APPENDIX F

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						growing into weight	change over time	Progress – positive		Anthro Assessment and Explanation		Environmental								ascussion	Assessment and	Anthropometric	,	Continuity of care	Opening		Video Clip Topic	Counselor = C / Participant =	WIC office	January 21, 2010	VENA Video Script
																										Current Video Section	Video Screen Text	oant = P			er e
	anything.	P: And, she's not really getting picked on or	C: Mm-hmm.		watch Angle with some of her little friends, she seems to look just like them	worried about her right now. Ummm, when I	D. Although von know I more Parage to	C: Mm-hmm.	P: Well, heavy too.	C. Do you intent big as in	<u>;</u>	, 47 <u>1,</u> 11.	P: Well only because her dad and l are really	concerned with her weight. Is that still true?	In the pact vol. 've said that	talked about several things.				doesn't like to eat anything!	P: Oh, she's doing good. She's still picky	C: Inat's good! How's Angle doing?		P: Not bad, not bad	C: Hi Julia! How are you?		On-camera Narration				e de la compansa del compansa de la compansa de la compansa del compansa de la compansa del la compansa de la c
friendly and her	compassionate and	of voice? Staff was	language and tone	up on staff's body	finally, did you pick	threatening. And	voice are all non-	language/tone of	and body	shows compassion	or judgmental. Staff	negative, punitive	tone rather than		matter of fact.	her approach;	and easy-going in	needs to be relaxed	around desk. Staff	and mom sitting	background. Staff	a toy in the	Angle playing with	in staff office.	YDEO CLIP: Back	001 section)	Shot Direction				
																	conditions, etc.).	of eating habits, physical activity, medical	Angie is like (get sense	ask what a typical day for	from other assessment	and ask mom questions to obtain information	decides to build rapport	visibly overweight. Staff	Staff recognizes that BM		Editing Instructions				

Video Cip Topic Video Screen Text And looking at her growth chart, she's taller than most other little girls her age. So, it would make sense that she would weigh a little bit more. Something positive that we're seeing in just the couple of heights and weights that we've gotten from her is that, as she's getting taller, her weight is starting to level off a bit. As you can see here, she keeps following the same nice curve for her height (she's getting taller, her weight is starting to level off a bit. As you can see here, she keeps following the same nice curve for her height (she's getting taller and taller), but her weight is starting to level off (show with hands) We call this "growing into their weight." With many kids, we want to see this happen, and it looks like Angle's starting to do just that. P: Well, you know, every time I come in here, the girl who weighs her is always telling me how fat she is. Reiterates picky Concern Anthropometrics P: Well, you know, about how kids are getting fat these days. To me, I still worry that she doesn't eat enough because she's odarn picky! But, if you're telling me she's doing confusional see ince the last time we saw her! You mentioned last time that you've saw her! You mentioned last time that you've saw her! You mentioned last time that you've cut back on the milk and juce, so that's getting better. Are you worried that Angle	Version January 21, 2010 Setting WIC office		
Video Clip Topic Video Screen Text And looking at her growth chart, she's table would make sense that she would weigh a little girls her age. So, it would make sense that she would weigh a little shi more. Something positive that we're seeing in just the couple of heights and weights that we've gotten from her is that, as she's getting the provide of heights and weight is starting to level off a bit. As you can see here, she keeps following the same nice curve for her height (she's getting the same nice curve for her height starting to getting the same nice curve for her height starting			
Something positive that we're seeing in just the couple of heights and weights that we've gotten from her is that, as she's getting taller and taller). As you can see here, she keeps following the same nice curve for her height (she's getting taller and taller), but her weight is starting to level off a bit. As you can see here, she keeps following the same nice curve for her height (she's getting taller and taller), but her weight is starting to level off a bit. (show with hands) We call this "growing into their weight." With many kids, we want to see this happen, and it looks like Angle's starting to do just that. P: Well, you know, every time I come in here, the girl who weighs her is always telling me how fat she is. ge goal uids when a the girl who weighs her is always telling me how fat she is. We call this "growing into their weight." With many kids, we want to see this happen, and it looks like Angle's starting to do just that. P: Well, you know, every time I come in here. This illustrates how the percentiles! This illustrates how contenting to me about it much. So, I wonder if that's just something was a stose-ended doesn't eat enough because she's doing of the sollow. This illustrates how the communication skills help to use transition of the atmassion of the starting to desire. This illustrates how the communication skills help to use transition of the atmassion of the starting to desire. This illustrates how the communication skills help to use transition of the atmassion of the starting to desire. This illustrates how the name is traited atmassion of the starting to depend it in the news all the time. You could have so dam pickey! Something have a so do thing! C: Well she is, but let's talk about some of the something that she started earlier. C: Well she is, but let's talk about some of the something that she started earlier. C: Well she is, but let's talk about some of the something that she started earlier. C: Well she is, but let's talk about some of the something that she st			om.
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We call this "growing into their weight." With many kids, we want to see this happen, and it looks like Angie's starting to do just that. P: Well, you know, every time I come in here, they kids, we want to see this happen, and it looks like Angie's starting to do just that. P: Well, you know, every time I come in here, they want to see this happen, and it looks like Angie's starting to do just that. P: Well, you know, every time I come in here, they was all the shout it much. So, I wonder if that's just something you read about in the news all the time. You know, about how kids are getting fat these days. To me, I still worry that she doesn't eat enough because she's so dam picky! But, if you're telling me she's doing lokey C: Well she is, but let's talk about some of the charty the charty the purpose of asking this to clarify the saw her! You mentioned last time that you've stated earlier. C: Well she is, but let's talk about some of the charty the something that she stated earlier. C: Well she is, but let's talk about some of the purpose of asking this to clarify the saw herl of the as it relates to something that she stated earlier. C: Well she is, but let's talk about some of the something that she stated earlier. C: Well she is, but let's talk about some of the purpose of asking this to clarify the as it relates to something that she stated earlier. C: Well she is, but let's talk about some of the something that she stated earlier. C: Well she is, but let's talk about some of the something that she stated earlier. C: Well she is, but let's talk about some of the something that she stated earlier. C: Well she is, but let's talk about some of the something that she stated earlier. C: Well she is, but let's talk about some of the something that she stated earlier. C: Well she is, but let's talk about some of the something that she stated earlier. C: Well she is, but let's talk about some of the something that she stated earlier.		As you can see here, she keeps following the same nice curve for her height (she's getting taller and taller), but her weight is starting to level off	
the girl who weighs her is always telling me help to use transition ge goal uids Her doctor really hasn't said anything to me about it much. So, I wonder if that's just something you read about in the news all the time. You know, about how kids are getting fat these days. To me, I still worry that she doesn't eat enough because she's so darn pickyl But, if you're telling me she's doing Okay C: Well she is, but let's talk about some of the changes you've made since the last time we saw her! You mentioned last time that you've saw her! You mentioned last time that you've getting better. Are you worried that Angie way street: Despite		(show with hands) We call this "growing into their weight." With many kids, we want to see this happen, and it looks like Angie's starting to do just that.	
wids rrates rrates erm erm erm fircs C: Well she is, but let's talk about some of the changes you've made since the last time we saw her! You mentioned last time that you've definitely a good thing! And her iron level is getting better. Are you worried that Angie	V2 Dietary: • Met behavior change goal	P: Well, you know, every time I come in here, the girl who weighs her is always telling me how fat she is.	This illustrates how communication skills help to use transitions to collect information
doesn't eat enough because she's so darn picky! But, if you're telling me she's doing Okay C: Well she is, but let's talk about some of the changes you've made since the last time we saw her! You mentioned last time that you've cut back on the milk and juice, so that's definitely a good thing! And her iron level is getting better. Are you worried that Angie		Her doctor really hasn't said anything to me about it much. So, I wonder if that's just something you read about in the news all the time. You know, about how kids are getting fat these days. To me, I still worry that she	assessment assessment categories. Is this an appropriate use of a close-ended
C: Well she is, but let's talk about some of the changes you've made since the last time we saw her! You mentioned last time that you've cut back on the milk and juice, so that's definitely a good thing! And her iron level is getting better. Are you worried that Angie	Anthropometrics "confusion" –	doesn't eat enough because she's so darn picky! But, if you're telling me she's doing Okay	question? The purpose of asking this is to clarify the position of the mother
eling definitely a good thing! And her iron level is getting better. Are you worried that Angie	Information from professionals	C: Well she is, but let's talk about some of the changes you've made since the last time we saw her! You mentioned last time that you've	as it relates to something that she stated earlier.
- 보고	participant feeling about WIC clinic	definitely a good thing! And her iron level is getting better. Are you worried that Angie	Clarification is a two- way street : Despite

