

New Tools to Reduce Overfeeding: The FitWIC Baby Behavior Study

Training #1: Study Background/Infant States & Cues

~Materials~

- Post-it notes & pens for all staff
- Flipchart & markers
- Pair & Share Activity (Slide 15)
 - (optional) Pieces of paper with either question 1 or question 2 on it to place under every other chair.
- Name that State Activity (Slide 30)
 - Strips of paper with attributes of each infant state (listed below). One attribute per strip of paper.
 - Crying: Tears, Jerking motions, Color changes, Tight muscles, Rapid breathing, Responds slowly
 - Irritable: Lots of body movement, Facial movement, Eyes open but may not want to interact, Sometimes fussy
Sensitive to what's going on inside and around them, Common before feeding
 - Quiet Alert: Little body movement, Eyes open and wide, Steady & regular breathing, Highly responsive
Wants to learn and play, Can be tiring for young babies
 - Drowsy: Variable movement, Irregular breathing, Opens and closes eyes, Eyes glazed, Takes time to react, Easily Startled
- Case Study Activity (Slide 39)
 - Case studies (topic: counseling parents about infant cues)
 - Understanding Your Baby's Cues Handouts (enough for each person)
 - Optional: Infant Assessment form (WIC) mock-ups, filled out for each case study subject
- Homework Sheet for training #1

~Presenter Notes~

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| Slides 2-5 | Welcome, Warm Up “Quiz” Learning Objectives | <ul style="list-style-type: none"> • Explain that this is part one of a four-part training about Baby Behavior • Review objectives (slide 3) • Quiz (slide 4): Ask the questions listed on slide 4, having the group write down their answers on a piece of paper. Then review the answers with them using slide 5. | 5 minutes |
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Part One: The FitWIC Baby Behavior Study Background (~30 min.)

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| Slides 6-10 | Baby Behavior study background: Focus Groups | <ul style="list-style-type: none"> • In 2003, focus groups were conducted with real WIC moms in WIC clinics about infant feeding practices • The following beliefs and opinions were revealed...(review slides 7-10) | 5 minutes |
| Slides 11-14 | Coping with stress | <p>Slide 12:</p> <ul style="list-style-type: none"> • Parents cope with stress in 2 ways. <ul style="list-style-type: none"> • If they see a solution to their problem, they will try to find ways to fix the problem that is causing them stress. • If they can’t see a solution to their problem (there is no way out of the stress that they can see), they will try to calm themselves down. <p>Slide 13:</p> <ul style="list-style-type: none"> • Review the examples (in green) for each of the 2 ways parents deal with stress. <p>Slide 14:</p> <ul style="list-style-type: none"> • Parents need you to give them <u>tools</u> (solutions) to help them believe they can handle the stress of their infants’ crying and waking behaviors so that | 3 minutes |

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| | | they won't respond emotionally and overfeed their babies | |
| Slides 15 | Activity: Pair & Share (Coping with stress) | <p><u>Instructions for activity:</u></p> <ul style="list-style-type: none"> • Break the group into pairs • Have them answer one of the 2 questions listed on the slide • <u>Ideas for assigning questions:</u> *1. Place copy of one of the questions under every other seat to assign which pair answers which question. 2. Count off each pair as 1-2-1-2-1-2 and so on. The 1's answer question 1, the 2's answer question 2. • Give them about 2 minutes to discuss in pairs. • Ask for volunteers to share their experiences with the larger group | 5-7 minutes |
| Slides 16-18 | Coping with stress: How YOU can help parents | <p>Slide 16:</p> <ul style="list-style-type: none"> • Parents feed in response to Baby Behavior because they see no other solution to stop the crying and/or waking • If breastfeeding they add formula. If that doesn't work they add more formula. Then they start solids, then they add more solids. • They feed with every noise the baby makes <p>Slide 17:</p> <ul style="list-style-type: none"> • Every "should" (you should breastfeed your baby!) must include a how (give tools to help them succeed) • If parents don't see a solution to their problem, it will seem like the advice you give them is impossible to follow. You have to give them tools to help them see that there is a solution. <p>Slide 18:</p> <ul style="list-style-type: none"> • Review slide of what WIC can do to help parents | 3 min. |
| Slides 19-20 | Baby Behavior works...but is | <ul style="list-style-type: none"> • Review final results from the Baby Behavior | 3 minutes |

