### Physical Intelligence Program Log

**Stage I – “Reflexive crawling child” – Medulla**

---

#### Motor Opportunity

**Program Log – Stage I (Medulla)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Mobility competence</th>
<th>Manual competence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inclined track</th>
<th>Flat track</th>
<th>Grasp reflex &amp; hanging</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-30 sec</td>
<td>3-4 hours daily</td>
<td>10-60 sec from parent’s thumbs</td>
</tr>
</tbody>
</table>

- *10x daily
- *check box each half hour
- *10x daily

---

#### Sensory Stimulation

**Program Log – Stage I (Medulla)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Visual competence</th>
<th>Auditory competence</th>
<th>Tactile competence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Light reflex</th>
<th>Starle reflex</th>
<th>Babinski reflex</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 stimulations per eye using a household flashlight</td>
<td>3 stimulations by clapping together 2 wooden blocks</td>
<td>3 stimulations per foot</td>
</tr>
</tbody>
</table>

- *10x daily
- *10x daily
- *10x daily

---

#### Vestibular Stimulation

**Passive Balance Program – Log Stages I-II**

- [ ] Teeter-totter rocking, head tilted down
- [ ] Stomach flat on floor
- [ ] Flat track
- [ ] Flat track
- [ ] Vertical track

**Date:**

- [ ] *1 of each exercise per session, for 15-45 sec each

**Caution:** ALL of these activities should be done with the greatest gentleness, care, and foresight. Support baby’s head and neck at all times.

- **H** – Activities are done with baby lying horizontally, stomach down, on a firm pillow or small mat (on the floor or on the bed)
- **C** – Do these activities both clockwise & counterclockwise
- **↑** – While doing this carrying activity, move baby ↓ up & down, ← left & right, and ↔ forward & backward. Talk & name things as you pass them.

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*Note:* It is a good idea to introduce the **black & white checkerboard** (and other black & white patterns) right from birth. Use the log on the stage II log to keep track of hours if you wish to do so.

---

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Day 1 (S M T W T F S)

Day 2 (S M T W T F S)

Day 3 (S M T W T F S)

Day 4 (S M T W T F S)

Day 5 (S M T W T F S)

Day 6 (S M T W T F S)

Day 7 (S M T W T F S)

Summary of Week

(Tip: weekly formal or informal evaluations are a good idea to determine what activities to progress to or focus more on)

Reminders:
1. Every baby develops asynchronously – meaning they will be at different levels of development in different areas. For example, a baby could be at stage I in mobility development, stage II in tactile development, and stage III in visual development. Simply print out the logs that contain the activities for each of these stages and use only the portions needed.

2. During transitions, stages may sometimes overlap in a single area. For example, you may start to introduce stage III visual stimulation while still doing a few activities a day from stage II visual stimulation. This is ideal. Simply use two different logs as you gradually make the transition.
## Motor Opportunity

### Program Log – Stage II (Pons)

<table>
<thead>
<tr>
<th>Date:</th>
<th>Mobility competence</th>
<th>Mobility competence</th>
<th>Total yards today:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Flat track 4-18 hours daily (long term goal: 150 yards daily)</td>
<td>Smooth floor or flat track 1 min</td>
<td></td>
</tr>
</tbody>
</table>

*check box for each hour  

*15x daily

### Vestibular Stimulation

### Passive Balance Program – Log Stages I-II

<table>
<thead>
<tr>
<th>Date:</th>
<th>Mobility competence</th>
<th>Mobility competence</th>
<th>Total yards today:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Feet-to-totter rocking, head tilted down to feet tilted down</td>
<td>Feet-to-totter rocking, head tilted down to feet tilted down</td>
<td></td>
</tr>
</tbody>
</table>

The crawler should wear:  

* T-shirt / onesie and diaper (arms / legs / feet should be bare for traction)

### Manual Opportunity

### Program Log – Stage II (Pons)

<table>
<thead>
<tr>
<th>Date:</th>
<th>Manual competence</th>
<th>Manual competence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vital release 1 stimulation per hand</td>
<td>Grasp reflex – hanging 2-30 sec from dowel or parent’s thumbs</td>
</tr>
</tbody>
</table>

*10x daily  

*15x daily

**Caution:** ALL of these activities should be done with the greatest gentleness, care, and foresight. Support baby’s head and neck at ALL times.