							·					,.	Screen #	KEY:	Setting Actor Info	Title: Version
			Communication skill transition	O – go to park for physical activity	E – caregiver dynamics	overweight	A - genetics / family predisposition for	Other – Link to physical activity for healthy weight	misinformation)	Dietary (correcting	Anthropometric	with her doctor	Video Clip Topic	Counselor = C / Participant =	WIC office	January 21, 2010
													Video Screen Text	nt ≡ P		
This represents the editing point – the next section will be used entirely in the Dietary Assessment Module.	C: Ok, that's wonderfull And we do want to keep her as active as possible.	out to the park, maybe once or twice a week. Angie's got some little friends she likes to meet there and most of time they get to play a bit. The last couple of weeks, I think grandma's had her out there a little more often than before.	and she can't move around a whole lot. With it being nice out, she's been trying to take her		there.	calories - which she does need, but not too much ofso you want to find a nice balance	active as possible. Keep an eye on the milk and juice because those give her some extra	anything? C: Absolutely not! No dieting for little kids. Instead, what you want to do is keep her as	needs because she is still growing well. P: So I don't have to put her on a diet or	But she keeps getting taller, so to me, that says she's probably getting most of what she	C: Well, actually, no. Angie hasn't gained any	P: Well I am. So you mean she hasn't gained any more weight?	On-camera Narration			
		Physical activity Information falls under the "Other" category of assessment information.	assessment of the		educate, but the key	windows of	real world of WIC, you	VENA promotes completing the assessment first before you do addression. But, in the	information you need from her.	the participant so that you can bring her along to get at the		assessment process, in order to effectively communicate, you	Shot Direction			
				the cess									Editing Instructions			

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Critical thinking and drill down – integration	about wasting food E + D interaction	D – Meal pattern E – caregiver dynamics/concerns	A confusion; Angie is picky eater but she is a big girl (could lead into portions in V18 D portion size Education on portion size	Drilling down (communication skills)	D – WHY she is picky / better eater in some situations and not others		TO	Counselor = C / Participant =	WIC office	VENA Video Script
							Video Screen Text	ant = P		
Now, when Angie refuses to eat you said you make her sit there until everybody else is done. Tell me what typically happens next.	C: Okay. It's great that you are teaching Angle good manners by having her sit at the table with you as a family while you eat.	Because when he does that, you know, Angie will sit at the table for a little while, but then she just wants to go watch TV. So I try to get her to eat as much as I can before I let her get up.	P: Hmmwell, most weekdays, I work all day and then I come home and make dinner for us. Then, a lot of times she'll either be by my feet just wanting something or she's off playing. Sometimes her dad has to work the late shift so then it's harder for me to just cook for Angie and me. But when he's working regular hours we usually sit down and eat together. Sometimes he likes to turn the TV on then, and I don't know if I like that.	I mean, she's a big girl. Look at her dad and me – we're both pretty bigBut, you know, I just don't think she eats enough. C: Ok, tell me a little bit about what a typical mealtime is like with Angie?	P: Well, she just takes a couple of bites at dinner and then she tells me she's full. She never really cleans her plate.	C: Let's go back and talk about your concern that Angle isn't getting enough food. Can you tell me a little more about that?	On-camera Narration			
							Shot Direction Editing Instructions			

	fy and	• Family • Dad's food	Includes some education	why Angie is a picky eater	getting more at understanding	Dietary - • reference to	D – dynamics of mealtime, parent expectation	D – picky eating and dynamics of family meal time. E – work schedule, challenges. Continuing to drill down	Screen # Video Clip Topic	Cou	♂	Version January 21, 2010
We always try to get her to eat, but a lot of times she just won't eat. And she just keeps saying "I'm full, I'm full!" (Use a whiny voice when saying the quote). C: Ok, can you give me an idea of about how	kind of plays with it. I really hate to throw food away. And a lot of times if she doesn't finish it, her dad or I will end up eating it, because I hate wasting food!	C: So, how does she react when you put those foods in front of her? P: Well, she only takes a bite or two, and ther	not eat it. Or sausages – we eat a lot of them.		She likes those chicken nuggets and she loves when we get pizza.	P: Well, pretty often. It's so hard to feed her. She just wants the same thing over and over again.	C: Ok. About how often does this happen, where she doesn't eat what the rest of the family is eating?	remember hearing that that wasn't such a good thing to do. You know, I don't want to worry about her being hungry later on and I just can't stand listening to that whining so, um, I just really try to make sure that she gets something into her, even though I don't have time to make a second meal.	know she'll eat, even though I think I	P		
					The state of the s				Shot Direction Editing Instructions			

