



*University of Babylon
College of Nursing*



***Assessment of Mothers' Responsiveness to their Infants
Crying and its relation to some Demographic Variables***

A project submitted to the council of the College of Nursing,
Babylon of University in partial fulfillment of the requirements
for the degree of Bachelor Science in Nursing

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا
عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ﴾

صدق الله العلي العظيم

[سورة البقرة: الآية 32]

الأهداء

خشوعاً وتعظيماً" لمن علمنا ما لا نعلم ...

الشكر لله سبحانه وتعالى

- الى مفتاح الهدى ومصباح الرجا الى السراج المنير الى البشير
الذير محمد رسول الله (صلى الله عليه وال وسلم).
- الى من منحنا الثقة بالنفس ومدنا بالعون والعطاء الدائم ...
أباءنا
- الى من جعل الله سبحانه الجنة تحت أقدامهن ...
أمهاتنا
- الى من رافقنا في حياتنا وكانوا معنا في احزاننا وافراحنا ...
إخواننا واخواتنا
- الى من تحدو الصعاب لكي نصل الى ما نحنو عليه الان ...
اساتذتنا
- الى الذين ضحو بدمائهم من اجل العراق ...
شهداءنا الابرار

شكر وتقدير

الحمد لله رب العالمين والصلاة والسلام ع أشرف الخلق
والمرسلين
الرسول الكريم محمد وع آله الطيبين الطاهرين
نتوجه بالشكر الجزيل الى جميع اساتذتي الافاضل في كليه
التمريض جامعه بابل الذين بذلوا جهداً في توجيهنا وأمدادنا بما
احتجنا إليه من النصيحة
وأرى ان نقف شاكرين لأستاذنا الفاضل والخلوق المدرس
المساعد علي فاضل الذي اشرف و بذل جهده معنا واعدنا
ووجهنا في كتابة هذا البحث فكان معنا نعم المعين والتوجيه
فجزاه الله عنا خيراً
ونشكر كل من ساندنا وأعاننا من اصدقاء ع انجاز هذا البحث
فلهم في النفس منزله وان لم يعسف المقام لذكرهم فهم اهل
للفضل والخير والشكر

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Abstract

Background: The mother–infant relationship is the first and most important intrapersonal relationship which leading to building a trust between mother and their infant through the life, and also play a crucial role in fostering infants’ language, emotional, cognitive and social ability.

Objectives: The present study aimed to assess speed of mothers’ response to their crying infant

Method: Across-sectional study design was used to achieve the aims of the study. The questionnaire constricted and used to collect the data from the primary health care centers (PHCs) after obtained official approval from Babylon health directorate.

Results : majority children were older infants, (51.4%) of Them were females, (42.9%) of Infants were the 1st order in the family with no Other siblings, (31.6%) of mothers were between age 26-30 years, (52.5%) of mothers have diploma and above degree, (69.5%) of mothers were not working , and (45.8%) of them use mix type of feeding.

Conclusion: the study conclude that there are numerous factors effect on mother's response to her baby such as socio demographic characteristic.

Chapter One

Introduction

Introduction

Mothers are most often the primary caretakers for their young infants, yet little is known about appraise how they perceive common challenging behaviors. It has been established that child characteristics and behaviors have a significant impact on parent well-being and, consequently, on how parents respond to their infants (Belsky J. 1984) (Corkin MT , Peterson ER, Andrejic N (2018) Early infant behavior is important because it relates to infant-parent attachment and is predictive of behavior throughout life (.Brazelton TB, Nugent JK (1995) Research evidence suggests that infant behaviors are related to maternal risk of postpartum depression. (Hofer, 2006) (Negayama et al., 2015)(Chung et al., 2018).

Mothers are most often the primary caretakers for their young infants, yet little is known about appraise how they perceive common challenging behaviors. It has been established that child characteristics and behaviors have a significant impact on parent well-being and, consequently, on how parents respond to their infants (Endyami et al., 2009) (Fancourt & Perkins, 2018)

Maternal responsiveness to infant cues, particularly distress cues, during the first year of life is crucial in forming a secure mother–infant attachment relationship, providing infants with opportunities to learn to self-regulate, and preventing the onset of behavior problems (Leerkes, Weaver & O'Brien, 2012). In most studies, maternal responsiveness is observed, but this has limitations. First, it is difficult to conduct observations in large-scale, multi-site studies given the time and expense (Lunkenheimer & Leerkes, 2015) ((Provenzi et al., 2018) .