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| | just ONE tool | <p>Study intervention (slide 19)</p> <ul style="list-style-type: none"> • “Intervention” included staff training, staff talking about BB while counseling, BB handouts, BB group classes, posters • Emphasize that Baby Behavior is <u>just one more tool</u> for staff to use with parents to help them understand their babies better • Baby Behavior education does not replace breastfeeding or nutrition support. It <u>adds</u> to them. | |
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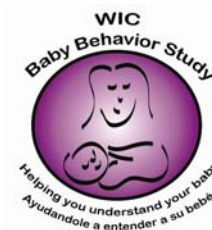
Part Two: Infant States and Cues (~1 hour)

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| Slides 21-29 | Infant States | <p>Slide 22:</p> <ul style="list-style-type: none"> • Definition of “state” and that each state is identified by body & eye movements, whether baby is breathing fast or slow, and how interactive they are <p>Slide 23:</p> <ul style="list-style-type: none"> • Intensity scale: Quiet Sleep  Crying From quiet sleep (deep sleep, no interaction or Movement, slow breathing) up to crying (rapid breathing, jerking motions, tight muscles), the infant’s state becomes more intense. <p>Slide 24-29: This section includes a list of physical signs of each infant state. Review each of the following:</p> <ul style="list-style-type: none"> • Crying • Irritable • Quiet Alert • Drowsy • Active Sleep • Quiet Sleep | 10 min. |
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| Slide 30 | Activity: Let's Play: NAME THAT STATE | <u>Instructions for activity:</u> <ul style="list-style-type: none"> • For each infant state, there is a stack of cards describing attributes of that state • One at a time, show the audience each attribute of a given state • Ask participants to stand up as soon as they recognize which state you are describing • To ensure that each person in the room has time to figure out the answer for themselves, instruct that no one should say the answer out loud. | 5 min. |
| Slides 31-32 | Changing & Controlling States | <p>What parents can do to help an infant change states (i.e. calm a crying baby or help an infant wake up). Some babies have an easier time changing states than others.</p> <ul style="list-style-type: none"> • Variety to waken (use this when helping an infant change states from sleep to drowsy to alert) • Repetition to soothe (parents tend to try different things if one calming technique or position doesn't work; but this actually makes the baby more upset.) • Emphasize that changing states can take TIME! If the baby was in a deep sleep, it may take awhile for him to wake up. If the baby has been crying for 5 minutes straight then it may take at least that long to calm him back down. | 3 min. |
| Slides 33-37 | Infant Cues | <ul style="list-style-type: none"> • 2 Types of infant cues: Engagement/Disengagement • Review "engagement cues" (slide 34) which are cues that the baby wants to be near the caregiver and interact or play with them • Review "disengagement cues" (slide 35), cues that baby needs a break from his caregiver or | 5 min. |

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| | | <p>from what the baby is doing/hearing/seeing (TV, other siblings, noise, lights, etc.) Or the baby may need something to be different (change diaper, clothing if too hot or cold, less stimulation, etc.)</p> <ul style="list-style-type: none"> • Clustered cues: Hunger/Full | |
| Slide 38 | Helping Parents Respond to Cues | <ul style="list-style-type: none"> • Review how staff can help parents respond appropriately to their babies' cues with the responses listed on this slide. • Help parents understand that Interaction is very hard work and tiring for the baby. Babies need breaks. | 2 min. |
| Slide 39 | Activity: Case Studies | <p><u>Instructions for activity:</u></p> <ul style="list-style-type: none"> • Break into small groups (4-6 people) with a facilitator for each group (RD, supervisor, experienced WNA) • Each group is assigned a case study to practice counseling during the time allotted • Small group facilitators should break group into pairs to practice counseling with the case study • Pass out the handouts "Understanding Your Baby's Cues" and "Why Babies Cry" to each group to use while practice counseling • Assign one speaker per group to report back to the larger group on the answers to their case study questions • Review case study answers with the larger group having the speaker for each group read the case study and answer the questions out loud | 30 minutes |
| Slide 40-41 | Homework Challenge, Next Steps | <p><u>Instructions for homework</u> (to be completed back at clinic during the interim between training #1 & #2):</p> <ul style="list-style-type: none"> • Pass out homework sheet • This sheet has 16 boxes, each with something | 5 minutes |

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| | | <p>for you to practice or observe related to Baby Behavior.</p> <ul style="list-style-type: none"> • Complete this sheet over the next month between now and training 2 (give date). • When you complete each task mark an “X” on that box. • Whoever completes their activity sheet (or has the most boxes completed) will win a prize or be entered into a raffle to win a prize. • This will remind you to observe parents and infants interacting and practice using what you have learned today with real babies. <p>Training #2 next month: Crying & Infant Sleep</p> | |
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