- Activities are done with baby lying horizontally, stomach down, on a firm pillow or small mat (on the floor or on the bed)
- Do these activities both clockwise & counterclockwise
- While doing this activity, move baby up & down, left & right, and forward & backward. Talk & name things as you pass them.

This weekly log is for use with the program outlined in Glenn Doman’s “How Smart is Your Baby?” and/or “Fit Baby, Smart Baby, Your Baby” (previously titled “How to Teach Your Baby to Be Physically Super!”). Please see book(s) for more details. To learn how we use the program in our family, please visit DomanMom.com. The creator of this log and website is in no way affiliated with or endorsed by Glenn Doman or the IAHP.
<table>
<thead>
<tr>
<th>Date</th>
<th>Visual competence</th>
<th>Visual competence</th>
<th>Visual competence</th>
<th>Auditory competence</th>
<th>Tactile competence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Light reflex 5 stimulations per eye using household flashlight</td>
<td>Spotting a light 6-10 stimulations in 1 min. using penlight</td>
<td>★ Outline Bit cards 5-10 sec per card (1-2 cards per session)</td>
<td>Threatening sounds 1-3 stimulations using air horn</td>
<td>Vital sensation cold, hot, pressure choose only 1 per session</td>
</tr>
</tbody>
</table>

*10x daily *10x daily *10x daily *5x daily *4x daily each sensation (12 sessions total)

**CONTENT and Schedule**

**Outline Bits Stage II**

<table>
<thead>
<tr>
<th>Date</th>
<th>Weeks 1-3</th>
<th>Date</th>
<th>Week 4</th>
<th>Date</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>square</td>
<td>cup</td>
<td>square</td>
<td>eye</td>
<td>cup</td>
</tr>
<tr>
<td></td>
<td>circle</td>
<td>spoon</td>
<td>circle</td>
<td>mouth</td>
<td>spoon</td>
</tr>
<tr>
<td></td>
<td>triangle</td>
<td>fish</td>
<td>triangle</td>
<td>butterfly</td>
<td>fish</td>
</tr>
<tr>
<td></td>
<td>star</td>
<td>cat</td>
<td>star</td>
<td>bird</td>
<td>cat</td>
</tr>
<tr>
<td></td>
<td>banana</td>
<td>tree</td>
<td>banana</td>
<td>flower</td>
<td>tree</td>
</tr>
<tr>
<td></td>
<td>foot</td>
<td>elephant</td>
<td>foot</td>
<td>scissors</td>
<td>elephant</td>
</tr>
<tr>
<td></td>
<td>hand</td>
<td>window</td>
<td>hand</td>
<td>spider</td>
<td>window</td>
</tr>
</tbody>
</table>

For weeks 1-3, show one card per day as seen above. On week 4 & 5, show the two cards per day as seen above. All cards are shown 10x daily, use log to keep track.

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Day 1
(S M T W T F S)

Day 2
(S M T W T F S)

Day 3
(S M T W T F S)

Day 4
(S M T W T F S)

Day 5
(S M T W T F S)

Day 6
(S M T W T F S)

Day 7
(S M T W T F S)

Summary of Week
(Tip: weekly formal or informal evaluations are a good idea to determine what activities to progress to or focus more on)

Material & Supplies

Motor
- Infant crawling track
- Smooth, clean, warm floor

Vestibular
- Firm pillow or small mat
- Rocking chair (or mimic rocking chair motions while standing or sitting)