											Screen #	KEY:	Setting Actor Info	Version	Title:
											Video Clip Topic	Counselor = C / Participant =	WIC office	January 21, 2010	VENA Video Script
											Video Screen Text	nt = P			
C: Is it possible that Angle is eating before she comes home for dinner? Do you think that maybe grandma is giving her a snack or	P: Oh, okay, I think we have one of those somewhere. I guess I can find it and try using it again.	C: That's okay, but when estimating how much to give Angie, it would help if you used a child-sized plate, even one with the little divider sections if you have one.	P: No, we just use a regular plate	C: We'll talk more later about portion sizes fo Angie, but a good rule of thumb is that you should offer about one Tablespoon for each year of age. It might be that you are close to that or it could be that you are offering her too much. When you give her meals and snacks, does she have her own little plate and cup?	P: Um, maybe not the whole thing, maybe half. But that's such a small amounta couple of pierogies. She just doesn't eat that much.	C: Ok	You know, about the size of my hand.	(demonstrates with palm of her hand)	P: Well, I'd probably cut a piece about that big	Let's say, for example, you were going to give her pork and sauerkraut and pierogies. Can you show me about how much you would put on her plate?	On-camera Narration				
											Shot Direction				
											Editing Instructions				

								Screen #	XEY:	Setting Actor Info	Version	Title:
								Video Clip Topic	Counselor = C / Participant =	WIC office	January 21, 2010	VENA Video Script
								Video Screen Text	ant = P			
P: Sure! (V3 took 4 minutes 12 seconds)	C: Well, Julie, I definitely hear that you are feeling challenged by how to help Angie become a better eater at mealtimes. I have some ideas that I think might be helpful. I'd like to talk with you about them now, would that be alright?	But, I still think she's a real picky eater.	P: Hmmwell it seems like that's when she eats better. And come to think of it, she doesn't seem to be quite as picky then. She'll actually try some of the things I cook. Or sometimes we'll take her out to eat as a treat, and she'll eat pretty good then.	How would you describe her eating patterns on the weekends when she is not with grandma?	C: I could see how that would be difficult! She's your mom for one thing. And like you said, you're worried about money and having a place for Angie to go during the week. I fully understand.	P: Well, you know, she might be, hmmm, I never really asked mom about thatcause she's looking after Angie for me and mom's sure a lot cheaper than if I had to take her to a babysitter. Money's really, really tight. And I just want to make sure I have a safe place for Angie while we are at work. I think mom might be giving her something, but I'm not sure how to talk to her about that.	something to eat before she comes home?	On-camera Narration			THE PARTY OF THE P	
								Shot Direction				
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- Transcription: Interview for Anthropometric Module Video (Recorded 8/19/09; Comments finalized for
 consideration)
- 3 Counselor (C): Casey, Participant (P): Shirley
- 4 FOLDER #1: (Introductions; recap of follow-up appointment; discuss fluids; picky eating -
- 5 portions/snacks)
- 6 C: Hi Shirley! How are you?
- 7 P: Not bad, not bad...
- 8 C: That's good! How's Angela doing?
- 9 P: Oh, she's going good. She's still picky though. I don't know why, she just doesn't like to eat
- 10 anything!
- 11 C: Really...OK, so has that changed a lot since the last appointment?
- 12 P: Well we've tried...well, you told me last time I need to watch how much she's drinking cause she's
- 13 drinking too much?
- 14 C: Mm-hmm.
- 15 P: know you were worried a little bit about her iron. So we've been trying to make sure she's not
- 16 drinking too much. But she definitely likes her juice cup. Um, and she likes her milk.
- 17 C: Ok
- 18 P: She drinks lots of milk. But, you know, we are trying to keep it down now. We really are. So I think
- 19 that's helped it was really helpful.
- 20 C: Well, I'm really glad to hear that! That's great that you're trying to cut back a little bit. But you said
- 21 she still really prefers the fluids?
- 22 P: Yeah, yeah. Well at least when she's home with me cause she's at my mom's house during the day.
- 23 But when we're home, she's really not that hungry at dinnertime.
- 24 C: Ok. Now I see from the last time that you were here that she is with your mom all day. Is that still
- 25 true?
- 26 P: Yeah.
- 27 C: And is that mainly just during the week or on the weekends as well?
- 28 P: Usually just during the week when her dad and I are both at work.
- 29 C: So she's mainly eating dinner with you during the week?

Comment [i1]: Open video with CPA reviewing chart notes in office BEFORE participant is called to meet with the CPA/nutritionist

Comment [i2]: Need to be sure Biochemical / Clinical gets covered in this video script also.

Comment [13]: Need to follow-up somewhere to ask: Did you get the lead test done by the doctor? Wanted to do this to rule that out as something that might be contributing to Angela's low iron.

Comment [i4]: Needs to be said clearly in a questioning voice

Comment [15]: Consider rewording: "I know you told me to make sure she is not drinking too much so she would eat more foods with iron but she definitely likes her juice cup."

Comment [i6]: This section of the transcript is all related to rapport building and follow-up on the notes/documentation from the previous visit.

31 C: Do you notice anything different with her eating patterns on the weekends when she's not with 32 grandma? P: Hmm... well it seems like that's when she'll eat better for me. She doesn't seem to be quite as picky. 33 34 But she's still a real picky eater. She never really cleans her plate. She's a little bit more likely to try 35 things I cook. Or sometimes we'll take her out to eat as a treat, and she'll eat pretty good. I don't know - maybe she doesn't like my cooking! (laughs) 36 37 C: Do you know if grandma has tried to cut back on her fluids during the week? P: Well I gave her the information and booklet you gave me last time and I was telling her a little bit 38 39 about it. I think she's trying, but you know, when Angie gets fussy, I don't know what she does. She 40 might just give her more juice because it's easier to do that. 41 C: Mm-hmm. P: But she said that she's been trying to make sure that Angie just gets milk at breakfast and lunch. 42 43 C: That's great! It's definitely a step in the right direction from what we've talked about last time. It's a 44 good thing! P: Do you think I should be giving her any more fluids than that? If she's thirsty (she complains about 45 46 being thirsty sometimes) – what should I give her? Should I just give her water? C: Water is always good; it's not going to hurt anything. I think we had talked about trying to keep the 47 48 milk and juice more with meal and snack time just to make sure she's getting food first before filling up 49 on fluids. 50 P: Ok 51 C: The concern before was with iron too -- that maybe that much milk might have been interfering with 52 her iron level. 53 P: Ok 54 C: Is that the main concern you had since the last appointment? 55 P: Well, no (thinking). I'm still just worried that she doesn't seem to be eating enough. 56 C: Ok P: It's so hard to feed her. She just wants the same thing over and over again. She likes those chicken 57

nuggets and likes it when we get pizza. When I make some of the food for the rest of the family, like a pork roast, she may or may not eat it. Or sausages – we eat a lot of that. But, she never seems to be

real hungry. And I know that last time we were in here we were talking about her weight again, and

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P: Mm-hmm.

