

# Dr. Titzer's Guide to Early Learning



A Step-by-Step Guide to  
Your Baby Can Learn!



Nurture Your Child's Love of Learning

## About this Book

This book focuses on the Your Baby Can Learn! approach and products. Please take advantage of the following suggestions and instructions to get the most from the tools provided in your kit.

## Acknowledgments

I want to sincerely thank all past and present users of this programme. Many babies, toddlers, and young children who have used our programme continue to support us by spreading the word about this approach to people around the world. Everyone at the Infant Learning Company deeply thanks the parents, grandparents, aunts, uncles, and others who have used this approach with the young children in their lives.

I also want to thank our partners around the world who have invested time, money, and energy promoting this learning approach. Our distributors strongly believe our programmes will help provide children with favorable opportunities in life, and most of them used the products with their own babies. These Infant Learning Company partners brought our programmes to their home countries in order to help infants and young children learn.


I wholeheartedly thank all of the current and former employees who have worked tirelessly to promote early learning. Thank you for your continued encouragement!



Infant Researcher Dr. Robert Titzer



Dr. Robert Titzer with his daughter Aleka



I especially want to thank my sister Sharon Patterson for all of her hard work over the past decade in promoting early learning. Sharon runs our office in Tennessee, USA and does everything possible to ensure our customers have good experiences with our programmes. She has stuck by my side throughout our lives, and I am grateful to have her as my wonderful sister and determined business partner.

Finally, I sincerely thank my daughters, Keelin and Aleka, for their phenomenal editing skills. Keelin not only was the head editor, but also did the graphic design work, creating this book from an older, shorter Parents' Guide. If you like this book, it is probably because of their suggestions and edits. I sincerely enjoyed the time we spent together creating this book and could not have completed it without their help.

—Dr. Robert C. Titzer



# Dr. Titzer's Guide to Early Learning

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### Overview of this Approach

I began creating the prototype for the Your Baby Can Learn! programme in 1991 to use with my own babies. Now millions of young children have used this approach, and many celebrities have publicly stated that they have enjoyed success with the series. Currently, this approach is popular in Singapore, Hong Kong, South Korea, Vietnam, and many other places around the world.

Your Baby Can Learn! is designed to teach language skills in a way that is similar to how infants and young children naturally explore their environments – by using their senses and by interacting with people and objects.

Multisensory learning means learning through more than one sensory system at the same time. In other words, what your baby sees should match what she hears. Other sensory information should match as well. Babies often learn more with multisensory learning than they do through a single sensory system (Rose & Ruff, 1987). Children naturally use all of their senses when exploring their environments. For example, when learning about a toy, babies generally look at the toy, touch the toy, listen to sounds made by the toy, smell the toy, or put the toy in their mouths. Babies also often use movement to help them learn – they may shake the toy to gather additional information. Your Baby Can Learn! allows children to learn about language in the same ways that they naturally learn about toys or other objects. Instead of only hearing language, children are allowed to see words at the same time they hear them – along with seeing and hearing what the words mean. I also encourage children to use touch and other senses and to do physical actions related to the meanings of the words.

Multisensory learning will give your babies more information compared to learning through one sensory system. For example, with language, babies typically learn skills with their ears. One of the first concepts young infants

need to figure out in order to learn words is determining where words begin and end. As you might expect, babies who are allowed to see and hear language at the same time have more information they may use to figure out where words begin and end than babies who only hear language.

Applying this multisensory approach to language acquisition allows your baby to learn English and other languages through more sensory systems. For example, you could draw your baby's attention to your mouth while speaking, allowing your child to see and hear words as they are formed. It is even better to add touch and movement. Movement is sometimes called a sixth sense for babies since they gather so much information this way. If your baby does a physical action related to the word that involves touching, then your child should have even more brain connections related to the word. If the word is *nose*, your baby would have more multisensory information if all of the following occurred:

- your baby sees and hears the word *nose* (visual and auditory info.)
- your baby sees your nose (visual info.)
- someone touches your baby's nose (touch/haptic info.)
- your baby touches his nose while looking into a mirror (kinesthetic, haptic, and visual info.)
- your baby smells something with his nose (olfactory info.)
- you describe and show what is happening as it happens (auditory and visual info.)



## Overview of this Approach

Ideally, provide the above information very close together in time or give this information several times with more than one sense (visual and auditory; visual and haptic; auditory, haptic and kinesthetic; and so on). Your infant or toddler forms tens of thousands of new synapses every second, and many of these new brain connections go from one sensory system to other sensory systems. This is why it is especially important to help your child make multisensory connections.

This approach is also highly interactive. Instead of passively watching the videos or looking at the word cards, we encourage the process to be fun and communicative. In the videos, we often ask questions for the child to answer by talking, pointing, looking, or doing more physical actions such as touching body parts.

### Identify Your Products

This section gives an overview of the products you may have, while the Product Instructions and Viewing Schedules are in the next section. We want you to start as soon as possible, but please read the detailed instructions at your first opportunity.

Your kit has colour-coded packaging so it is easier for you to recognise which products to use. It may contain any of the following:

#### DVDs

There are five videos in the Deluxe Kits and four videos in most 4-Level Kits. British English DVDs have all five volumes on the same disc. We also have digital downloads available in several languages at [Digital.YourBabyCanLearn.com](http://Digital.YourBabyCanLearn.com).

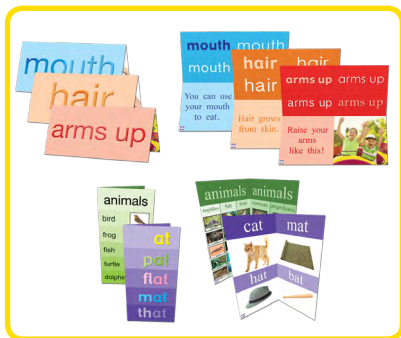


## Lift-the-Flap Books

There are four or five Your Baby Can Learn! Lift-the-Flap Books in your kit. These Special Edition Books include word games on the inside back covers.



## Lift-the-Flap Language Cards



Recently released! 40 lift-the-flap cards with words and pictures.

Volume 1: First written words, precise language. Volume 2: Individual words, informative sentences.

Volume 3: Short written phrases & sentences. Volume 4: Higher-level categories. Volume 5: Phoneme awareness, analytical phonics.

## Teaching Cards

These cards are included in the Deluxe Kits, and are now available as part of an upgrade package for the 4-Level Kit. These highlight 166 words from the videos.



# Overview of this Approach

## ● Sliding Word Cards

Pull a tab to see a picture that corresponds to the word. Individual cards for each step are in various colours, but the packaging is colour-coded. The words are listed on the back of the packaging to help you identify the cards that correspond to your child's step of the program.



## ● Milestone Cards

There are five different sets of Milestone Cards (one for each volume of the series). Each volume of cards is designed to teach a concept. The blue Volume 1 cards are designed to teach the shape bias.