Manual
- ¼ inch thick wooden dowel (approx. 12–18 inches long)

Sensory
- Moderately bright household flashlight
- Penlight
- Air horn
- 21 outline bit cards
- Black & white checkerboard
- Black & white designs, pictures
- Hot wet washcloth
- Ice pack
- Dark room for light stimulations

Also
- Timer or watch
- Measuring tape (measure rooms once, then note how many times baby crossed or partially crossed room)

Attire:
- T-shirt or onesie where baby’s arms, legs, & feet should be bare (for traction & freedom of movement)

Stages my child is in this week:

Visual: ____________
Auditory: ____________
Tactile: ____________
Mobility: ____________
Manual: ____________
Language: ____________

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Reminders: 1. Every baby develops asynchronously – meaning they will be at different levels of development in different areas. For example, a baby could be at stage I in mobility development, stage II in tactile development, and stage III in visual development. Simply print out the logs that contain the activities for each of these stages and use only the portions needed.

2. During transitions, stages may sometimes overlap in a single area. For example, you may start to introduce stage III visual stimulation while still doing a few activities a day from stage II visual stimulation. This is ideal. Simply use two different logs as you gradually make the transition.
## Motor Opportunity
### Program Log – Stage III (Midbrain)

<table>
<thead>
<tr>
<th>Date</th>
<th>Mobility</th>
<th>Creeping – opportunity &amp; encouragement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4-18 hours on floor daily</td>
</tr>
<tr>
<td></td>
<td></td>
<td>on smooth floor or short carpet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Long term goal: 400 yards daily [¼ mile])</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Manual</th>
<th>Prehensile grasp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1-3 objects that are easy to grasp w. whole hand per session (60 sec)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Manual</th>
<th>Hanging bar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>20-30 sec with gentle swinging</td>
</tr>
</tbody>
</table>

*20-30 brief sessions daily, gradually lengthening to fewer & longer sessions

### Vestibular Stimulation
#### Passive Balance Program – Log Stages III-IV

<table>
<thead>
<tr>
<th>Date</th>
<th>Horizontal turns while resting chest on parent's shoulder</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Horizontal turns while resting right side on parent's shoulder</td>
</tr>
<tr>
<td></td>
<td>Horizontal turns while resting left side on parent's shoulder</td>
</tr>
<tr>
<td></td>
<td>Horizontal spins while hanging from parent's hands, facing parent</td>
</tr>
<tr>
<td></td>
<td>Hanging from parent's hands, facing away</td>
</tr>
<tr>
<td></td>
<td>Side to side rocking head down, hanging from parent's hands</td>
</tr>
<tr>
<td></td>
<td>&quot;Swing set&quot; rocking (front &amp; backwards) while hanging from parent's hands</td>
</tr>
<tr>
<td></td>
<td>&quot;Swing set&quot; rocking (front &amp; backwards) while hanging from parent's hands</td>
</tr>
<tr>
<td></td>
<td>&quot;Craddle&quot; rocking (left &amp; right) while hanging from parent's hands</td>
</tr>
<tr>
<td></td>
<td>Gently tossing baby up &amp; down in the air (head up, facing parent)</td>
</tr>
</tbody>
</table>

**Attire for the creeping child:**
- Long pants to protect knees
- Socks to protect feet

Do 1 of each exercise per session, for 15-60 sec each.
Do each rotation activity (marked with *) both clockwise & counterclockwise
Neck collar must be used for these activities!

---

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Physical Intelligence Program Log

Stage III – Midbrain

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Initial Phase – Part 1 of Stage III Sensory (Duration: 2-3 weeks)

<table>
<thead>
<tr>
<th>CONTENT and Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline Bits with Simple Detail – Stage III (Midbrain) Initial</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

- Repeat this cycle of cards twice and, if necessary, a third time (based on baby’s progress)

Program Log: Environmental Sounds

Date: | Sound of the Day | i.e. bell, pots, pans, xylophone notes (one note daily), sound effects | Introduce one new sound per day and repeat it 10 times that day. Keep track here: |
|-------|-------------------|--------------------------------------------------|

Environment free of auditory chaos? (TV, radio, music, etc)

Pointed out naturally occurring sounds today?

