if the caregiver picks them up to comfort them. Keeping a baby up during the day so that the caregiver can sleep at night is not being sensitive, as babies have sleep patterns. “My baby stays up at night, and I do not know why.” “My baby is fussy for no good reason.”</p>
<p><b>CR: Calm &amp; Regulation</b> Parents need to understand that their newborns or infants need their help to stay calm and regulated to learn from them and the environment.</p>	<p>“Could everybody keep quiet? My baby is trying to sleep.” Turn off the television or radio and dim the lights. Sing the baby a lullaby, hold him, and talk quietly to him. Giving a baby a warm bath to help him regulate and sleep.</p>	<p>“This baby behaves like a grown-up and stays up when he is supposed to be sleeping and getting some rest.” Newborns who are in the presence of caregivers who are cursing, screaming, or agitated. “If we keep him up all day, perhaps he might fall asleep at night.”</p>
<p><b>AA: Affect Attunement</b> The capacity of caregivers to identify with and share in the feelings and the experiences of their infants and children.</p>	<p>“My baby is not behaving the same today as he was yesterday.” “He does not feel as playful today as he was yesterday.” “He has not woken up or played with me all day.” Being able to discern what a baby is trying to tell a caregiver as he stiffens up in the baby carrier or cot.</p>	<p>“I do not know if the baby was alert or active the whole day and yesterday.”</p>
<p><b>S: Synchrony:</b> Synchrony occurs when dyads are simultaneously participating in the same activities or behaviors in a contingent manner.</p>	<p>Caregiver and baby are smiling with each other at the same time for so long until the baby tires out. Caregiver and baby are kissing each other's cheeks or passionately grasping each other's fingers. One nurse reported how a father got very excited when the newborn held his fingers. Playing and smiling with the baby and smiling with the baby when in concordant moods A baby is in a playful mode and the caregiver gets involved. A similar example in older infants is when caregivers engage them in peekaboo. It is synchronous and interactive, and both the infant and the caregiver are actively engaged.</p>	<p>A baby begins to smile at the caregiver, but he or she switches to a task at hand or her cell phone, or social media matters, or to attend to the other children's needs, and thereby stifling an opportunity for a shared experience.</p>
<p><b>C: Communication</b> Communication reminds parents and caregivers to bear in mind that newborns and infants do not communicate in the same way as older children.</p>	<p>“Why is my baby too quiet today; is he okay?” “That cry tells me that the baby is hungry, and the last cry tells me that his diaper is wet.” “When he looks at me in such a manner, I know that he is ready to play.”</p>	<p>“My baby is always crying and fussy for no apparent reason.” Thinking that attention-seeking by the newborn is a bad thing. “I cannot tell when he is hungry, or when he wants to sleep, or when he is ready to play.”</p>