

Training 3: Promoting Positive Infant-Caregiver Interactions



- Assessment of infant-caregiver interactions, positive interventions, and physical activity
- Quick and easy ways to add Baby Behavior messages while counseling

Today we will...

- Review infant states, cues, crying, and sleep patterns and how parents deal with stress
- Talk about physical activity for babies
- Learn and practice specific skills to help caregivers better understand their babies' behavior
- Learn counseling techniques for talking to parents about Baby Behavior

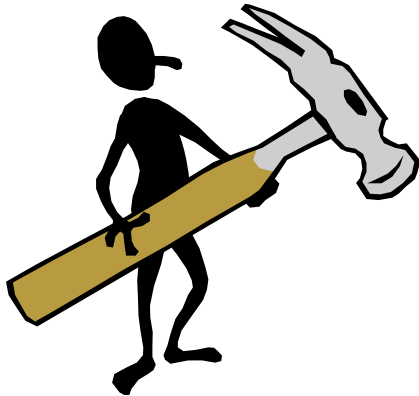
Let's Review:



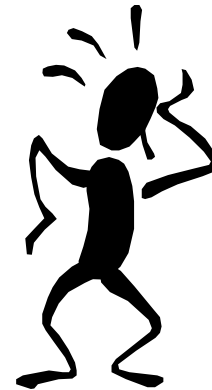
Coping with stress, infant states, cues,
crying, sleep

Coping with Stress

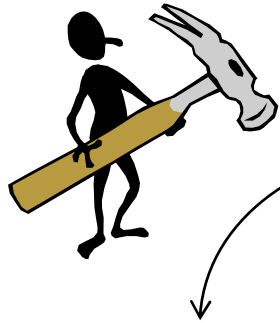
- If parents can see a solution – they'll try to find ways to fix the problem



- If parents can't see a solution – they'll try to calm themselves down



Glanz J Occup Med 1992; 34: 1071-8.



Coping with Stress



- If parents believe there is a solution – they'll try to find ways to fix the problem
 - I'm going to call the lactation consultant (seeking information)
 - I'll try to do what my doctor suggested (trying solutions)

Glanz J Occup Med 1992; 34: 1071-8.

- If parents don't believe there is a solution – they'll try to calm themselves down
 - Breastfeeding isn't really that important. She'll be fine. (reducing importance of goals)
 - They can't tell me what to do, they don't have to get up with the baby (denial, anger)

Helping Caregivers See Solutions

- Caregivers want advice *that works* from calm, confident, knowledgeable people
- They need to know their feelings are *understood and respected*
- They need *tools* to help them see *possible* solutions
- They need to be encouraged to *try* solutions until one works

WIC as a Source for Solutions

“They really try to work with you so you don’t feel like you are just some case, more like I am a person with a son and I need help.”



Normal Infant Behavior

- Baby Behavior information is just another “tool” for you to help parents
- Does not replace current breastfeeding or nutrition support
- Ready to review?



Let's Make a List: Infant States

- What are the 6 infant states?
- What do you remember about them?

Infant Cues: How Easy are they to Read?

- Turn to the person next to you and show them an “I want to be near you” cue
- Now try an “I need a break” cue
- How can we tell them apart?

Infant Crying: Solve the Mystery!



Once upon a time, Inez and her 5-month-old son, Miguel, take the bus to WIC.

On the 20 minute bus ride, the baby watches all the people get on and off and smiles at everyone even though he hasn't had a morning nap.

Miguel was just fed 15 minutes before he got on the bus and he starts to squirm and push away from Inez right as the bus gets to WIC.

Just as Miguel and Inez walk in the door at WIC, Miguel starts to cry. Inez thinks it is a mystery. What do you think?

How old is a baby who...

- Wakes up every time his mother puts him down after he falls asleep feeding?
- Can sleep 6 hours at a time?
- Doesn't wake up right away when he is put down but wakes up every 3-4 hours?

Sleep States...