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### Sensory Stimulation Intermediate Phase: “Ten Day Fruit Program” (Using All 5 Pathways)

<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Visual pathway</td>
<td>Auditory &amp; visual pathway</td>
<td>Visual pathway</td>
<td>Tactile pathway</td>
<td>Gustatory pathway</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fruit pictures (w. bold details)</td>
<td>Fruit reading words</td>
<td>Fruit appearances</td>
<td>Fruit textures</td>
<td>Fruit tastes</td>
<td>Fruit smells</td>
<td>5-10 sec</td>
<td>3-5 sec</td>
<td>3-5 sec</td>
<td>3-5 sec</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3-5 sec Show baby a bold, thickly outlined picture of fruit while saying word.</td>
<td>3-5 sec Show &amp; read baby a word card with the name of fruit written large &amp; clear.</td>
<td>3-5 sec Show baby the actual fruit for him to look at</td>
<td>Let baby hold the actual fruit and feel its texture</td>
<td>5-10 sec Place small amount of mashed fruit on cotton swab and place near baby’s nose to smell it.</td>
<td>3-5 sec Dab small amount of mashed fruit on cotton swab: put miniscule amount on baby’s tongue to taste.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fruit used: banana, kiwi, peach, grape, plum, mango, pear, cherry, apple, pineapple.**

*Due to higher possibility of allergic reactions, citrus fruits (oranges, grapefruit, lemons, etc) and strawberries are not recommended for use in the sensory program.*

---

### Sensory Stimulation Program Log: Environmental Sounds

**Tactile competence:**
- Tickling / massage: 60 sec per session: gentle rubbing, light fingertip / fingernail touch

**Auditory competence:**
- Meaningful Conversation: All day: Use meaningful, vibrant language with & around baby.

*Due to higher possibility of allergic reactions, citrus fruits (oranges, grapefruit, lemons, etc) and strawberries are not recommended for use in the sensory program.*

---

### Sensory Stimulation Program Log: Physical Intelligence Program

**Date:**
- Detailed black & white check board with colored silhouette pictures
- Expressive faces while interacting with baby?
- Check box for each waking hour detail board was in sight
- Expressive faces while interacting with baby?
- Silhouettes changed & rearranged today?
- Check box for each waking hour detail board was in sight

---

### Sensory Stimulation Program Log: Physical Intelligence Program

**Date:**
- Sound of the Day: i.e. bell, pots, pans, xylophone notes (one note daily), sound effects
- Introduce one new sound per day and repeat it 10 times that day. Keep track here.

---

**Additional Instructions:**
- Arranged naturally occurring sounds today?

---

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### Sensory Stimulation: Advanced Phase

**Program Log - Stage III (Midbrain)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Visual competence</th>
<th>Tactile competence</th>
<th>Tactile competence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>★ Sophisticated Bits of Intelligence™ 1-2 sec per card (10 cards per set)</td>
<td>Tickling &amp; massage 60 sec per session using light touch</td>
<td>★ Contrasting gnostic sensation 60 sec per session</td>
</tr>
</tbody>
</table>

- *3x daily per set (2 sets)
- *5x daily
- *10x daily

#### Content

**Sophisticated Bits of Intelligence™**

<table>
<thead>
<tr>
<th>Set 1 title: (i.e. “Types of Butterflies”)</th>
<th>Set 2 title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
<td>10.</td>
</tr>
</tbody>
</table>