Attachment theorists Bell and Ainsworth, in (1972) recommended mothers to provide quick response to their infant distress vocalizations (crying

infants). In contrast, they have advised against leaving infants to cry it out due to having concerns about its potential negative impact on the development of infant-mother attachment. In other words, they have suggested that immediate responsiveness reflects sensitive parenting (Bilgin & Wolke, 2020).

On the other hand, difficulties in understanding infant emotions and needs by mother result in impaired relationship and insecure attachment (Kim et al., 2017). And this may play an important role in the development of psychiatric symptoms in late childhood (Lima et al., 2010).

Objectives of the study

The present study aimed to assess promptness of mothers' response to their infant and its relationship to some demographic variables.

Chapter Two

Methodology

Methodology

2.1.1: **Study design:** Across -sectional study design we used to assess the response of mothers to their children's crying and it's relationship to some demographic variables.

2.1.2: **Administrative agreement:** ethical approval obtained from Babylon health directorate to collect sample from the primary health care centers in al Hilla city according to the request of the nursing college (Appendix 1).

2.1.3: **sample and setting of the study:** Non _probability convenience sampling of 177 mothers and their infant children collected from three primary health care centers (PHCs) (Al kawther, Al asatetha , and Al gamaeyah) through the period 24/11/2022 to 5/1/2023 .

2.1.4: **Instruments:** the questionnaire constricted after extensive literature reviews and used for the purpose of the study that consisted of two part:

Part 1: Socio-demographic part; this part involve personal information of the child (infant age, gender, order in the family, number of sibling, breastfeeding type) and mother (mother age, educational attainment, occupation, type of feeding and family type).

Part 2:The maternal responsiveness questionnaire was developed by Leerkes and Qu, (2017) in the English language as the self-reported measurement of maternal responsiveness and then translated to Arabic language by Abdulrasol and Obaid, (2022). This questionnaire include 49 items rated based on a 5-point scale, where 1= never and 5= always and the scoring of this items determined

according to the sum of mean score into three grades (1 - 2.33) low response, (2.34-3.67) moderate and (3.68-5) high.

2.3: Statistical Analysis: Data were analyzed using the Statistical Package for Social Sciences (SPSS) version 26, through the application of descriptive statistical data analysis including frequencies and percentages, arithmetic mean with standard deviation, mean of score (MS) with their standard deviation (SD), and inferential statistics (multiple regression).

Chapter Three

Results

Results

Table (1) Distribution of Infants by their General Information (n=177)

Variable		f	%
Infant age	Younger Infant (0-6 months)	59	33.3
	Older Infant (\geq6-12 months)	118	66.7
Infant Gender	Male	86	48.6
	Female	91	51.4
Infant order in the family	1st	76	42.9
	2 nd	49	27.7
	3 rd	26	14.7
	4 th	15	8.5
	5 th	11	6.2
No. of Sibling	Non	76	42.9
	1	47	26.6
	2	24	13.6
	3	19	10.7
	4	11	6.2
Mothers age	less than 20 year	19	10.7
	21-25 y	55	31.1
	26-30 y	56	31.6
	31-35 y	29	16.4
	More than 35 year	18	10.2
Education level of mothers	Not read and write	5	2.8
	Primary school	30	16.9
	Secondary school	49	27.7
	Diploma and above	93	52.5
Occupation of mothers	Not working	123	69.5
	Working	54	30.5
Type of family	Nuclear	91	51.4
	Extended	86	48.6
Type of feeding	Breastfed	53	29.9
	Bottle-fed	43	24.3
	Mix-fed	81	45.8

f= frequency, %= percentage

The above table indicates that (66.7%) were older infants, (51.4%) of them were females, (42.9%) of infants were the 1st order in the family with no other siblings, (31.6%) of mothers were between age 26-30 years, (52.5%) of mothers have diploma and above degree, (69.5%) of mothers were not working and (51.4%) of them live within nuclear family, and (45.8%) of them use mix type of feeding.