Comment [17]: Mom is putting herself down here; self-denegration — This was just ignored... Need a segway to empower mom... perhaps the WIC staff should address this and say something like — I'm sure its not your cooking... she eats better b/c eating out is a treat. Let's look at what she is eating and why she might eat better in one place rather than the other (so many dynamics besides food are likely to be the issue.

Comment [i8]: Environmental Category linkage

Comment [i9]: Need to give attention to Mom's body language and tone of voice during this part of the video.... Is Mom showing a receptive attitude here?

Comment [i10]: Need to make sure that in the original documentation shown that there is a relationship between iron, fluids and milk... that this is truly a comment reinforcing of what was to be followed up on.

- 61 she's a big girl. But look at her dad and me we're both pretty big so...! just didn't think there would be
- any other way for her. She still doesn't eat a lot. (INSERT GROWTH EXPLANATION HERE)
- 63 C: Let's talk a little bit about mealtimes. You say that you give her the food, but she's still pretty picky
- 64 about it. Is there any way you can give me an idea of about how much food you would offer her at
- 65 dinnertime? Let's say, for example, you were going to give her pork roast and mashed potatoes. Can
- 66 you show me how much you would put on her plate?
- 67 P: Well, I'd probably cut a piece about that big (demonstrates with palm of her hand). About the size of
- 68 my hand.
- 69 C: Ok
- 70 P: Um, maybe not the whole thing, maybe half. But that's such a small amount, really. And a couple
- 71 scoops of mashed potatoes. She doesn't eat that much of it.
- 72 C: Would you say she just takes a couple of bites, on average?
- 73 P: It sure seems like that! I really hate to throw away food. A lot of times if she doesn't finish it, her
- 74 dad or I will end up eating it because I don't want to throw the food away. It seems like such a waste!
- 75 We try to get her to eat, but she won't eat. She keeps telling me "she's full, she's full".
- 76 C: Is it possible that she's eating before she comes home for dinner? Do you think grandma is giving her
- 77 a snack or something to eat before she comes home?
- 78 P: Well, she might be, I never really asked her about it...cause she's looking after Angela for me and
- 79 she's a lot cheaper than if I took her to a babysitter. Money's really, really tight. And I just want to
- 80 make sure I have a place for Angie. I think she might be, but I'm not sure how to talk to her about that.
- 81 C: I could see how that would be difficult. She's your mom for one thing. And like you said, you're
- 82 worried about money and having a place for Angie to go during the week. So I could see how that would
- 83 be a little difficult!
- 84 P: Should I tell her to stop that, or...?
- 85 C: Well, it may that Angie is just eating a little too much before she comes home. We may not need to
- 86 stop a snack at grandma's , but maybe watch a little more of how much grandma is giving her right
- 87 before she comes home. Do you think it might be easier to say to grandma "go ahead and give her a
- 88 snack, but scale back the amount?" Would that make it easier than telling her to stop completely?
- 89 P: (thinking) Yeah, maybe that or see if Angie can go without it. Otherwise, I suppose we could try just
- 90 giving her less. I guess I just need to ask her that question. We could try doing that.
- 91 C: It may be something to consider because from what you've told me, Angie's appetite seems to be a
- 92 little better on the weekends compared to during the week. So it could just be a matter of portion sizes.
- 93 And we can talk about realistic portion sizes for kids today.

Comment [SHS11]: Would not want to show staff that it is necessary to go into a long-winded explanation of growth charts, but rather describe, summarize at high level whether there are any concerns with Angela's rate of growth. That should be the message we emphasize.

Comment [SHS12]: Need to resost the urge to insert eduction into the course of the assessment. If it were me handling this situation, I would suggest that we might want to talk about realistic portion sizes, so you can let mom know by giving her a 'teaser,' if you will, but also say, let's come back to that in a minute and continue with the assessment. We need to model that kind of behavior for WiC staff

Comment [SHS13]: Same as above comment.

Comment [SHS14]: This illustrates my point exactly. It may not be a matter of portion sizes . . perhaps the bigger issue is the timing of feedings. One needs to be able to unveil these types of subtleties completely before providing the education. So, there are already at least three potential areas for educational contacts and goalsetting: realistic portion sizes, appropriate snack foods, and timing of snacks and meals. Somehow we will need to teach WiC staff how to work WITH the participant, ultimately, in order to set appropriate goals. All of these topics, however, should be uncovered during the course of the dietary assessment piece, and should probably go into the video piece on dietary assessment. We haven't explored completely some of the other categories yet.

Comment [i15]: This is a perfect place to talk about tablespoons per year of age guide.

Comment [i16]: Another opportunity to reinforce tablespoons for age and what type of snacks for ideas.

Comment [i17]: Add that it could also be a matter of WHEN she is eating snacks or taking in fluids.

94 BREAK

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- 96 FOLDER #2: (Explanation of growth, fluids, hgb)
- 97 C: We've been talking a little bit about Angela's eating habits and your concerns with her being a picky
- 98 eater.about grandma, the fluids, etc. You mentioned you weren't really concerned with her weight
- 99 at this time. Is that true?
- 100 P: Well, only because her dad and I are really big. So, I just figured she'd be the same way.
- 101 C: Do you mean "big" as in "tall?"
- 102 P: Well, heavy too.
- 103 C: Mm-hmm.
- 104 P: Although I'm not so worried about her right now. I watch her with some of her little friends and she
- 105 seems to look just like them.
- 106 C: Mm-hmm.
- 107 P: She's not really getting picked on or anything.
- 108 C: Well, she is a tall girl! Looking at her growth chart, she is taller than most other little girls her age. So
- 109 it would make sense that she would weigh a little bit more. Something positive that we're seeing in just
- the couple of heights and weights that we've gotten from her is that as she's getting taller, her weight is
- actually starting to level off a bit. With the last couple measurements we've gotten, she keeps following
- the same nice curve for her height (she's getting taller and taller), but her weight is starting to level off
- 113 (show with hands). We call this "growing into their weight". With many kids, we want to see this
- 114 happen, and it looks like Angela's starting to do that. And let's not forget the changes since last time
- we've seen her! You've cut back on the milk and juice, so I'm sure that's helped out. That's definitely a
- 116 good thing!
- 117 P: Well, you know, every time I come in here, the girl who weighs her is always telling me how fat she is.
- 118 Her doctor really hasn't said anything to me about it much. I wonder if that's something you read about
- in the news all the time. About how kids are getting fat. To me, I still worry that she doesn't eat enough
- 120 because she's so darn picky! But, if you're telling me she's doing Ok...has she gained anymore weight?
- 121 C: She hasn't gained any weight. In fact, she's lost a little bit of weight. But she keeps getting taller, so
- 122 to me, that says she's probably getting most of what she needs because she's still growing. Like I said,
- her weight is starting to level off, which is a good thing now. And we would want to see a similar
- 124 pattern to this every time she comes in for her heights and weights.
- 125 P: So I don't have to put her on a diet or anything?
- 126 C: Absolutely not! No dieting for little kids. Instead, what you want to continue to do is keep her as
- active as possible. Still try to put a cap on the milk and juice because it's giving her extra calories –