*Each set contains 10 cards. Repeat each set for 10 days (use log)*

#### Content & Schedule – Contrasting Gnostic Sensation

<table>
<thead>
<tr>
<th>Date</th>
<th>Set</th>
<th>Soft / smooth texture</th>
<th>Hard / rough texture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>drawer liner grip pad</td>
<td>plastic pot scrubber</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>faux fur</td>
<td>hairbrush</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>microfiber cloth</td>
<td>extra fine sandpaper</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>tulle fabric</td>
<td>burlap fabric</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>feathery boa scarf</td>
<td>pumice stone</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>soft side of velcro</td>
<td>hook side of velcro</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>soft side sponge</td>
<td>rough side sponge</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>velvet fabric</td>
<td>plastic netting</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>poly foam packaging</td>
<td>shower scrubbing pad</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>baby hairbrush</td>
<td>comb</td>
</tr>
</tbody>
</table>

*Repeat these texture pairs every 10 days (until it is observed that baby has a clear mastery of gnostic sensation)*

---

**Physical Intelligence Program Log**

**Stage III – Midbrain**

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### Notes & Observations

#### Stage III – Midbrain

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1. Every baby develops asynchronously – meaning they will be at different levels of development in different areas. For example, a baby could be at stage I in mobility development, stage II in tactile development, and stage III in visual development. Simply print out the logs that contain the activities for each of these stages and use only the portions needed.

2. During transitions, stages may sometimes overlap in a single area. For example, you may start to introduce stage III visual stimulation while still doing a few activities a day from stage II visual stimulation. This is ideal. Simply use two different logs as you gradually make the transition.

#### Material & Supplies

### Motor
- Smooth floor or short carpet
- For advanced creeper: obstacles to crawl over, around, under (pillows, end tables, blankets, etc)
- Stairs

### Manual
- ¼ inch thick wooden dowel (approx. 12–18 inches long) that is secured to doorframe or structure
- 3-10 palm-size objects per week for prehensile grasp

### Sensory
- 7 sounds per week
- Black & white checkerboard w. detail picture cards
- Colored tape for track
- 42 detail within configuration bit cards
- 10 whole fruits
- 10 mashed fruits in jars, w. cotton swab for smell/taste
- 10 boldly outlined fruit pictures
- 10 fruit reading words
- 10 contrasting texture pairs
- 2 sets with 10 cards each of bits of intelligence for every 10 days

### Also
- Timer or watch
- Measuring tape (measure rooms once, then note how many times baby crossed or partially crossed room)

### Attire:
- Long pants to protect knees, socks to protect feet

---

### Summary of Week

(Tip: weekly formal or informal evaluations are a good idea to determine what activities to progress to or focus more on)

---

### Reminders:

1. Every baby develops asynchronously – meaning they will be at different levels of development in different areas. For example, a baby could be at stage I in mobility development, stage II in tactile development, and stage III in visual development. Simply print out the logs that contain the activities for each of these stages and use only the portions needed.

2. During transitions, stages may sometimes overlap in a single area. For example, you may start to introduce stage III visual stimulation while still doing a few activities a day from stage II visual stimulation. This is ideal. Simply use two different logs as you gradually make the transition.
### Motor Opportunity

#### Program Log – Stage IV (Initial Cortex)

<table>
<thead>
<tr>
<th>Date</th>
<th>Mobility competence</th>
<th>Manual competence</th>
<th>Manual competence</th>
<th>Manual competence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Standing &amp; Walking</td>
<td>Cortical opposition</td>
<td>Hanging bar</td>
<td>Brachiation</td>
</tr>
<tr>
<td></td>
<td>opportunity</td>
<td>1 object</td>
<td>30 sec</td>
<td>20-30 sec</td>
</tr>
<tr>
<td></td>
<td>&amp; encouragement</td>
<td>(very small)</td>
<td>w. gentle swinging</td>
<td>from a few rungs</td>
</tr>
<tr>
<td></td>
<td>2 hours minimum</td>
<td>per session</td>
<td>to one trip down</td>
<td>to one trip down</td>
</tr>
<tr>
<td></td>
<td>opportunity daily</td>
<td>(60 sec)</td>
<td>ladder</td>
<td>ladder</td>
</tr>
<tr>
<td></td>
<td>on flat, uncluttered, non-slip surface</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(long term goal: 200 yards daily, 40 yards nonstop)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total yards today:**

| Date | 20-30 brief sessions daily, (a few moments each) gradually lengthening to fewer & longer sessions |