Volume 1 outside and inside



Volume 2 outside and inside

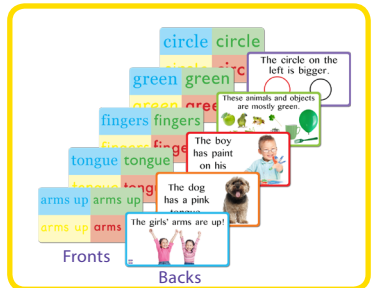


Volume 4 outside and inside



## ● Shape Bias Language Cards

Recently released! 177 double-sided cards with words, pictures, and descriptive sentences. These cards are numbered to match the Teaching Cards and are designed to help the child learn the shape bias.



## Your Child Can Read!

Your Child Can Read! is the follow-up series to Your Baby Can Learn! and is available only in American English. If your child is between the ages of 3 months and 5 years, she should begin with the Your Baby Can Learn! programme. This Your Child Can Read! package includes 5 DVDs and 10 large double-sided Sliding Phonics Cards. This series introduces phonics by highlighting parts of words within whole words. There are also *fast reading* segments where words are presented quickly. These videos are entertaining, with music videos and interactive segments throughout. This programme is designed for individuals who can read at least 50 words or for children 5 years and older who have not yet learned to read.



## Sliding Phonics Cards



With these large Sliding Phonics Cards, you can form more than 70 rhyming words by sliding a tab! By pulling another tab on the card, the child can match an image for each word. The ten double-sided cards are colourful and have images from the Your Child Can Read! DVDs. These are designed for individuals who can read at least 50 words or for children 5 years and older who have not yet learned to read.

### Product Use Guide

This section contains product instructions, word game ideas, and viewing schedules.

Babies and toddlers generally love learning and exploring. Our philosophy is that parents and caregivers should be nurturing their child's love of learning, so have fun and your child will likely have fun too. It is always better if adults genuinely enjoy themselves while helping their children learn. If your child gets tired and looks ready to stop, then please stop playing with words and play again some other time. Often, many shorter sessions work better than one long session.

### Product Instructions

#### DVDs

The DVDs are an important part of the series. If you are opposed to babies watching any TV, please read my suggestions regarding babies watching television on pages 61–63. There are two ways to use the DVDs: you may allow your child to watch the videos independently or watch the videos with your child. It is better to watch the videos with your child, especially the first few times. The videos were created to have your child engage with the videos by making sounds related to the words, touching corresponding body parts, or answering questions. When your child is watching the videos independently, consider having him sit in his highchair or other secure seat. When you have time, sit with your child and interact with the videos by saying the words when they first appear (before the voiceovers begin).

Most of our Your Baby Can Learn! languages contain 5 volumes, with one video for each volume. If you have the American English or Vietnamese Your Baby Can Learn! videos, you have two versions of each volume: Classic and Newer.

When possible, watch the videos with your child and be a great role model by engaging with them. The following are great ways to interact with your child and the videos:

1. Encourage your child to say the words as soon as they appear on the screen.
2. If your child can't talk, say the words as soon as they appear on the screen.
3. Answer the questions asked by the children in the videos.
4. Ask your child to answer questions about the words or their meanings.
5. Do physical actions related to the words (for example, for the word *pointing* point and describe what you are doing, and for *arms up* raise your arms above your head).
6. Encourage your baby to repeat the same physical actions.
7. Touch your corresponding body parts while watching the videos. For example, for the word *arm*, let your child see you touch your own arm. If your baby is in the mood, gently assist your baby in touching her body parts. It is better if your baby is looking at the word *nose* while touching her nose.
8. Encourage children who already know their body parts to say the words when they first appear, then to touch the corresponding body parts while the words are still on the screen.
9. Occasionally, you may pause the video and allow your child to find a nearby item in your home that matches the words in the video (such as a red object or a toy car).

10. For the Word Games part of the videos, get up and point to the TV. You can also pause the DVD and give your child extra time to answer the questions. Use word cards and demonstrate the same activities that are being shown in the Word Games section.



- Please try to make sure your child is not looking at the television at an oblique angle. Your baby should not be lying down at an angle to the TV. Sitting or standing and facing the TV is better than lying down in most cases. The only angle that works well when lying down is when the child's body points toward the TV.
- To increase the probability the videos will maintain your child's attention, it is important to reduce or eliminate entertainment-based television during the months needed to complete the series of videos.
- When we go to a cinema as adults, we do not have distractions in front of us such as paying bills or washing the dishes. Try to create a similar environment with few distractions for your child – remove most of the distractions in the room prior to showing the DVDs. It may also help to dim the lights to make it easier for your child to focus on the TV. Infant researchers try to remove distractions from a child's environment so it is easier for babies to focus. Many research labs are plain rooms with almost no distractions in the room, making it more likely the children will focus on the task at hand. At home, please help your child by removing as many toys and other distractions as you can.
- Please try your best to engage with your child as he watches the videos. However, if you are busy, you can show the DVDs while monitoring but not

assisting your child.

- In the FAQs on pages 57–58, there are tips for showing the DVDs to active children who aren't staying seated. Please read these suggestions for ideas to help active children focus on the videos.

## Lift-the-Flap Books

Read these books with your child daily just as you would read other books with your child. Please use the suggestions below while using the Your Baby Can Learn! Lift-the-Flap Books:

1. Fold the book over to reveal only one page at a time, as in the picture to the right.
2. Move your finger under the word from left to right as you say it aloud, mimicking the way the arrow moves under the words in the videos. Make sure that your finger doesn't block your child's view of the word. Move your hand as shown in the image below.



Show one word at a time



Move your hand from left to right as you say the word

3. When convenient, demonstrate the meaning of the word by using objects, actions, and words.
4. Quickly point to the word again as you say it – or, even better, have your child point to the words in the books as you say them.

- 5.** If your child is capable, have her lift the flap on her own to reveal the pictures and sentences. This will make the process more fun and interactive.
- 6.** An important objective is to help your child realise that he is seeing the same words in the books, on the word cards, and in the DVDs. Occasionally, hold up word cards next to the words in the book to show this.
- 7.** Start at different pages in the book to make it less likely that your child memorises the order of the words. You could open the book in a somewhat random manner and begin on that page.
- 8.** Beginners should focus only on the words on the front of the flaps. After a few weeks, begin pointing to the words in the sentences on the underside of the flaps.
- 9.** Act out the words. Children enjoy watching their parents perform words for them.
- 10.** Interact with your child to help your child learn. Try to make each word an interactive experience for your child by asking or answering questions about the images.
- 11.** Ask your child questions about the words, not just the images. For example, show your child the words on two pages that face one another, then ask your child to find each word that you name. This could encourage your child to pay closer attention to what the words look like.
- 12.** Movement is effective for learning action words, so gently encourage or help your child to perform actions related to the words.
- 13.** Sounds that go with the words can make learning more multisensory and more fun.

14. Play word games with your child! See the inside back covers of these books for examples of numerous fun activities you can do with words, pictures, and objects to help your child learn.