Table (2) Overall mean of score of mother responsiveness (n=177)

Mother Responsiveness	Mean (Std. Deviation)	Assessment
Non-Response	1.21 (0.532)	Low
Delay-Response	2.18 (0.928)	Low
Hyper-response	4.53 (0.603)	High

This table shows that mother hyper responsiveness was high to their infant children

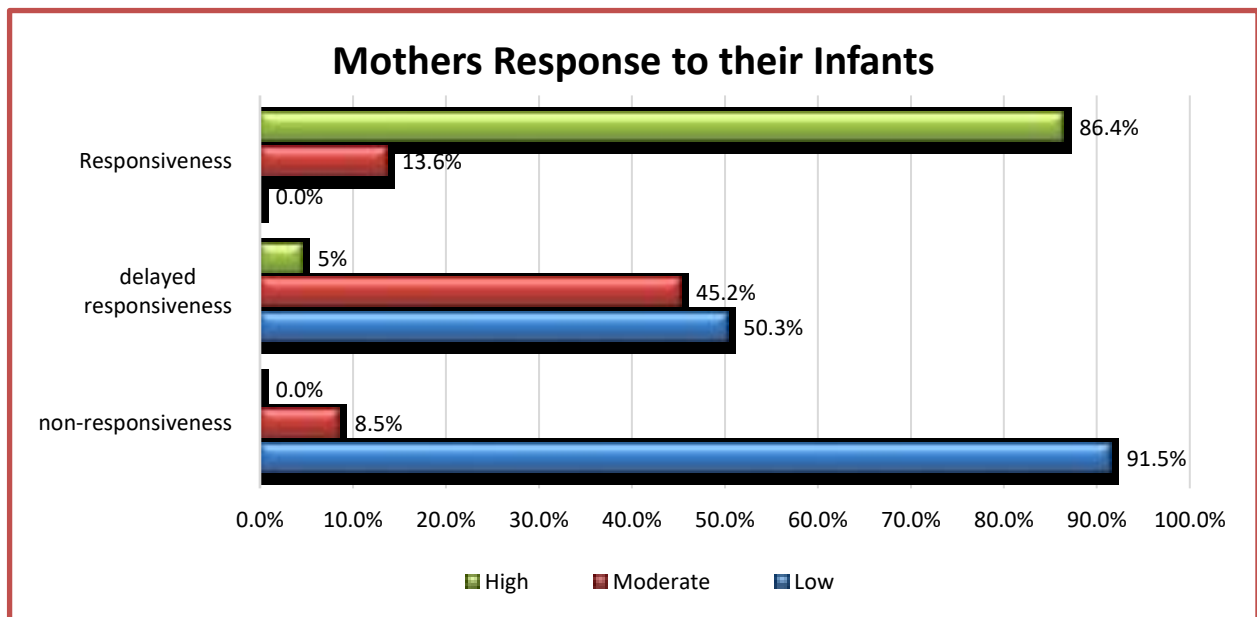


Figure (1) Mother Response to their Infants child

Chapter Four

Discussion

Discussion

The present study aimed to assess promptness of mothers' response to their infant distress vocalizations (crying infants) and its relationship to some demographic variables.

The study show In table (1) that (66.7%) of children were older infants, (51.4%) of them were females, (42.9%) of Infants were the 1st order In the family with no Other siblings, (31.6%) of mothers were between age 26-30 years, (52.5%) of Mothers have diploma and above degree, (69.5%) of mothers were not working And (51.4%) of them live within nuclear family, and (45.8%) of them use mix type of feeding This study assessment the mother's knowledge and the extent of her response to her Infant In the city of Hilla, central Iraq.

The current study showed in table (1) that the mother's age has an impact on the mother's response to her Infant. The response is weak compared to The adulthood stage, as the mother's age Increases, her Response to her Infant decreases. The value of this study was the number of mothers who Responded most to their children Chung et al., (2018).