**Attire:** The beginning walker should wear:

- Long, moveable pants to protect knees
- Bare feet, until he is reasonably skilled
- The brachiator should wear:
  - Pants that are graspable for parents (overalls, pants with belt loops)
  - Bare feet or socks

---

### Vestibular Stimulation

#### Passive Balance Program – Log Stages III-IV

<table>
<thead>
<tr>
<th>Date</th>
<th>Horizontal turns while facing, chest on parent’s shoulder</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vertical turns while facing down</td>
</tr>
<tr>
<td></td>
<td>Horizontal spins while facing down</td>
</tr>
<tr>
<td></td>
<td>Side to side rocking</td>
</tr>
<tr>
<td></td>
<td>Cradle rocking</td>
</tr>
<tr>
<td></td>
<td>Swing set rocking</td>
</tr>
</tbody>
</table>

**Do 1 of each exercise per session, for 15-60 sec each**

**Do each rotation activity (marked with a) both clockwise & counterclockwise**

**Neck collar must be used for these activities!**

---

### Sensory Stimulation Opportunities:

**Write out some sensory activities you would like to introduce this week. Check box each time the activity used.**

- i.e. sand & water play, finger paints, play dough, texture exploration, sound recognition games, scent matching

---

*Note: at this stage on up, visual & auditory stimulation are composed of the separate reading, math, and encyclopedic knowledge programs.*

---

**This weekly log is for use with the program outlined in Glenn Doman’s “Fit Baby, Smart Baby, Your Baby” (previously titled “How to Teach Your Baby to Be Physically Superb”). Please see book for more details. To learn how we use the program with our family, please visit DomanMom.com. The creator of this log is in no way affiliated with or endorsed by Glenn Doman or the IAHP.**
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Day 1 (S  M  T  W  T  F  S)

Day 2 (S  M  T  W  T  F  S)

Day 3 (S  M  T  W  T  F  S)

Day 4 (S  M  T  W  T  F  S)

Day 5 (S  M  T  W  T  F  S)

Day 6 (S  M  T  W  T  F  S)

Day 7 (S  M  T  W  T  F  S)

Summary of Week (Tip: weekly formal or informal evaluations are a good idea to determine what activities to progress to or focus more on)

Reminders: 1. Every baby develops asynchronously – meaning they will be at different levels of development in different areas. For example, a baby could be at stage I in mobility development, stage II in tactile development, and stage III in visual development. Simply print out the logs that contain the activities for each of these stages and use only the portions needed.

2. During transitions, stages may sometimes overlap in a single area. For example, you may start to introduce stage III visual stimulation while still doing a few activities a day from stage II visual stimulation. This is ideal. Simply use two different logs as you gradually make the transition.

Material & Supplies

Motor
- For beginning walker: sturdy, non-tipping, non-sharp edged furniture to pull up on & “cruise” on
- Uncluttered, non-slip floor
- Stairs

Manual
- Brachiation ladder w. ¾ inch to ½ inch rungs, set at parent’s height
- ¾ inch thick wooden dowel (approx. 12-18 inches long) that is secured to doorframe or structure
- 7-10 pea-size objects per week for cortical opposition practice

Sensory
- Materials for chosen sensory stimulation activities (i.e. sand play, beads)

Also
- Timer or watch
- Measuring tape (measure rooms once, then note how many times baby crossed or partially crossed room)

Attire:
- Long pants to protect knees
- Bare feet until he is reasonably skilled

Brachiation:
- Pants that are graspable for parents (pants with belt loops, overalls)
- Bare feet or socks
Language Development Program

For ages birth to 12 months

Date: ________

- Developing Respiration with mobility program

Language development is dependent upon good, regular, mature breathing that a baby is able to control in order to produce the sounds he wants. To develop good respiration in your baby, he needs ample time on his tummy on the floor to move. Use the motor program logs available on DomanMom.com for this.