### Category Mini Sliding Board Books

These products are not yet produced. These new books are designed to help children categorise words that are used in the Your Baby Can Learn! programme. The books are colour-coded:

*Body Parts* – Blue

*Actions* – Orange

*Animals* – Red

*Objects* – Green

*Numbers* – Purple



With this series, your child will have opportunities to learn words in the series as distinct words and also as part of a category of words. Infants initially are better at learning basic- or ordinate-level words such as *chair* compared to superordinate words such as *furniture* that would include chairs, tables, beds, desks, and so on (Smith, 2002).

The *Actions* and *Body Parts* books are designed to teach those categories of words. The *Objects* and *Animals* books also teach other category words within the books. The *Numbers* book focuses on numbers zero through ten, but also shows differences between even and odd numbers as well as multiples of three.

### Mini Sliding Board Books

Six small board books made for little hands that have sliding words and pictures. Books are organised by topic and include Kitchen, Bedroom, Bathroom, Home, Garden, and Play. The books include large main words on sliding pages, small sentences under the



words, and images on the sliding tabs. These books are in American English. Slide your finger under the main words from left to right as you say them. Then pull the tab and talk about the image!

### Teaching Cards

The Teaching Cards showcase 166 key words that have been selected out of the 200+ words presented in the Your Baby Can Learn! DVDs. The Teaching Cards are colour-coded and designed to be used in conjunction with each volume of the video series:

Step 1 – Blue with 22 words

Step 2 – Orange with 26 words

Step 3 – Red with 44 words

Step 4 – Green with 52 words

Step 5 – Purple with 22 words



During the month or two that your child watches each volume, show your child the corresponding set of colour-coded Teaching Cards as you play to reinforce what she has learned. These cards will also allow you to see how your child is progressing.

Included in the Teaching Cards are five games you can play with your child. Feel free to play any of the games that are described on the box with any of the Teaching Cards. For instance, the Fast Words Game is shown with the purple cards on the box, but you may play the game with any of the cards.

It is better to stop while you and your child are still enjoying the word games. I recommend playing with the words for a few seconds hundreds of times a day rather than having one longer session. If you show your child words as you say them, the process does not need to take much longer than simply saying the words.

The Teaching Cards are included in the Deluxe Kits. They can be purchased as part of an upgrade kit for customers who purchased the 4-Level

Kit in the green box, or you may purchase them separately at [www.YourBabyCanLearn.com](http://www.YourBabyCanLearn.com). Instructions for using the cards are on the box.

## Sliding Word Cards

These Sliding Word Cards are designed to allow infants and children to see and hear words and then pull a tab to see the meanings of the words. For babies or toddlers who might bend the cards, you may want to hold the cards while you say the words. Each set contains 5 double-sided cards (10 sliding words) along with an erasable card and marker to write new words. Start with the Volume 1 cards in the blue packaging.

### General Instructions for the Sliding Word Cards:

1. Play with these cards for a few minutes at a time several times a day.
2. Hold the word card while facing your child, with one hand on the short, arrowed tab.
3. With your free hand, follow the word with your finger left to right as you say it. Don't block your child's view of the word.
4. Gently ask your child to try saying the word as you both look at it, even if your child can't say it clearly.
5. Pull the tab to show the photo and describe what you see. Ask your child questions about the pictures.
6. Encourage your child to do something related to each word.



7. Push the tab back in and point to the word from left to right as you say it once more.
8. These cards are double-sided, so flip the card over and repeat.
9. When doing words with your child, try to do the words in a somewhat random order, so your child will not simply memorise the order of the words.

### Suggestions for the Blank Erasable Cards:

1. Use erasable markers only with these cards. Erase the words when you are done. They will be harder to erase if you leave them on the cards for long periods of time. To erase words that have been on the cards for weeks, you may want to use a marker and write over the words, then wipe them off.
2. Initially, write down the words used in the videos, books, and other word cards to make it easier for your child to learn his first written words.
3. After your child has learned some written words, these cards can be used to show your child words in natural settings. For example, if your child is playing with a toy drum, you could write the words *toy drum* on the card.
4. Point to the words from left to right as you say them. Show your child the meanings of the words through objects, actions, and words.
5. Ask your child to say the words while looking at them.
6. One of the main advantages of the erasable cards is that you may write down words related to what your child is doing at that moment. If your child says, “no,” you can quickly write *no*. Talk with your child and describe your child’s senses. Narrate what your child is

experiencing and write some key words on these cards.

7. Try using colourful markers on the erasable cards to add variety.

## Milestone Cards

Your kit may include some Milestone Cards. There are two types of Milestone Cards: horizontal lift-the-flap cards and vertical lift-the-flap cards. They are designated as follows:

Step 1: Horizontal Lift-the-Flap Cards – Blue

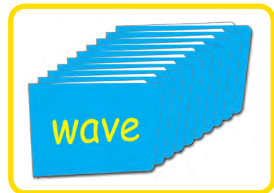
Step 2: Vertical Lift-the-Flap Cards – Orange

Step 3: Vertical Lift-the-Flap Cards – Red

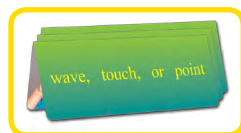
Step 4: Vertical Lift-the-Flap Cards – Green

Step 5: Vertical Lift-the-Flap Cards – Purple

Please start with the Milestone Cards with the blue backgrounds that open sideways. The same ten words (*clap, wave, mouth, nose, arm, ears, head, hand, hat, and waving*) are written four times each with different fonts, font colours, background colours, and font sizes. The generalisable shape of the word stays constant while less important factors vary. This is to highlight that the shape of a word is more important than less relevant characteristics. By age two, children have a *shape bias*, or a tendency to organise objects by shape rather than other attributes (such as colour). Learning the shape bias is an important milestone for understanding the meanings of words because categorising objects by their shapes generally gives infants more information about the objects' functions than organising by colour or texture.



The Milestone Cards with orange and red background colours are designed to give infants and young children many opportunities to see and hear words that differ in only one *phoneme* – the smallest unit of speech that can impact the meaning of a word. These Step 2 (orange) and 3 (red) cards have words that differ in only one sound. These cards have similar derivations of the same word (such as *ear* and *ears*) on each card, which gives your child opportunities to notice very small differences between spoken and written words. Please highlight how the words are similar and different while pronouncing them precisely. The fourth set of Milestone Cards (with green backgrounds) combines familiar words into short phrases. Some of the phrases are very similar, making it challenging for many children to notice the differences. Again, please point out how the cards are similar and how they differ. You may use these cards to encourage your child to say more phrases – an important language milestone for communicating.



The fifth set of Milestone Cards (with purple backgrounds) focuses on highlighting phonetic patterns in written language by listing rhyming words that are spelled similarly. As an additional activity, try writing down more rhyming words with similar spellings so that your child can see other patterns in written language.



### Shape Bias Language Cards

These cards are colour-coded by the outer borders on the sentence sides of the cards, and they are also numbered to match the Teaching Cards.