128 129	which she does need, but not too much ofso you want to find a nice balance there. Speaking of physical activity – how is she doing with that?
130 131 132 133	P: Well my mom's pretty big too and she can't move around a whole lot. With it being nice out, she's been trying to take her out to the park once or twice a week maybe. She's got some little friends she likes to meet there and they get to play a little bit. I think her grandma's had her out there a little more often than before.
134	C: Ok
135 136 137	C: That's wonderful! We do want to keep her as active as possible. While we're on the subject of numbersher iron is good, it's definitely improved since the last visit. Again, I would probably attribute some of that to cutting back on the milk and juice a little bit.
138	P: That would do it?
139 140	C: Well, if she was getting way too much milk, it could have possibly interfered. Combined with not eating enough iron rich foods
141	P: Like the cereals you guys give us?
142	C: Yes i
143 144	P: I know, I was telling my mom about that, that it would be a good thing for her to eat more of those cereals. Usually she does good with that.
145 146 147	C: That's great! Like I said, it really seems like the things you've changed since the last appointment are working out really well for Angela. We're seeing a lot of positive changes with her height, weight and iron! Those are all good things!
148	P: Maybe I don't have to worry about her not eating as much.
149 150	C: Let's go back and talk about that for a minute. Let's talk more about how much she's eating; what mealtimes are like for you, at home and dinnertime

151

152

BREAK

Comment [118]: Could use this as a quick opportunity to provide other ways to keep Angie active and to emphasize that keeping her active is also an important thing for her overall health.

Comment [SHS19]: While I recognize that the natural urge is to use this as another window of opportunity for teaching, we have to be careful to model complete assessments so that we may prioritize topics for education towards the end. Summarizing the encounter will be an incredibly important piece for this video. It will hopefully lead us to how to do a good documentation of what was uncovered during the assessment, as well as how to communicate what has not been able to be included in this educational contact (in other words, ideas for future topics to discuss).

Comment [SHS20]: I am interested in knowing how you think we should handle the whole issue of genetics and growth. I certainly would like to believe that we need to acknowledge that Angle does have genes for being on the bigger side, but that somewhere along the way, mom and dad should not assume that she will have problems automatically because of her genetics. In other words, somehow I'd like to impart that this is even more of a reason for mom to work on helping Angie develop better eating habits now, especially about how to make healthier choices, and that Mom can play a role in helping her daughter, even if she herself didn't have that opportunity. I know this delves into the whole parenting skills issue, and the Ellyn Satter model for roles and responsibilities of parent and child feeding practices, so that is another potential topic for education.

Comment [i21]: interfered with what? Need an object here. Too far away from reference noun. Is this interfered with 'iron level or iron intake'?

Comment [i22]: Again — need to give more ideas about other foods that are iron rich (even if WIC is not providing).

Comment [i23]: Move back into holistic view of snacks, portion size, mealtimes... lead into giving more concrete ideas.

- 153 FOLDER #3: (Dentist; picky eating mealtime behavior)
- 154 C: We've been talking about how Angela used to drink lots and lots of juice but you've been gradually
- 155 cutting back on it, which is good. Now what are your plans for getting Angela to a dentist? Have you
- 156 thought about that?
- 157 P: Oh geez, you know I didn't even think about that. Um, I haven't found a dentist yet. I had one a
- 158 long, long time ago...ls this the right age? I didn't know if I should start doing that with her yet. Is she
- 159 too young?
- 160 C: No, this is great age! And just considering, like I said, that she had previously been drinking a lot of
- 161 fluids that had sugar in them which might promote cavities. It might not be a bad idea to consider.
- 162 P: Yeah, I think I better look at that...
- 163 C: I can certainly give you referral information. Just make sure you remind me before the end of the
- 164 appointment.
- 165 P: Oh Ok, that would be good.
- 166 C: Now, I'd like to go back to this whole "picky eating" thing because it seems like that's pretty much
- 167 the major concern that you have. So, I have the forms that you've filled out and everything looks pretty
- 168 good. I just want to clarify a couple of different things. The first would be would you mind telling me a
- 169 little bit about what a typical mealtime is like with Angela? In other words, does she normally sit at the
- 170 table to eat or someplace else? Tell me about how she reacts when you put certain foods in front of
- 171 her. Things like that...
- 172 P: Hmm...well, I work all day and then I come home and make dinner. Then, a lot of times she'll either
- 173 be by my feet all the time just wanting something or she's off playing. We try to make sure we sit down
- 174 and eat. And right now, it hasn't been too hard because my husband and I are home at the same time.
- 175 But sometimes he has to work the late shifts so then it's harder for me to just cook for Angie and I. But
- when he's working regular hours we usually sit down and eat together. Um, sometimes he likes to turn
- 177 the TV on and I don't know if I like that.
- 178 C: OK
- 179 P: But then, you know, Angie will sit for a little while but then she gets bored and wants to run around.
- 180 But we try to make sure she sits. If she doesn't eat her food, I just make her sit there until everybody
- 181 else is done or she's done too. I try to get her to eat as much as I can before I let her get up.
- 182 C: OK. We'd already talked before about how much food you typically give her. Does she have her own
- 183 little plate and cup, or do you typically give her the same thing you would give for the rest of the family?
- 184 P: No, we just use a regular plate.
- 185 C: A regular sized plate?

Comment [SHS24]: This is the O category. We will need to include this part in the first video clip. It is an example of providing yet another of WIC's benefits. . . the referral process. I like how C states how that will be addressed before the end of the appointment. Again, it's an assessment point. "Ohl Mom hasn't taken her to a dentist yet. . . WIC CPA should be thinking "Red Flag!" Need to make a referral!!"