Mobility program used today?

- Language Development

Date: ________

Language competence

1. Having a conversation 1-2 minutes per session
   - Choice boards: Use content chart (below) In box, write which number board was used
   - Specific Sounds in a Poem 1-2 minutes Use content chart to right

*10x daily (minimum) *10x daily (minimum) *5x daily

Choice boards: In box, write number to note which board was used. Write responses in journal on backside of this page.

- Creating Specific Sounds in a Poem

Reciting a poem while baby says some of the words

Phase 1. Select a very simple nursery rhyme, poem, or Bible verse (just a few words long in the beginning).

2. Cradle baby in arms, facing you, and say the poem clearly & enthusiastically. Repeat this activity 5 times per day for five days.

Phase 2. On the sixth day drop the very last word of the poem. For example, if the poem is the phrase, “Twinkle, twinkle little star, how I wonder what you are” drop the word “are”.

3. The dropped word is now “baby’s word” that he can say if he chooses. Once you “give” a word to baby, do not ever “take” it back and say it in the poem again.

4. Say the poem with the exception of the last word. When you get to that part, pause and look at baby with anticipation and wait for him to say the word (if he chooses). Be patient and remember the choice is his. It may take up to thirty seconds for him to build up the respiration needed to say a sound (his version of the word).

5. If he says a sound (the sound he says will usually not sound like the actual word) celebrate profusely. If not, still thank him & ask him if he enjoyed the poem.

Phase 3. After he starts to consistently make a sound for “his” word, drop one more ending word for him to say.

Phase 4. After he starts to consistently make a sound for “his” word (he will not always use the same sound), drop one more ending word for him to say.

Phase 5. When you see that this poem with two dropped words is very easy for him, introduce a new poem and repeat the process starting at phase 1.

Phase 6. Usually when baby begins crawling, his language will improve dramatically. At this point, baby will start interrupting you, and will want more words to say. Start using longer (more than a few words, but still brief) poems and giving baby more words to say, using the same process as above, except you may now also use words in the middle of sentences as well.

Write Poem Here: Underline the word or words baby will say this week.

Phase baby is in this week (circle): ① ② ③ ④ ⑤ ⑥

Note: do this activity only at the best times of the day, when baby is fed, well rested, and in a good mood.

- Assigning Meaning to Specific Sounds

Assigning meaning to specific sounds

Date: ________

Write new words (sounds) your baby says each day & what you think its meaning is.

This weekly log is for use with the program outlined in Glenn Doman’s “How Smart is Your Baby?” This log is meant to be a supplement and is not a replacement for a full understanding of the program: please see book for more details. To learn how we use the program in our family, please visit DomanMom.com. The creator of this log and website is in no way affiliated with or endorsed by Glenn Doman or the IAHP.
Day 1

(S M T W T F S)

Day 2

(S M T W T F S)

Day 3

(S M T W T F S)

Day 4

(S M T W T F S)

Day 5

(S M T W T F S)

Day 6

(S M T W T F S)

Day 7

(S M T W T F S)

Summary of Week

(Tip: weekly formal or informal evaluations are a good idea to determine what activities to progress to or focus more on)

Stages my child is in this week:

* Remember: during transitions your child will be in more than one stage at once.

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Material & Supplies

- Short poem or verse
- Video camera (or, if not possible, an audio recorder)
- Choice boards
- Environment free of auditory chaos
- Additional paper, as necessary, to record conversations, words (sounds) he uses, or choices he makes with choice board.