Step 1 – Blue

Step 2 – Orange

Step 3 – Red

Step 4 – Green

Step 5 – Purple

The Shape Bias Language Cards are 177 double-sided cards with words, pictures, and descriptive sentences. These cards are numbered to match the Teaching Cards and are designed to help the child learn the shape bias. The shape bias is an important concept for babies and toddlers because the rate of word learning improves once the child learns that the shapes of objects (such as chairs, books, cups, etc.) generally provide more information about the objects' functions than their colours, textures, sizes, or materials. The front of the cards shows the same words with different fonts and colours. This side of the cards is designed to help the child learn that words' shapes are more important than their colours, specific fonts, or background colours. The back of each card has a photo and a descriptive sentence demonstrating the word's meaning. Please visit [www.shapebias.com](http://www.shapebias.com) for more information on this concept and how to teach it.

Includes language development tips and a word cover to help isolate individual words. These cards are suitable for both American English and cards (e.g., *nose* and *mouth*) near the erasable card that also has the word *nose* written on it. Point to the erasable card and say, "This says *nose*," while moving your finger under the word from left to right. Next, show your child the words *nose* and *mouth*. Then ask, "Which one of these words says *nose*?"

Do this with many different combinations of words. For babies who are just beginning the programme, use familiar words that are distinct from each other. For example, you could use the words *clap* and *hippopotamus* since they do not look similar and they do not have similar meanings. Use words that are more similar to each other if your child is correct with more distinct

## Lift-the-Flap Language Cards

40 lift-the-flap cards with words and pictures. Each of the five volumes of cards included is designed to focus on important language development areas for your child.



**Volume 1, Volume 2** – Designed to help children learn their first written words and the meanings of those words.

**Volume 3** – Focuses on helping your child learn short written phrases as well as sentences.

**Volume 4** – Gives your child practice forming higher-level categories and introduces some new written vocabulary words.

**Volume 5** – Has around 200 rhyming words which may be used to help your child learn phoneme awareness and some analytical phonics.

## ● Games to Play

This section presents games to play with your child using the products in your kit.

For most of these games you may use any of the Your Baby Can Learn! word cards described above. The erasable cards from the Sliding Word Cards work especially well in all of these games, so please use four or five of those in addition to the other word cards. If you don't have a particular type of card, substitute words on paper or other materials.

As always, have fun and enjoy the experience of playing with your young child.

### Games include:

Word Matching Game

Word Recognition Game

Animal and Object Games

Which Words Are the Same?

Which Words Are Different?

Word Memory Game

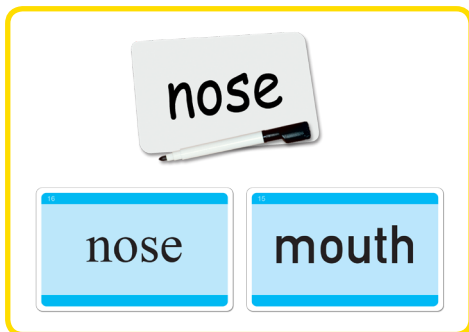
Fast Words Game

Which Words Rhyme?



## ● Word Matching Game

Print a word your child has seen from the DVDs (e.g., *nose*) on the blank erasable card that is included with the Sliding Word Cards. Place two word



"Which one of these words says *nose*?"

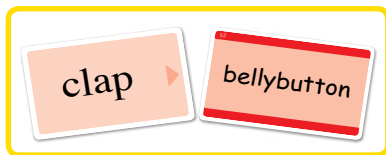
cards (e.g., *nose* and *mouth*) near the erasable card that also has the word *nose* written on it. Point to the erasable card and say, "This says *nose*," while moving your finger under the word from left to right. Next, show your child the words *nose* and *mouth*. Then ask, "Which one of these words says *nose*?"

Do this with many different combinations of words. For babies who are just beginning the program, use familiar words that are distinct from each other. For example, you could use the words *clap* and *hippopotamus* since they do not look similar and they do not have similar meanings. Use words that are more similar to each other if your child is correct with more distinct words. For instance, you could print the word *waving* and show your baby the words *wave* and *waving*. Ask your child to point to the word that says *waving*, then ask your child to point to the word *wave*.

## Word Recognition Game

With this game, your child can demonstrate whether or not she recognises words even if she can't talk. Initially, use some of the words your baby is most familiar with from the Your Baby Can Learn! programme. Place two words (e.g., *clap* and *bellybutton*) in front of your child. Say something like, "Which word says *bellybutton*?"

If your child is able to point, then your child can answer by pointing. Young children who cannot point may answer the question by looking at the appropriate word or by doing a



"Which word says *bellybutton*?"

elephant

hi

physical action. If your child is correct, then say, "Good. Now can you find the word *clap*?" If your child is incorrect or doesn't respond, then say something like "This says *bellybutton* and this says *clap*." Do this while pointing to

the corresponding words. Use many word combinations to teach your child new words and to check your child's progress. Start with words that are not similar in either shape or meaning, such as *elephant* and *hi*. For more experienced children, use words that are very similar, such as *dog* and *dogs*. For active children, you may place the words a distance away from them and encourage them to move to the correct words.

dog

dogs

## Animal and Object Games

Have your child match the word cards to objects or images of objects. There are two ways to play this game and both are great for active toddlers!

### Match a Word to the Correct Object

Place two objects on the floor that match two words on the word cards. Next, ask your child to put one word card next to the appropriate object. Now, do this again using three objects and one word. Ask your child to put the word next to the correct object as shown in the image to the right.



tiger

"Place the word *tiger* next to the toy tiger!"

## Match an Animal or Object to the Correct Word

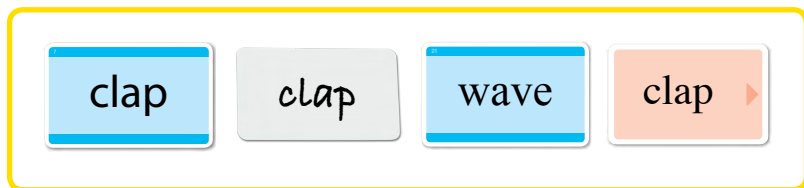
Place two word cards on the floor, then give your child an object that represents the meaning of one of those words. Ask your child to place the object next to the correct word. You may allow your child to draw his own pictures to represent objects or animals if you don't have the proper objects available. Once your child understands the game with two words, use three words and one object as shown in the image below. Ask your child to place the object next to the correct word.



"Try to place the photo of the calf next to the word *calf*!"

## Which Words Are the Same?

With most children, use very familiar words the first time you play this game. Place four word cards in your child's view, such as the following:



Place three cards showing the same word and one card showing a different word in front of your child.

Ask your child, "Which words are the same?"

Say, "Three of these words say *clap*. Can you find all three?"

Count aloud as your child finds the three words that say *clap*. For example, say, “One, two, three. You found all three words that say *clap*.” if your child is correct. If your child selects the word *wave*, then say something such as “Look, this word looks the same as this word. This says *clap* and this says *clap*! Which other word says *clap*?” At this point, there would be one more word that says *clap* and one that says *wave*. Once your child gets these correct, place four new words in your child’s view. To add variety, you may use only three words, two of which are the same. To make the game more physical, place words all around the room so your child gets to explore to look for the cards that are the same. You may also add in more distractor words (words that don’t match).