Active sleep

Quiet sleep

A Final Tip for Sleepy Parents

- Parents worry that their babies will “mix up” their days and nights
 - Parents need tips to keep their babies happy and alert during daylight hours
- Now let’s talk about how to keep babies active during the day so they sleep better at night

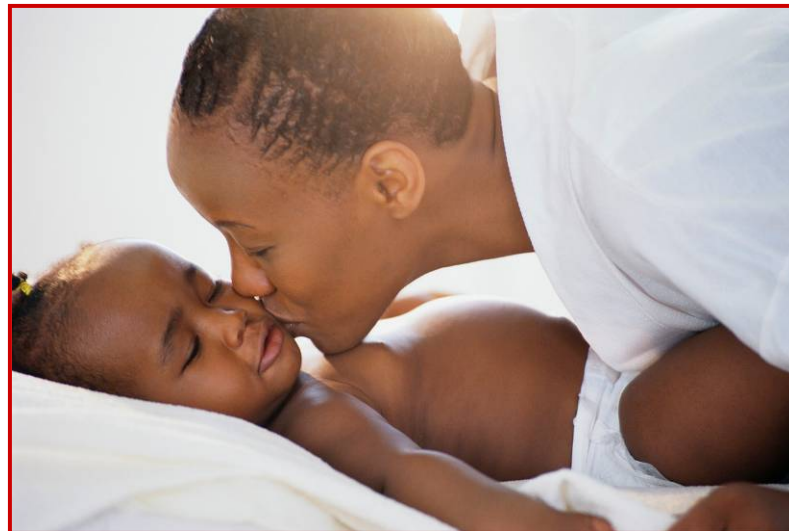


Physical Activity

- Physical activity is as important for babies as it is for older children
- Babies need to develop strength and coordination in large muscles (arms, legs) and small muscles (fingers, hands)
- Even small amounts of physical activity can help
- Safety is most important



Assessing Caregiver-Infant Interactions



Assessing Caregiver-Infant Interactions

- Successful interaction takes 3 steps
 - Caregiver needs to LOOK at the baby
 - Caregiver needs to RECOGNIZE what the baby wants
 - Caregiver needs to know how to RESPOND appropriately
 - What to do
 - When to do it (taking enough time for babies to react is important)

Schiffman, MCN 2003; 28: 246-51.

Helping Caregivers “Look”

-Example 1-

- Sonia is trying to fill out paperwork to enroll her 2-week-old baby. The baby is crying in his car seat. Sonia is trying to finish the paperwork and listen to your questions, but she is very distracted by her baby.



Helping Caregivers “Look” -Challenges-

- Let's make a list of 3-4 reasons why caregivers coming to WIC may not be paying attention to their babies

Helping Caregivers “Look” -Solutions-

- Now let's talk about how WIC can help caregivers with these issues pay closer attention to their babies



More Ways to Help Caregivers “Look”

- Model that it only takes a moment to look at the baby – when you look, she’ll look
- Point out when the baby is changing states and what the baby might do next

What to say to parents...

- “What a wonderful baby!”
- “I love your baby’s outfit”
- “Look at her...how sweet” etc.
- Be sensitive to cultural differences



Let's Revisit Sonia

-Example 1-

- Sonia is trying to fill out paperwork to enroll her 2-week-old baby. The baby is crying in his car seat. Sonia is trying to finish the paperwork and listen to your questions, but she is very distracted by her baby.



Helping Caregivers “Recognize”

Example 2-

- Carrie tells you “About 10 minutes after I feed my baby, she fusses until I pick her up. The doctor says she’s fine but she must be hungry. How much formula should I be giving her after each time I breastfeed her?”



Helping Caregivers “Recognize” -Challenges-

- Parents who can't recognize their babies' cues will seem frustrated with the baby's behavior
 - “She cries all the time.”
 - “She's constantly hungry”
 - “My mom says I should just let her cry.”
- Warning signs
 - Moms who don't seem interested in their babies
 - Moms who NEVER talk to their babies

Helping Caregivers “Recognize” -Solutions-

- Ask the caregiver what *she* thinks the baby might need
- Take a few seconds to describe the cue being given and how it differs from other cues
- Support the caregiver as she tries to recognize her baby’s cues (every baby is different)

What to say to parents...