1	86	n.	A Ama	hmm

- 187 C: Now, when Angie refuses to eat you said you make her sit there until everybody else is done. Have
- 188 you tried anything different, or is that typically what you do?
- 189 P: Well, I don't want to make her something special. I think I remember hearing that that wasn't such a
- 190 good thing to do. But then I have to worry about her whining about being hungry later on and I can't
- 191 stand listening to that whining so, um, I just really try to make sure that she gets something into her
- sometimes. And then I don't have to be bothered by it later.
- 193 C: Ok. What are some of her favorite foods that you know you can put in front of her, and you know
- 194 she's going to eat?
- 195 P: Hmm...chicken nuggets. She likes grilled cheese sandwiches. She can eat cheese till the cows come
- 196 home (laughs).
- 197 C: Ok
- 198 P: Sometimes, mashed potatoes and pierogies. But, I think her favorite, favorite might be pizza.
- 199 C: Are these foods that the rest of the family prefers to eat too?
- 200 P: Yeah, you know, I like to eat spaghetti but sometimes she and her dad don't. So I'll make a big pot
- 201 but then nobody eats it. But then, sometimes she'll want me to make those tater tot things and she's
- 202 the only one that really likes those.
- 203 C: Can you give me an idea of how you would introduce a new food to Angie? If it's something she
- 204 hasn't tried, how would you introduce it to her?
- 205 P: (thinking) I'll just cook it up and give it to her. Make her sit there until she eats it.
- 206 C: Ok. Other than the fact that Angle might refuse to eat something, is there anything else you can
- 207 think of that makes it difficult for you to try to give her a new food?
- 208 P: Well her dad. If he doesn't like something, he won't eat it either. And then I have to throw food out
- 209 which I really hate doing that.
- 210 C: Right.
- 211 P: That bothers me more than anything!
- 212 C: Right, you don't want to waste food. Wasting food is wasting money I can understand that!
- 213 P: That's for sure! (laughs)
- 214 BREAK

Comment [i25]: Use this as an opportunity to probe for other food types – fruits, vegetables a there is little knowledge of these in Angie's diet to this point.

Comment [SHS26]: I'd keep it very simple here, perhaps one sentence that asks mom to talk about some of the other food groups. That would help the CPA to assess whether or not content knowledge about the various food groups is something else that needs to be provided to mom as part of a future education topic.

Comment [i27]: It is also wasting time – preparation time...

ns, etc.).	C: Well, she's a tall girll		A	3
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			conversation for "D"	
CLIP: Back	C: Hi Shirley! How are you? VIDEO CLIP:	Califelli Aldeo Section	Opening .	S
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An Direction of the state of th	Pr an One	Screen#		Setting Williams		Title: VE
Dietary: • Met behavior change goal for fluids • Reiterates picky concern Anthropometrics "conflicting information from professionals Insights onto participant feeling about WIC clinic environment and staff // in conflict	and Explanation Progress – positive change over time meeting "goal" of growing into weight	Video Clip Topic	Counselor = C / Participant =	WIC office	December 3, 2009	VENA Video Script
		Video Screen Text	oant = P			
c: And let's not forget the changes since lest time we've geen her? You've cut back on the milk and juice, so I'm sure that's helped out. That's definitely a good thing? P: Well, you know, every time I come in here, the girl who weighs her is always telling me how fat she is. Her doctor really hasn't said anything to me about it much. I wonder if that's something you read about in the news all the time. About how kids are getting fat. To me, I still worry that she doesn't eat enough because she's so darn picky! But, if you're telling me she's doing Ok Has she gained any more weight?	most other little girls her age. So, it would make sense that she would weigh a little bit more. Something positive that we're seeing in just the couple of heights and weights that we've gotten from her is that as she's getting taller, her weight is actually starting to level off a bit. With the last couple of measurements we've gotten, she keeps following the same nice curve for her height (she's getting taller and taller), but her weight is starting to level off (show with hands) We call this "growing into their weight." With many kids, we want to see this happen, and it looks like Angie's starting to do that.	On-camera Narration				
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	5	7	6 6	Screen #	KEY:	Setting	Version
B – iron assessment	Communication skill transition	A – genetics / family predisposition for overweight E – caregiver dynamics O – go to park for physical activity	Anthropometric Set up for Continuity Dietary (correcting misinformation) Other – Link to physical activity for healthy weight	Video Clip Topic	Counselor = C / Participant =		December 3, 2009
				Video Screen Text	nt = P		
filer from is good, it's definitely improved since	C: Ok, that's wonderfull And we do want to keep her as active as possible. While we're on the subject of numbers	P: Well, you know, my mom's pretty big too and she can't move around a whole lot. With it being nice out, she's been trying to take her out to the park once or twice a week maybe. Angie's got some little friends she likes to meet there and they get to play a bit. I think grandma's had her out there a little more often than before.	C: Well, Angie hasn't gained any weight. In fact, she's lost a little bit of weight. But she keeps getting taller, so to me, that says she's probably getting most of what she needs because she's still growing. Like I said, her weight is starting to level off, which is a good thing now. And we would want to see a similar pattern to this every time she comes in for her heights and weights. P: So I don't have to put her on a diet or anything? C: Absolutely not! No dieting for little kids. Instead, what you want to continue to do is keep her as active as possible. Still try to put a cap on the milk and juice because it's giving her extra calories – which she does need, but not too much ofso you want to find a nice balance there. Speaking of physical activity – how's she doing with that?	On-camera Narration			
				Shot Direction			
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Angie. We're seeing a lot of positive changes with her height, weight and iron! Those are all good things! P: Maybe I don't have to worry about her not eating as much. Dietary C: Let's go back and talk about that for a minute. Let's talk more about how much she's eating; what mealtimes are like, at home and dinnertime
Transition back to Dietary