To change the difficulty level, make the words very different from each other (for example, *hippopotamus* and *no*) or very similar to each other (for example, *ear* and *ears*).

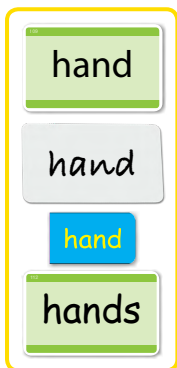
## Which Words are Different?

This game is similar to the previous game, except your child is searching for the word that is not the same as the others. Place three or four words in your child’s view and say, “Which word is not the same as the others? You are looking for the word that is different from the others. Touch the word that is different!”

To avoid patterns in the location of the target word, vary the way the words are presented in consecutive games. For example, you could place the words as shown to the right the first time you play this game.



“Find the word that is different!”



Try arranging the words in different layouts!

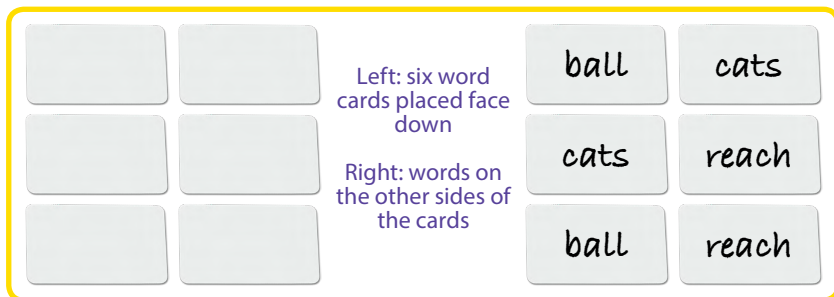
Ask your child, “Which word is different? One of these words is not the same – can you find it?”

Assist your child if she needs help. Use the erasable cards and print words on them so your child can compare the hand-printed words with those on the other cards. Increase the difficulty level by making the words very similar, such as in the example to the left.

Older siblings can play along. You could ask them to use each word in a sentence or make up definitions for the words. It may be beneficial to use a dictionary to compare their answers with standard definitions.

## Word Memory Game

For this game you will need pairs of words that have a word on one side and are blank on the other side. You could use the Lift-the-Flap Word, Picture, and Sentence Cards or the five erasable cards that come with the Sliding Word Cards. You may also use pieces of paper where one side is blank and the other side has a word. Start with three pairs of words (on a total of six cards) to teach your child how to play. Place the cards face down so the blank sides are visible, as displayed below on the left.

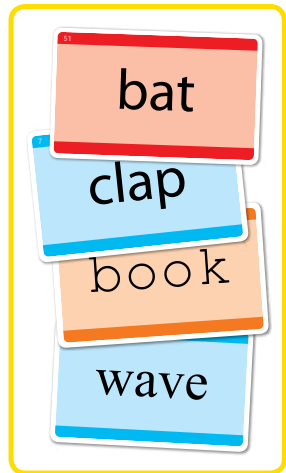


The object of the game is to turn over a pair of matching word cards. Say the words as they are turned over or encourage your child to say the words.

If the words do not match, turn them back over so the blank sides are visible (but remember where the words are located). If the words match, then the player who turned them over gets a point for a match. If a player gets a match, that player gets to go again. If the player does not get a match, then it is the next player's turn. Each turn, a player gets to select one card and turn it over. After seeing (and saying) the first word, then the player tries to select the matching word. The game continues until the cards are all matched. Once your child understands the game, then increase the number of words you use to play. Start with mostly familiar words, and if your child is doing well with familiar words, try introducing a few novel words! To make the game more advanced, include more words or don't put the words in even rows and columns.

### Fast Words Game

This game is primarily for children who have already learned some written words, but it can also be used to teach words. This is an important game to help your child's focus and speed. Show your child how to play by having one person hold up word cards for the other person to read. One person should flip through about five cards as quickly as possible while the other person reads the words aloud. Once your child sees you in action, he will likely want to join in. Initially, only use words that are familiar to your child. You may want to start with three word cards. Once your child understands the game, use more cards that may include some less familiar words. For added variety, you can go through the words forward and backward, so your child doesn't memorize the order of the words. Try turning some words over and going as fast as you can move or flip the cards. The adult reader will likely



have time to say the words no matter how quickly you flip through the cards, so go as quickly as you can.

### Which Words Rhyme?

For this game, say the words aloud in addition to showing them to your child. Please use some of the blank erasable cards for this game. You could start with the words on the right.

Ask your child, "Which words rhyme?" then say the words on the card. If your child recognizes these words, ask her to say the words and help her when needed. I suggest you include at least one familiar word such as *hand* or *cat* then add rhyming words on the blank erasable cards.



"Which words rhyme?"



## Viewing Schedules

Children with different experiences often learn at different rates. Age is only one measure of a child's experiences and not necessarily an accurate indicator of the child's abilities. However, we use your child's age to guess your child's experiences. With this in mind, please use the following viewing schedules as guides. The months stated in the Your Baby Can Learn! schedule on the following pages relate to when your child started using the series. The months mentioned in these viewing schedules are not your child's age or the age necessary to begin a specific level. Start with Volume 1 regardless of your child's age.

If this is your child's native language, follow the schedule for your child's age group below. If this is your child's second or third language, it may take longer to progress through the schedule.

The basic schedule for children is as follows:

### Age 3 months to 12 months:

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6	MONTH 7
------------	------------	------------	------------	------------	------------	------------

### Age 12 months to 3 years:

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5	MONTH 6
------------	------------	------------	------------	------------	------------

### Age 3 years to 5 years:

MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5
------------	------------	------------	------------	------------

### ● **Your Baby Can Learn! Viewing Schedules**

The following schedules focus on the videos. They are based on the 7-month viewing schedule, which is geared toward children 3–12 months old.

Remember that these schedules are only guidelines, as your child may go at a faster or slower rate based on numerous other factors. Please do not wait until your child has mastered all of the words in the volume you are currently viewing before progressing to the next volume. Please also remember to use the other products from the same step so your child can see and hear the words in new contexts, with different fonts, and with new images representing the words. The packaging of the products is colour-coded to help you use the appropriate products that correspond to the volumes:

Volume 1 – Blue

Volume 2 – Orange

Volume 3 – Red

Volume 4 – Green

Volume 5 – Purple

Use the books, DVDs, and word cards daily.

**Please use these links for printable viewing schedules:**

[Your Baby Can Learn! British English](#)

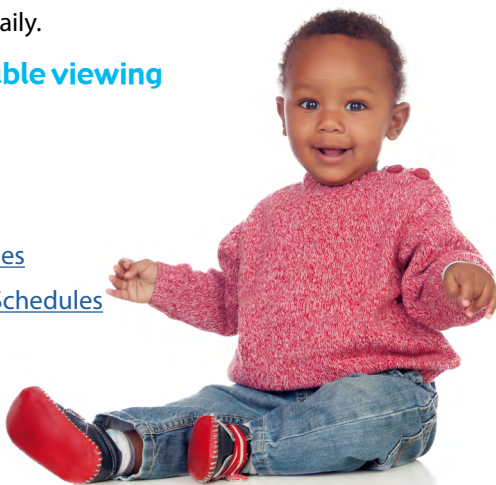
[Your Baby Can Learn! American English](#)

[Your Baby Can Learn! in Other Languages](#)

[Your Baby Can Learn! Multi-Language Schedules](#)

[Your Child Can Read](#)

[Your Child Can Discover](#)



## Month 1

### First month of using Your Baby Can Learn!

Begin with Your Baby Can Learn! (YBCL) **Volume 1** regardless of your child's age. Allow your child to watch about twice a day for a month. Some older children may be able to go at a faster pace.