That non-responsiveness was higher also among mothers at greater socio-demographic risk (i.e., younger, lower Income, less educated), is consistent with the notion that the delay to No response). Each of the three scales demonstrated good internal consistency, and they were stable from 6 months to 1 year, consistent with prior research using delay to no Response). Each of the three scales demonstrated good internal consistency, and they were stable from 6 months to 1 year, consistent with prior research using oBelsky & Jaffee, (2006)

The study assessed the educational level of the mother, and we found in our research that the highest percentage has obtained a diploma, and the educational level does not affect the response of mothers, but by a slight percentage that differs from previous research that says.. Maternal schooling emerges from this study as an important influence on maternal responsiveness during the study conducted by Endyami et al., (2009).

Chapter Five

Conclusion &

Recommendations

Conclusion

The study concluded that mother's response to infant crying is affected by several factors such as mother age, education attainment, and also infant factors such as infant age, infant order in the family, and number of siblings.

Recommendations

Based on the conclusion of the present study, the researchers recommended the following:

- 1- Organizing time for the mother if she is a housewife or an employee and raising children, i.e. working on a balance.
- 2- The age for the best mother ranges between (25-35).
- 3- We also recommend the mother to breastfeeding because of her strong Influence on the bond between the mother and her. When the mother holds her baby and is in a state of contact with her baby, touches and cuddles, it enhances the feeling of safety for the infant, reduces his stress and crying, and enhances the secretion of the hormone oxytocin.

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List of Appendices

Appendix 1

Republic Of Iraq
Babylon Governorate
Babylon Health Directorate
Hila Center Second Sector
Human Resources Management Division

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
دائرة صحة بابل
قطاع مركز الحلة الثاني
شعبة الموارد البشرية

العدد / ١٥٦٨٤١٢٠١
التاريخ / ٢٢ / ١١ / ٢٠٢٢

الى / الى المراكز الصحية التالية :
م٠ ص بابل التدريبي
م٠ ص الكوثر
م٠ ص النهضة

م / تسهيل مهمة

تحية طبية

اشارة الى كتاب دائرة صحة بابل / مكتب السيد المدير العام / مركز التدريب والتنمية البشرية / وحدة ادارة البحوث ذي العدد ١٦٤١ في ٢٢ / ١١ / ٢٠٢٢ والمتضمن تسهيل مهمة الذوات المدرجة اسمائهم أدناه (تقييم استجابة الامهات لبكاء اطفالهن وعلاقته ببعض المتغيرات الديموغرافية) لاجراء البحث في مراكزكم الصحية وحسب الضوابط والامكانيات على أن لاتتحمل مراكزنا التبعات المادية والقانونية ٠٠٠٠ مع الاحترام

المرفقات / نسخة من الكتاب اعلاه

الاسماء //
١- زهراء غايب عبيد
٢- زهراء فضل صبار
٣- زينب علي صالح

دائرة صحة محافظة بابل
قطاع مركز الحلة الثاني
التاريخ / ١ / ١ / ٢٠٢٢

الطبيب الاختصاص
حامد باقر الخفاجي
مدير قطاع الحلة الثاني
٢٠٢٢ / ١١ / ٢٢

نسخه منه الي:-
دائرة صحة بابل / مكتب السيد المدير العام / مركز التدريب والتنمية كتابكم اعلاه / مع الاحترام
وحدة التعليم الطبي / مع الاوليات
الارشفة الالكترونية / الافراد

Appendix 2

Questionnaire

تقييم استجابة الأمهات لبكاء أطفالهن الرضع وعلاقته ببعض المتغيرات الديموغرافية
المشاركون الأعزاء: يرجى وضع علامة (√) امام الإجابات

خصائص الرضيع

1. عمر الطفل: شهر الجنس: ذكر/انثى
2. تسلسل الطفل بين اشقائه: عدد الاشقاء:
3. نوع الرضاعة: طبيعية صناعية مختلطة