V13							572		Screen #	KEY:	Actor Info	Title: Version
D - meal pattern			is making connections between assessment categories too.	Dietary influences on B and iron B – lead screening Evidence that mom	portions/snacks)	appointment; discuss fluids; picky eating –	From Folder 1		Video Clip Lopic	Cou	WIC office	VENA Video Script December 3, 2009
									Video Screen Lext	ס		
C: That's great you're trying to cut back. But she still really prefers the fluids, right? P: Yeah. When she's home with me, but	So I think that's helped – it was really helpful and I'm glad you can see that in her iron level today.	P: Yes, we did get her lead levels tested and the doctor said they were fine. Angie drinks lots of milk. But, you know, we are trying to keep it down now. We really are.	C: Oh, Ok. I think those changes are making a difference because the iron level we took today shows her levels are improved. Were you able to take her in to get a lead screening by the doctor?	P: I know you were worried a little bit about her iron. So we've been trying to make sure she's not drinking too much. But she definitely likes her juice cup. Um, and she sure likes her milk.	C: Mm-hmm.	And well, you told me last time I need to watch how much she's drinking cause she's drinking too much?	P: Well we've tried	C: I'm glad to hear that! Now I do want to talk more about how she's eating during our last visit and today, you expressed some concerns.	P: Oh no Angle does not have any medical			
						G F			Shot Direction Editing instructions			

Drilling down (communication skills)	V14 D – WHY she is picky / better eater in some situations and not others	Video Cilp Topic	င္ပ	Title: VENA Video Script
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O. Sie propably eats belief because eating age. It's normality of belief because eating and the control of the	C: What about her eating patterns on the weekends when she is not with grandma? P: Hmmwell it seems like that's when she'll eat better. She doesn't seem to be quite as picky. But she's still a real picky eater. She never really cleans her plate. She's a little bit more likely to try things I cook. Or sometimes we'll take her out to eat as a treat, and she'll eat pretty good.	She's at my mom's house during the day. But when we're home, she's really not hungry at dinner. On the book as well that the state of the book as well? On the weekends as well?		
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V20 Education on portion size D – Meal pattern E – caregiver dynamics	E concerns about wasting food	100						Screen # Video Clip Topic Video Screen Text	KEY: Counselor = C / Participant = P	Actor info	Title: VENA Video Script
C: We'll talk more later about portion sizes for Angie, but a good rule of thumb is that you should offer about one Tablespoon for each year of age. It might be that you are close to that or it could be that you are offering her too much. Something else if d like to ask before we get into specific amounts of foods is	P: It sure seems like it! I really hate to throw away food. A lot of times if she doesn't finish it, her dad or I will end up eating it because I don't want to throw the food away. It seems like such a waste! We try to get her to eat, but she won't eat. She keeps telling me "she's full, she's full."	C: Would you say she just takes a couple of	P: Um, maybe not the whole thing, maybe half. But that's such a small amount. A couple scoops of mashed potatoes. She doesn't eat that much of it.	C: Ok	(demonstrates with palm of her hand) About the size of my hand	P: Well, I'd probably cut a piece about that big	Let's say, for example, you were going to give her pork roast and mashed potatoes. Can you show me how much you would put on her plate?	On-camera Narration			
								Shot Direction Editing Instructions			

V22 E&D			S S S S S S S S S S S S S S S S S S S	Critical thinking and drill down –	V21 E + D interaction					Screen # Video Clip Topic	KEY: Counselor = C / Participant = P	Setting WIC office	Version December 3, 2009	
P: (thinking) Yeah, maybe that or see if Angie can go without it. Otherwise, I suppose we could try just giving her less. I guess I just need to ask mom that question. We could try doing that.	Do you think it might be easier to say to grandma – "go ahead and give her a snack, but scale back the amount?" Would that make it easier than telling her to stop completely?	C: Well, it may that Angie is just eating a little too much before she comes home. We may not need to stop snacks at grandma's, but maybe watch a little more of how much grandma is giving her right before she comes home.	P: Should I tell her to stop that, or?	said, you're worried about money and having a place for Angie to go during the week. So I could see how that would be a little difficult!	C: I could see how that would be difficult. She's your mom for one thing. And like you	is alout the policy to the control of the control o	Stelly followers with a second and the second secon	P: Well she might be, I never teally asked	constituted as to constitute as a something a	Video Screen Text On-camera Narration				
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V25 Example	V24 O – referral and education	O referral and education	V23 FOLDER #3: (Dentist; picky eating – mealti behavior)	32.00.00	3	KEY: Counselo	3	Version December 3, 2009	Presentation on the
Example of drilling	rral and	on	#3: Dicky Tealtime		Video Clip Topic Video Screen Text	Counselor = C / Participant = P	Ce	VENA Video Script December 3, 2009	
C: Now, I'd like to go back to this whole	C: No, this is great age! And just considering, like I said, that she had previously been drinking a lot of fluids that had sugar in them which might promote cavities, it might not be a bad idea to consider. P: Yeah, I think I better look into it C: Well, I can certainly give you referral information. Just make sure you remind me before the end of the appointment. P: Oh Ok, thanks, that would be good.	P: Oh geez, you know I didn't even think about that. Um, I haven't even found a dentist for myself yet. I had one a long, long time ago Is this the right age for Angie? I didn't know if I should start doing that with her yet. Is she too young?	Current Video Section 3 (currently, one entire video segment in 6001 section C: We've been talking about how Angie used to drink lots and lots of juice but you've been gradually cutting back on it, which is good. Now what are your plans for getting Angie to a dentist? Have you thought about that?	C: It may be so from what you'v seems to be a life compared to dube a matter of putalk about realis	d On-camera Narration				
			01 section)		Shot Direction Editing Instructions				AND THE PROPERTY OF THE PROPER