See pages 12–15 for more tips.

### Products to Use:



Volume 1  
Video



Milestone Cards



Teaching Cards



Lift-the-Flap  
Book



Sliding Word  
Cards




Shape Bias  
Language Cards



























































Lift-the-Flap  
Language Cards

# Month 1

The following schedules illustrate two viewings of Your Baby Can Learn! per day.

Key:   
Volume 1

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week 1							
							
Week 2							
							
Week 3							
							
Week 4							
							

## Months 2 & 3

### Second and third months of using **Your Baby Can Learn!**

Focus on **Your Baby Can Learn! Volume 2**. Allow your child to watch **Volume 2** about twice a day for about two months. Review **Volume 1** once or twice a week.

See the graphic viewing schedules on the next two pages.

### Products to Use:



Volume 2  
Video



Milestone Cards



Teaching Cards



Lift-the-Flap  
Book



Sliding Word  
Cards




Shape Bias  
Language Cards



























































Lift-the-Flap  
Language Cards

## Month 2



The following schedules illustrate two viewings of Your Baby Can Learn! per day.

























































Key:    
 Volume 1      Volume 2

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week 1							
							
Week 2							
							
Week 3							
							
Week 4							
							

# Month 3

The following schedules illustrate two viewings of Your Baby Can Learn! per day.

Key:    
 Volume 1      Volume 2

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week 1							
							
Week 2							
							
Week 3							
							
Week 4							
							

## Months 4 & 5

### Fourth and fifth months of using **Your Baby Can Learn!**

Focus on **Your Baby Can Learn! Volume 3**. Allow your child to watch **Volume 3** about twice a day for about two months. Continue to review **Volume 1** and **Volume 2** about twice a week.

See the graphic viewing schedules on the next two pages.

### Products to Use:



Volume 3  
Video



Milestone Cards



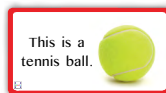
Teaching Cards



Lift-the-Flap  
Book



Sliding Word  
Cards



Shape Bias  
Language Cards



























































Lift-the-Flap  
Language Cards

# Month 4

The following schedules illustrate two viewings of Your Baby Can Learn! per day.






























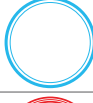













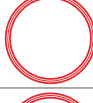
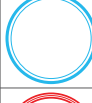











Key:     
 Volume 1    Volume 2    Volume 3

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week 1							
							
Week 2							
							
Week 3							
							
Week 4							
							

# Month 5

The following schedules illustrate two viewings of Your Baby Can Learn! per day.

Key:     
 Volume 1      Volume 2      Volume 3

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week 1							
							
Week 2							
							
Week 3							
							
Week 4							
							

## Month 6

### Sixth month of using Your Baby Can Learn!

Focus on Your Baby Can Learn! **Volume 4**. Allow your child to watch **Volume 4** about twice a day for about one month. Review **Volume 1**, **Volume 2**, and **Volume 3** about four times a month.

See the viewing schedule on the next page.

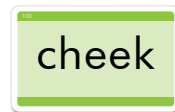
### Products to Use:



Volume 4  
Video



Milestone Cards



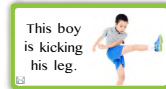
Teaching Cards



Lift-the-Flap  
Book



Sliding Word  
Cards



Shape Bias  
Language Cards



























































Lift-the-Flap  
Language Cards

# Month 6

The following schedules illustrate two viewings of Your Baby Can Learn! per day.

Key:

			
Volume 1	Volume 2	Volume 3	Volume 4

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week 1							
							
Week 2							
							
Week 3							
							
Week 4							
							

## Month 7

### Seventh month of using Your Baby Can Learn!

Focus on Your Baby Can Learn! **Volume 5**. Allow your child to watch **Volume 5** about twice a day for about one month. Review **Volume 1**, **Volume 2**, **Volume 3**, and **Volume 4** about four times a month.

See the viewing schedule on the next page.

### Products to Use:



Volume 5  
Video



Milestone Cards



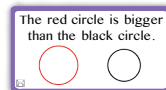
Teaching Cards



Lift-the-Flap  
Book



Sliding Word  
Cards



Shape Bias  
Language Cards



























































Lift-the-Flap  
Language Cards

# Month 7

This schedule illustrates two viewings of Your Baby Can Learn! per day.

Key:

				
Volume 1	Volume 2	Volume 3	Volume 4	Volume 5

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week 1							
							
Week 2							
							
Week 3							
							
Week 4							
							

## After Month 7

**After 7 months, select the schedule that best fits your child's ability level:**

**A. My child cannot consistently recognise at least 20 written words.**

**B. My child can consistently recognise between 20 and 50 written words.**

**C. My child can consistently recognise at least 50 written words.**

**A:** Continue to allow your child to watch one or two Your Baby Can Learn! videos a day in a random order. Play with words using the Sliding Word and Picture Cards, Lift-the-Flap Books, Teaching Cards, and Milestone Cards as well as whiteboards, chalkboards, paper, and other materials. Get more tips for these products on pages 15–24. Once your child can consistently recognise at least 20 written words, move to letter B below.

**B:** Begin watching Your Child Can Read! Volume 1 about three times a week, but mostly continue using the first five volumes of Your Baby Can Learn! Use the Teaching Cards, Sliding Word and Picture Cards, Milestone Cards, and Lift-the-Flap Books as well as the 10 Your Baby Can Learn! videos. Watch one or two videos a day, viewing YBCL Volume 5 a little more than the others. As soon as your child can consistently recognise at least 50 written words, move to the Your Child Can Read! schedule below.

**C:** Advance to the Your Child Can Read! schedule below. Occasionally review the Your Baby Can Learn! videos.

### **Your Child Can Read! Viewing Schedule**

Watch Your Child Can Read! Volume 1 and review all Your Baby Can Learn! videos until your child can consistently recognise at least 100 written words. In other words, if your child sees the word clap, your child understands its meaning without someone reading the word aloud. Use all of the products in this kit, the tips and suggestions, and any other materials to help your child learn. For children who can already read at least 100 words, watch Volume 1 for about a month or until your child can read most of the words in Your Child Can Read! Volume 1, whichever comes first.

Next, watch Volume 2 for about a month. Occasionally review Volume 1 of Your Child Can Read! and all of the Your Baby Can Learn! videos (especially Volume 4 and Volume 5). Go at a faster or slower pace based on whether or not your child is consistently reading the words.