خصائص الأم

4. عمر الام: سنة
5. الحالة الاجتماعية لها: متزوجة مطلقة ارملة
6. التحصيل العلمي: لا تقرأ ولا تكتب ابتدائية: ثانوية فما فوق: دبلوم فما فوق:
7. العمل: تعمل: لا تعمل:
8. نوع العائلة: مستقلة مع اهل الزوج

فيما يأتي سلسلة من المواقف التي تواجهها الأم مع طفلها الرضيع في اول سنه من عمره (على شكل أسئلة)

رجاءً ضع علامة (√) امام نوع او طريقة الاستجابة التي تبداها الام لطفلها الرضيع في كل من المواقف او الحالات الاتية:

س1	عند قيامك باعمال المنزل كالطبخ والتنظيف, ماذي تفعلينه لطفلك عادة	ابداً	نادراً	احياناً	عادة	دائماً
1.	تستجيبين باستمتاع لطفلك عندما ينادي او يضحك					
2.	تضعين الطفل امام مرأى عينيك وانت تعملين					
3.	تقومين بالتفاعل مع طفلك (مثل لعب الغموضه او التتكم معه) عند شعوره بالملل					
4.	تحاولين اكتشاف ما الذي يشعر به طفلك					
5.	تقومين بالعب مع طفلك عند شعوره بالوحده					
6.	تتواصلين مع طفلك بين الحين والآخر (كل بضع دقائق)					
7.	تجدين شيء مسل لاشغال طفلك او تضعين شي ممتع لمشاهدته اثناء انشغالك					
8.	التوقف عن العمل فوراً عند احتياج طفلك لك او عند رغبته لجذب انتباهك					
9.	ايجاد طريقة لانهاء عملك بسرعه اثناء حملك له بحمالة الأطفال وانت تعملين					
10.	تتركين طفلك يبكي لعدة ثواني بينما تنهين عملك سريعاً					
11.	تتركين طفلك يبكي لعدة دقائق بينما تنهين عملك					
12.	تتركين طفلك يبكي لمدة 10 دقائق او اكثر بينما تنهين عملك					
13.	تتركين طفلك يبكي لحين اكمالك عملك بغض النظر للوقت الذي يستغرقه في البكاء					
س2	عندما يبكي طفلك بسبب عدم قدرته للوصول للعبه التي يريد, ماذي تفعلينه له عادة	ابداً	نادراً	احياناً	عادة	دائماً
1.	تقومين بتسليته او تهدنته					
2.	تجعلينه يستمتع بنشاط مسل (كاعطائه خرخاشه)					
3.	تتركينه يبكي لعدة ثواني قبل ان تستجيبين له (او تحمليه)					
4.	تتركينه يبكي لعدة دقائق قبل ان تستجيبين له (او تحمليه)					
5.	تتركينه يبكي لمدة 10 دقائق او اكثر قبل ان تستجيبين له (او تحمليه)					
6.	تتركينه يبكي الى ان يتوقف عن البكاء بغض النظر للوقت الذي يستغرقه في البكاء					
س3	عند بكاء طفلك بسبب الألم او المرض كالزكام اوالم التنسين, ماذي تفعلينه له عادة	ابداً	نادراً	احياناً	عادة	دائماً

