

Table 5.1 Examples of Strengths and Weaknesses in Child or Parent in Creating Visceral Feedback Loops Within the Child

Infant Cuing Examples		Parent Reading and Response Examples	
Strong Signals	Weak Signals or Problems	Strong Reading Ability	Weak Connections or Problems
<ul style="list-style-type: none"> • Robust cry when hungry and can eat 	<ul style="list-style-type: none"> • Robust cry when hungry but too flooded to eat 	<ul style="list-style-type: none"> • Recognizes a cry as a symbol of distress 	<ul style="list-style-type: none"> • Views infant crying as manipulative behavior
<ul style="list-style-type: none"> • Clear signals when tired and falls asleep with minimal assistance 	<ul style="list-style-type: none"> • Most of time spent in hypoalert state with weak signals indicating awake versus asleep states 	<ul style="list-style-type: none"> • Responds to tired signals in infant by facilitating sleep 	<ul style="list-style-type: none"> • Misreads the signal (e.g., keeps stimulating infant through play or loud environmental noises when infant needs a nap)
<ul style="list-style-type: none"> • Clear differences in cries between being upset from wet diapers versus being in pain 	<ul style="list-style-type: none"> • Weak signals for hunger, pain, or diaper wetness exist (for older children it might be hunger, bowel/bladder pressure, thirst, satiety), which may be the result of chronic hypoalert state with poor registration of bodily cues 	<ul style="list-style-type: none"> • Differentiates the different types of cries infant makes 	<ul style="list-style-type: none"> • Assumes understanding of the signal before investigating the signal (e.g., usually assumes all crying is from being hungry)
<ul style="list-style-type: none"> • Continues to send cues when parent misreads 	<ul style="list-style-type: none"> • Lacks differentiation of cries (e.g., all cries sound the same with high intensity distress), which may be the result of chronic hyperalert or flooded state with too many painful internal sensations 	<ul style="list-style-type: none"> • Has difficulty reading because cues are unclear or lack differentiation and reaches out for professional help 	<ul style="list-style-type: none"> • Has difficulty reading because cues are unclear or lack differentiation from infant and gives up