Focus on Volume 3 for about a month. Continue to review the other Your Child Can Read! videos at least twice a week and occasionally review the Your Baby Can Learn! videos.

Do the same with Volumes 4 and 5: focus on them for about a month while reviewing the other Your Child Can Read! videos and reviewing the Your Baby Can Learn! series. [Click here for a PDF guide.](#)

### **Viewing Schedule for Multiple Languages**

In some parts of the world, a large percentage of the population learns three or more languages, so please know that it is possible for young children to learn multiple languages when they are consistently exposed to several languages, especially in an interactive environment.

Your Baby Can Learn! kits are now available in American English, British English, Dutch, French, German, Japanese, Spanish, and Vietnamese. Please check to see if Chinese, Portuguese, and Turkish versions are available.

If you want to use Your Baby Can Learn! to introduce your child to other languages, please allow your child to be exposed to all of these languages before mastering his native language. For example, if you are interested in your child learning English, French, and Japanese, alternate showing Volume 1 of English with Volume 1 of French and Volume 1 of Japanese according to the graphic schedules on the following pages.

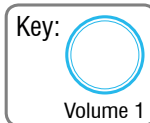


In addition to using the Your Baby Can Learn! programme, use many other approaches to help your child learn the languages. Here are a few quick tips for parents who don't speak the second languages they are trying to teach:

- Choose the best languages for your family situation
- Start early and be consistent over a long period of time
- Watch the DVDs with your child and try to learn along with her
- Use the books and word cards and ask your child questions
- Allow your child to hear native speakers when possible
- Find a friend or babysitter with whom you and your child can practice the new languages
- Consider attending a language class with your baby
- Don't mix languages within a thought or sentence – speak in complete thoughts in each language instead of combining words from more than one language while speaking


# Month 1

























































The following DVD viewing schedules form a general template for exposing your child to three languages while focusing on English. While these examples use an E for English, a C for Chinese, and an S for Spanish, feel free to substitute other languages and adjust based on your child's needs.





	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week 1	E	E	E	C	S	E	S
	C	S	E	E	E	E	S
Week 2	E	C	S	E	E	E	C
	E	E	E	C	S	E	E
Week 3	S	E	S	C	E	C	E
	E	C	E	E	S	E	C
Week 4	E	S	E	E	C	E	C
	C	E	C	S	E	S	E

























































Month 2

Key:    
 Volume 1      Volume 2

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week 1							
							
Week 2							
							
Week 3							
							
Week 4							
							

























































# Month 3

Key:    
 Volume 1      Volume 2

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week 1							
							
Week 2							
							
Week 3							
							
Week 4							
							

























































**Month 4**

Key:  Volume 1  Volume 2  Volume 3

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week 1							
							
Week 2							
							
Week 3							
							
Week 4							
							

# Month 5

























































Key:     
 Volume 1    Volume 2    Volume 3

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week 1							
							
Week 2							
							
Week 3							
							
Week 4							
							

# Month 6

Key:







































			
Volume 1	Volume 2	Volume 3	Volume 4

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week 1							
							
Week 2							
							
Week 3							
							
Week 4							
							

# Month 7

Key:

				
Volume 1	Volume 2	Volume 3	Volume 4	Volume 5

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week 1							
							
Week 2							
							
Week 3							
							
Week 4							
							

## After Month 7

Continue to view all versions of the videos using the following schedule as a guide. Please adjust this schedule based on your child's progress, your child's interest levels, and your goals.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Week 1	E	S	E	S	E	S	E
	C	E	C	E	C	E	C
Week 2	S	C	C	C	E	E	E
	E	S	E	S	C	S	E
Week 3	E	E	E	S	C	C	S
	C	S	C	E	S	E	E
Week 4	C	E	E	E	S	C	E
	S	E	C	C	E	S	E

### **Frequently Asked Questions**

#### **When is the best time to start?**

The earliest recommended time to start is when your baby has visual tracking – the ability to follow moving objects with the eyes. However, the earlier a child learns language skills, the better. If your child is five years old, it is still better to start now than when your child is six years old.

#### **How do I get started?**

Please start as soon as you can. You can read the rest of the instructions at your next opportunity. Regardless of your child's age, please start with Volume 1. Put in the DVD and select the Volume 1 video. Make sure that your child is in an upright position, close enough to see the television screen, and comfortable.



You may want to have your child seated on your lap and gently encourage him to participate in the activities presented in the video. Depending on the age of your child, you may want to have your baby seated in a highchair and feed your child while he is watching. We strongly recommend that you reduce the amount of TV that your child watches so using Your Baby Can Learn! will be a more novel activity for your child. Sometimes it helps to have your child watch the videos early in the morning, before or after a nap, or after physical activity. We also suggest that you remove distractions from the room before watching the videos.

## ● What should I do if my child is not focused on the videos?

If your child is not initially focused on the videos, there are many different strategies that you can use to help your child focus in a fun, stress-free manner.

1. Focus on the videos as you watch them with your child, saying the words appropriately, answering the questions, and doing physical actions. In other words, model the behavior that you want your child to learn by participating appropriately. If your baby is in the mood, help her do physical actions that correspond to the words.
2. Please try dimming the lights while your child is watching the videos. This could help your child focus on the screen rather than other objects in the room. This is similar to when adults are in a dark cinema – we are more easily able to focus our attention on the screen instead of paying attention to the people or objects around us.
3. Remove distractions from the room before playing the videos. This includes toys and other objects that may hold your child's attention. Please remove the distractions well before playing the videos. Also, please remove toys while your child is not watching you, or he may get upset looking for missing toys.
4. Try playing the videos while your baby is seated in a bouncy seat, high chair, or some other secure seat.
5. Try playing the videos shortly before or after your child sleeps.
6. Please reduce or eliminate entertainment-based television or videos. Make watching television a rare occurrence for your baby. Please read my guidelines on babies watching television on pages 62–63.

- 7.** Your child may become more familiar with written words and have an increased interest in watching the DVDs if you are also using the Teaching Cards, Lift-the-Flap Books, Sliding Word Cards, or any of the other products that include the same words shown in the videos. You may also help your child become familiar with these words by printing them on paper, whiteboards, chalkboards, electronic screens, Magna Doodles, or other materials.
- 8.** It is fine to watch for a few minutes many times a day. Don't start at the beginning of the videos every time. Please start where you left off or jump to the next chapter.
- 9.** Switch from watching the British English version to the American English version if you have the digital versions or both versions of the videos. Watching a new video should increase your child's interest for a while.
- 10.** While this is not my preferred method, it may help in some cases to leave the television playing a Your Baby Can Learn! DVD while your child is playing or eating. Even if your child is not focused on the video, she may still benefit if she looks and listens part of the time. The primary reason for this is that young infants have many more new language synapses – new brain connections related to language – than children who are age 4 or older. This means that your baby won't need to make an intentional effort to learn.
- 11.** Some parents do physical activities with their babies right before watching the DVDs. You may also want to go outside before or after watching the videos.
- 12.** If your child can see a screen while in the car or other locations, showing the DVDs at this time may help keep his interest.