					1. تجعلينه يستمتع بنشاط مسل (كاعطائه لعبته مفضله)
					2. تستجيبين له فوراً
					3. تتركينه يبكي لعدة ثواني قبل ان تستجيبين له
					4. تتركينه يبكي لمدة 10 دقائق او اكثر قبل ان تستجيبين له
					5. تتركينه يبكي الى ان يتوقف عن البكاء بغض النظر للوقت الذي يستغرقه في البكاء
س4	ابدأ	نادراً	احياناً	عادةً	دائماً
					1. تستجيبين باستمناح لطفلك عندما يناغي او يضحك
					2. تضعين الطفل امام مرأى عينيك اثناء وقت راحتك
					3. تقومين بالتفاعل مع طفلك (مثل لعب الغموضه او تتكلم معه) عند شعوره بالملل
					4. تحاولين استكشاف ما الذي يشعر به طفلك
					5. تقومين بالعب مع طفلك عند شعوره بالوحده
					6. تتواصلين مع طفلك بين الحين والآخر (كل بضع دقائق)
					7. تجدين شيء مسل لاشغال طفلك او تضعين له شيء ممتع لمشاهدته اثناء وقت استرخائك
					8. التوقف عن ما تقومين به فوراً عند احتياج طفلك لك او عند رغبته لجذب انتباهك
					9. تتركين طفلك يبكي لعدة ثواني قبل ان تستجيبين له
					10. تتركين طفلك يبكي لعدة دقائق قبل ان تستجيبين له
					11. تتركين طفلك يبكي لمدة 10 دقائق او اكثر قبل ان تستجيبين له
					12. تتركين طفلك يبكي لحين اكمال ما تقومين به بغض النظر للوقت الذي يستغرقه في البكاء
س5	ابدأ	نادراً	احياناً	عادةً	دائماً
					1. عند ما يستيقظ طفلك في منتصف الليل ويبكي, ما الذي تفعلينه له عادةً
					1. تتركين طفلك يبكي لعدة ثواني قبل ان تستجيبين له
					2. تتركين طفلك يبكي لعدة دقائق قبل ان تستجيبين له
					3. تتركين طفلك يبكي لمدة 10 دقائق او اكثر قبل ان تستجيبين له
					4. تتركين طفلك يبكي الى ان يتوقف عن البكاء او يرجع الى النوم بغض النظر للوقت الذي يستغرقه في ذلك
س6	ابدأ	نادراً	احياناً	عادةً	دائماً
					5. عند ما يبكي طفلك بسبب الخوف من شيء ما او شخص ما (مثل الصوت العالي او نباح الكلب او رؤيته لشخص الغريب), ما الذي تفعلينه له عادةً
					5. تقومين بتهدئته
					6. تجعلينه يستمتع بنشاط مسل (كاعطائه لعبه مفضله)
					7. تتركينه يبكي لمدة 10 دقائق او اكثر قبل ان تستجيبين له
					8. تتركينه يبكي الى ان يتوقف عن البكاء بغض النظر للوقت الذي يستغرقه في ذلك
س7	ابدأ	نادراً	احياناً	عادةً	دائماً
					9. عند ما يبكي طفلك بالرغم من كونه شبعان ومرتاح و حفاظته نظيفه, ما الذي تفعلينه له عادةً
					9. تقومين بتهدئته
					10. تجعلينه يستمتع بنشاط مسل (كاعطائه لعبه مفضله)
					11. تتركينه يبكي لعدة ثواني قبل ان تستجيبين له
					12. تتركينه يبكي لعدة دقائق قبل ان تستجيبين له
					13. تتركينه يبكي الى ان يتوقف عن البكاء بغض النظر للوقت الذي يستغرقه في ذلك

شكراً جزيلاً لوقتكم وتعاونكم

Assessment of Mothers' Responsiveness to their Infants Crying and its relation to some Demographic Variables

Dear participants, please put the (√) mark in front of your responses.

Characteristics of Infants

1. Child Age: months Gender: M/F
2. Child order in family . Number of sibling .
3. Type Of Feeding: Breastfeeding Bottle Feeding Mixed

Characteristics of Mothers

4. Mother age: Year
5. Marital status: married divorce . Widow .

6. Education Attainment

Does not read and write read and write Primary School .

Secondary school and above Diploma and above .

7. **Occupation:** Working . Not working .

8. Type of Family ; nuclear family extended family

Mothers experience all different types of situations with their babies. Please rate how often you respond to your baby in each the following ways for each situation or a similar situation below on a 5-point scale, where 1 = never and 5 = always.