Setting Active thre Comesion: C Participant = P Some #	Version	December 3, 2009		
Courselor = C / Participant = P	Setting Actor Info	WIC office		
D – picky eating and brave. So, I have the forms that you's filled dynamics of family meal time. E – work schedule, challenges. The first would be – would you mind tailing me a little bit about what a typical mealtime is like with Angle? In other words, does she normally sit at the table to act or someplace else? Tell me about how she reacts when you put certain foods in front of her. Things like that P: Hmmwell, I work all day and then I come home and make dinner. Then, a lot of times she'll either be by my feet all the time just wanting something or she's off playing. We try to make sure was it down and eat. And right now, it hasn't been too hard because my husband and lare from at the same time. But sometimes he has to work the late shifts so that it is abreat to example the same time. But sometimes he has to work the late shifts so that little some things we usually sit down and eat together. Un, sometimes he likes to turn the TV on and I don't know if like that. Continuing to drill down D – dynamics of while others are finishing their meal. C: OK. It is great that you are teaching Angle you are working with her to stay at the table with you as a family while you at, and that while others are finishing their meal. P: But then, you know, Angle will sit for a little while but then the gets bored and wants to mand out to make sure she	Screen #	7 (Video Screen Text On-camera Narration	
E – work schedule, challenges. challenges. Challenges. Continuing to drill down D – dynamics of mealtime, parent expectation		down D - picky eating and dynamics of family meal time.	"picky eating" thing because it seems like that's pretty much the major concern that you have. So, I have the forms that you've filled out and everything looks pretty good. I just want to clarify a couple of different things.	
Continuing to drill down D – dynamics of mealtime, parent expectation		E – work schedule, challenges.	The first would be – would you mind telling me a little bit about what a typical mealtime is like with Angie? In other words, does she normally sit at the table to eat or someplace else? Tell me about how she reacts when you put certain foods in front of her. Things like that	
C: OK. It is great that you al good manners by having her with you as a family while you are working with her to s you are working with her to s while others are finishing the expectation C: OK. It is great that you al good manners by having her with you as a family while you you are working with her to s while others are finishing the expectation P: But then, you know, Angie little while but then she gets it to run around. But we try to a cits of the decent to run around.			P: Hmmwell, I work all day and then I come home and make dinner. Then, a lot of times she'll either be by my feet all the time just wanting something or she's off playing. We try to make sure we sit down and eat. And right now, it hasn't been too hard because my husband and I are home at the same time. But sometimes he has to work the late shifts so then it's harder for me to just cook for Angie and I. But when he's working regular hours we usually sit down and eat together. Um, sometimes he likes to turn the TV on and I don't know if I like that.	
s of arent	S	Continuing to drill down	C: OK. It is great that you are teaching Angie good manners by having her sit at the table with you as a family while you eat, and that you are working with her to stay at the table	
		D – dynamics of mealtime, parent expectation	while others are finishing their meal. P: But then, you know, Angle will sit for a	
her sit there until everybody else is done or			little while but then she gets bored and wants to run around. But we try to make sure she sits. If she doesn't eat her food, I just make her sit there until everybody else is done or	

	V29		V28					V27	Screen#	KEY:	Actor Info		Title:
	D – favorite foods		D + E – family dynamics		Includes some education	why Angie is a picky eater		Dietary -	Video Clip Topic	Counselor = C / Participant =	WIC Office	December 3, 2009	VENA Video Script
									Video Screen Text	nt = P			
P: Hmmchicken nuggets. And she likes grilled cheese sandwiches. She can eat cheese till the cows come home <i>flaughs</i>).	C: Ok. What are some of her favorite foods that you know you can put in front of her, and know she's going to eat?	P: Well, I don't want to make her do something special. I think I remember hearing that that wasn't such a good thing to do. But then I have to worry about her whining about being hungry later on and I can't stand listening to that whining so, um, I just really try to make sure that she gets something into her sometimes. I really don't have time to make a second meal.	C: Now, when Angie refuses to eat you said you make her sit there until everybody else is done. Have you tried anything different, or is that typically what you do?	P: Oh, ok, we have one and I could try using it again.	C: That's okay, but it might help when estimating how much to give Angie if you used a child-sized plate, even one with the little divider sections if you have one.	P: No, we just use a regular plate.	typically give her the same thing you would give for the rest of the family?	C: OK. We'd already talked before about how much food you typically give her. Does she have her own little plate and cure or do would be a set of the control of the contro	On-camera Narration				
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m C G C C	Version Dec Setting WIG	December 3, 2009 WIC office		
C: Ok P: Sometimes, masked potatoes and pierogies. But, I think her favorite is pizza. C: Are these foods that the rest of the family prefers to eat too? feeding decision P: Yeah, you know, I like to eat spaghetti but sometimes she and her dad don't. So I'll make a big pot but then nobody eats it. But then, sometimes she lil want me to make those tater for things and she's the only one that really likes those. C: Don't give up on offering the spaghetti and other foods to Angle. Just encourage her to try a bite. It actually can take between 10-20 times of riving a food before it becomes • Strategies for introducing new foods and probing on this something she hasn't tried, how would you introduce a new food to Angle? If it's something she hasn't tried, how would you mitroduce it to her? P: (thinking) I'll just cook it up and give it to her. Make her sit there until she eats it. E Family you can think of that makes it difficult for you to try to give her a new food? P: Well her dad. If he doesn't like something, he won't eat it either. And then I have to throw food out which I really hate doing that.		nselor = C / Participant = P		
E - influences on feeding decision D • education on food preferences • Strategies for introducing new foods and probing on this dynamics • Dad's food preference and influence			On-camera Narration	hot Direction Editing Instructions
E influences on feeding decision D • education on food preferences • Strategies for introducing new foods and probing on this dynamics • Dad's food preference and influence			C: Ok	
E influences on feeding decision D • education on food preferences • Strategies for introducing new foods and probing on this dynamics • Dad's food preference and influence			P: Sometimes, mashed potatoes and pierogies. But, I think her favorite is pizza.	
D • education on food preferences • Strategies for introducing new foods and probing on this E • Family dynamics • Dad's food preference and influence		influences on	C: Are these foods that the rest of the family prefers to eat too?	
• education on food preferences • Strategies for introducing new foods and probing on this E Family dynamics • Dad's food preference and influence			P: Yeah, you know, I like to eat spaghetti but sometimes she and her dad don't. So I'll make a big pot but then nobody eats it. But then, sometimes she'll want me to make those tater tot things and she's the only one that really likes those.	
E Family dynamics Dad's food preference and influence	ס	education on food preferences Strategies for introducing new foods and probing on this	C: Don't give up on offering the spaghetti and other foods to Angie. Just encourage her to try a bite. It actually can take between 10-20 times of trying a food before it becomes familiar enough to a child so that they can judge whether or not they truly like or dislike it. Can you give me an idea of how you would introduce a new food to Angie? If it's something she hasn't tried, how would you introduce it to her?	
preference and influence	m	Family dynamics	P: (thinking) I'll just cook it up and give it to her. Make her sit there until she eats it. C: Ok. Other than the fact that Angie might refuse to eat something, is there anything else you can think of that makes it difficult for you to try to give her a new food?	
1	O •	preference and influence food security	P: Well her dad. If he doesn't like something, he won't eat it either. And then I have to throw food out which I really hate doing that.	

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			Potential Video section 7 (narration can be moved down to this area to form			re the power of the paron of the tor				TON CAN BE INOVER MOWN TO THIS AISA TO TOTH		ing against an ann an ann ann ann ann ann ann ann		n benevation to the area of	challenged by how to help Angie become a better eater at mealtimes. I have some ideas that I think might be helpful that I'd like to talk with you about now, would that be alright with you?	C: I definitely hear that you are feeling	P: That's for sure! (laughs)	C: I can understand that! Wasting food is wasting money.	P: That bothers me more than anything! It's just money down the drain.	C: Right.	On-camera Narration				and an analysis of the second	
			is area to form another video clip	W-1										der eine Anderschaften er der eine Krieden							Shot Direction					
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