## ● Should I allow my baby to watch any television?

I have been speaking out publicly against babies and toddlers watching entertainment-based TV for more than 15 years, which was before the American Academy of Pediatrics issued their statement and long before other groups began speaking out against babies watching TV. I have always been against parents showing too much television or mindless shows to their babies and toddlers. I originally made the first videos for my daughters because I did not want my own babies to watch entertainment-based TV shows or videos.

More than 20 years ago, as a busy parent who was working full-time and attending graduate school, I created the original videos that became *Your Baby Can Learn!* for my own babies because I found that there were times when we were too busy to give them the amount of verbal stimulation that I believe babies need. The same was true when my daughters were at the babysitter's house or in the car, so we also used the videos to help them learn language skills in these situations.

In spite of my opposition to babies watching television, in my view it is not the television that is the problem in most cases. Rather, it is the content the babies are watching (entertainment-based versus educational) and how babies are watching (passively versus actively) that causes many problems. When used properly, a television can be a multisensory device that provides valuable information.

Some people state that infants should not watch television because there is a "video deficit" where infants don't learn as much from watching a video as they do from a person. However, it depends on the concept being taught, what is on the video, and the other options available. For example, if a child is learning about an elephant, it is better to see an elephant in person than on a video. In person, the child could see, hear, and smell the elephant. However, a video of an elephant may provide information about how an

elephant moves or sounds that isn't available in a photo. Drawings often don't give accurate information about animals, but people generally don't complain about a "drawing deficit" in children's learning. Television may actually be better to deliver some information than other mediums when used educationally and in a positive way. Of course, it can also be used to show uninformative entertainment-based shows, and it can be overused.

### Guidelines for Using TV as a Learning Tool

In general, when the following five conditions apply, you may want to use the television with your baby or toddler.

- 1.** The video should be interactive, not passive. Babies should be encouraged to say words, do physical actions, answer questions, sing, or somehow interact with the videos. Even if young infants do not yet have the capability to interact, it is better if they are being encouraged to engage with an educational programme.
- 2.** The video should be multisensory. In other words, what the baby sees and hears should go together logically. This multisensory approach is very important because infants and toddlers have thousands of new synapses forming every second. Many other baby DVDs actually show babies images while playing sounds that do not go with those images (usually classical music). If babies watch these videos, some synapses they form may not go together logically.
- 3.** The video should teach the children something with lasting value. Many of the TV shows or baby videos only entertain the baby and do not teach much useful content. If you can't tell what the videos are trying to teach, then there is a good chance that they are not very educational.
- 4.** The video should use spoken and written language and/or music (mostly with lyrics). There is a window of opportunity for learning

language skills. According to research, the number of synaptic connections related to language acquisition peaks just before 11 months of age. Hart and Risley (1984) conducted a landmark study that showed the most important factor correlated with a child's vocabulary at age 11 was the number of words spoken to the child by age 3. This was more important than the parents' IQs, socioeconomic factors, or the child's IQ. Accordingly, videos or TV shows could teach some language skills (or other important skills such as math or music skills) when people are not talking with the child.

5. The video should be better than other options available to the parent. If you are busy on the phone, cooking, cleaning, attending to another child, or otherwise occupied and not paying much attention to your baby, then the video may be a better option for your child as long as the first four conditions are met. If you are full of energy and you have free time, then it would likely be better for you to lovingly interact with your baby while talking to your baby as much as you can. If you are tired, but not that busy, you could sit with your baby and interact while you watch the DVD together. If your baby does not enjoy the experience of watching the video or TV show, you should find an alternative option.

All television programming is not the same. As adults, we know that if we watch a reality TV show that we are watching an entertainment-based show and may not learn much of lasting value. The content we are watching is so important that it even matters which reality show we choose. We could also watch programmes that are designed to educate or inform us. The same is true for babies; the programme can simply entertain the baby, or it might help the child's vocabulary or teach something with a lasting value. The main difference is that babies' brains are developing much more rapidly than adult brains, so it is important to make better use of your baby's time.

### Infant Learning Products

### Your Child Can Discover!

The Your Child Can Discover! series introduces your child to math, music, colours, shapes, logic patterns, and prepositions! This package includes all three Your Baby Can Discover! DVDs and all three Your Child Can Discover! DVDs along with a book on each topic and a bonus audio CD.



This is my newest and favorite series of DVDs and books. The DVDs, CD, and books introduce pitch in music, 96 different colours, geometric shapes, logic patterns, math concepts, and much more! This highly entertaining program uses a multisensory, interactive approach that encourages the child to participate and learn. Each DVD contains all six topics, and each subsequent volume covers the topics in greater detail. This series is in American English.

### Mini Sliding Board Books

These are six small board books with sliding words and pictures that are sized for children's hands. Books are arranged by topic and include *Kitchen*, *Bedroom*, *Bathroom*, *Home*, *Garden*, and *Play*. These books are for children aged three months to five years. These books are in American English.





### About the Author

Dr. Robert Titzer has a grand vision of making the world a better place by helping parents develop their young children's early learning abilities. Dr. Titzer created the Your Baby Can Learn!, Your Child Can Read!, and Your Baby/Child Can Discover! programs. He developed prototype versions of these programs for his two daughters more than 20 years ago.

After earning his teaching credentials from San Diego State University, Titzer taught in public schools on Guam and in California.

Titzer completed a Master of Science degree from The Pennsylvania State University and a Ph.D. in Human Performance from Indiana University, where he worked in infant development laboratories conducting important theoretical experiments related to infant learning. Titzer has conducted research in laboratories around the country and taught at several universities.

Dr. Titzer has become a recognisable expert in the area of infant learning and his work has been published in scientific journals including the prestigious *Psychological Review*. Titzer has given talks about early learning on four continents, speaking with tens of thousands of parents around the world. He demonstrates fun learning activities that parents can do with infants and toddlers to stimulate brain development. Dr. Titzer has appeared on thousands of TV programs and networks, including *SKY TV*, *Good Morning America*, *The Richard & Judy Show*, and *Prime Time Morning* on Channel News Asia among many others.

Dr. Titzer is trying to change the way societies view early literacy and early learning.



Infant Researcher Robert C. Titzer, Ph.D.

# Dr. Titzer's Guide to Early Learning

## Language Learning Is Child's Play

**Y**our Baby Can Learn! is designed to teach language skills in a way that is similar to how infants and young children learn about toys – by using their senses and by interacting with people and objects. Instead of only hearing words, children using this approach are allowed to hear words, see words, and learn their meanings at the same time. This series also often encourages young children to do physical actions and answer questions related to the words.



### Contains:

- **Description of Approach**
- **Overview of Products**
- **Viewing Schedules**
- **Tips for Parents**
- **Game Ideas**



**Dr. Robert Titzer,  
Infant Researcher**

This book is designed to help you fully use your new Infant Learning Company™ products as you and your child explore the wonderful world of learning. The book describes the Your Baby Can Learn! approach to learning, explains how to use the products in your kit, and answers potential questions you might have about starting the program.

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