1. When you are trying to do housework, pay the bills, or make dinner, how often do you...					
	Never	Rarely	Some-times	Often	Always
a. Respond in a playful manner if your baby smiles or coos at you.					
b. Place your baby where you can see each other.					
c. Initiate interaction with your baby (play peek-a-boo or talk to your baby if he/she seems bored).					
d. Check to see how your baby is feeling.					
e. Play with your baby if he/she seems lonely.					
f. Make a point of interacting with your baby every few minutes.					
g. Get out something fun for your baby to do or something interesting to see while you are busy.					
h. Stop what you are doing immediately if your baby seems to need or want your attention.					
i. Find a way to finish your work while involving your baby (put him/her in the suggli pack/sling while cleaning, or make up a song about cooking dinner).					
j. Let your baby cry for a few seconds while you quickly finish what you are doing.					
k. Let your baby cry for a few minutes while you finish what you are doing.					
l. Let your baby cry for 10 minutes while you finish what you are doing.					
m. Let your baby cry until you are done, no matter how long					

that takes.					
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2. When your baby is crying because he/she is frustrated by something (e.g., can't reach a toy he/she), how often do you...					
	Never	Rarely	Some-times	Often	Always
a. Comfort your baby.					
b. Get your baby interested in a fun activity.					
c. Let your baby cry for a few seconds before responding.					
d. Let your baby cry for a few minutes before responding.					
e. Let your baby cry for 10 or more minutes before responding.					
f. Let your baby cry until your baby stops crying on his or her own, no matter how long that takes.					

3. When your baby is crying because he or she is sick or ill (e.g., has a cold, is teething, is feeling poorly after shots), how often do you...					
	Never	Rarely	Some-times	Often	Always
a. Get your baby interested in a fun activity.					
b. Respond to your baby immediately.					
c. Let your baby cry for a few seconds before responding.					
d. Let your baby cry for 10 or more minutes before responding.					
e. Let your baby cry until your baby stops crying on his or her own, no matter how long that takes.					

4. When you have a few free minutes to relax to yourself, how often do you...					
	Never	Rarely	Some-times	Often	Always
a. Respond in a playful manner if your baby smiles or coos at you.					
b. Place your child where you can see each other.					
c. Initiate interaction with your baby (play peek-a-boo or talk to your baby if he/she seems bored).					
d. Check to see how your baby is feeling.					
e. Play with your baby if he/she seems lonely.					
f. Make a point of interacting with your baby every few minutes.					
g. Get out something fun for your baby to do or something interesting to see while you are relaxing.					
h. Stop what you are doing immediately if your baby seems to need or want your attention.					
i. Let your baby cry for a few seconds before responding.					
j. Let your baby cry for a few minutes before responding.					
k. Let your baby cry for 10 or more minutes before responding.					
l. Let your baby cry until your are done, no matter how long that takes.					

5. When your baby awakens in the middle of the night and cries, how often do you...					
	Never	Rarely	Some-times	Often	Always

a. Let your baby cry for a few seconds before responding.					
b. Let your baby cry for a few minutes before responding.					
c. Let your baby cry for 10 or more minutes before responding.					
d. Let your baby cry himself or herself back to sleep, no matter how long that takes.					

6. When your baby is crying because he/she is afraid of something or someone (e.g., loud toy, a dog, an unfamiliar person), how often do you...					
	Never	Rarely	Some-times	Often	Always
a. Comfort your baby.					
b. Get your baby interested in a fun activity.					
c. Let your baby cry for 10 or more minutes before responding.					
d. Let your baby cry until your baby stops crying on his or her own, no matter how long that takes.					

7. When your baby is crying even though he or she is well fed, well-rested, and has a fresh diaper, how often do you...					
	Never	Rarely	Some-times	Often	Always
a. Comfort your baby.					
b. Get your baby interested in a fun activity.					
c. Let your baby cry for a few seconds before responding.					
d. Let your baby cry for a few minutes before responding.					
e. Let your baby cry until your baby stops crying on his or her own, no matter how long that takes.					

المخلص:

المقدمة:



جامعة بابل
كلية التمريض



تقييم استجابة الأمهات لبكاء أطفالهن الرضع وعلاقته ببعض المتغيرات الديموغرافية

مشروع مقدم الى مجلس كلية التمريض جامعة بابل في استيفاء جزئي لمتطلبات درجة بكالوريوس العلوم في التمريض

مقدم من الطلاب

زهراء غايب عبيد

زينب علي صالح

زهراء فضل صبار

بإشراف :

م.م. علي فاضل عبيد