- “Aren’t babies amazing, they try to tell us what they want with their bodies and their noises....”



Let's Revisit Carrie

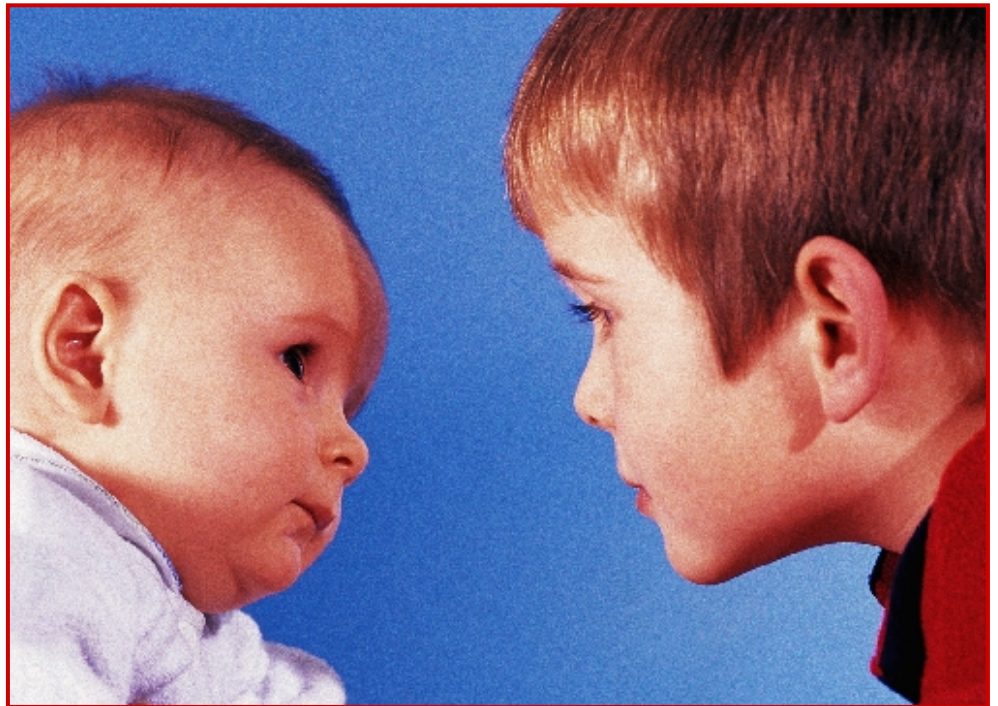
-Example 2-

- Carrie tells you “About 10 minutes after I feed my baby, she fusses until I pick her up. The doctor says she’s fine but she must be hungry. How much formula should I be giving her after each time I breastfeed her?”



Helping Caregivers “Respond” -Example 3-

- Maria comes in with her 2-month-old baby and her active 4-year-old son. As she sits down to talk, her baby is fussing and giving “I need a break” cues to her brother. Maria takes out a bottle and tries to feed the baby.



Helping Caregivers “Respond” -Challenges-

- Does the mom respond to almost every cue by feeding her baby?
- Does the mom get frustrated if the baby does not react immediately to her efforts?
- Does the baby calm down or seem happier after the mom responds?
 - Have you seen an interaction where the mother's response makes things worse?

Helping Caregivers “Respond” -Solutions-

- Look for obvious clues first! –diaper, hunger, etc.
- Not obvious?
 - Look for patterns of engagement or disengagement and help caregiver meet baby’s needs
- Crying for no obvious reason?
 - Repetition to soothe
 - Repeat actions or words over and over
 - May take time if infant is very upset
- Won’t wake up?
 - Variety to waken
 - Use different positions, touch, words
 - Will take longer if very drowsy or in deep sleep

More Ways to Help Caregivers “Respond”

- Help the caregiver decide how to meet her baby’s needs
- Help the caregiver practice appropriate responses
- Tell the caregiver that babies may need time to respond



What to say to parents...

- “Isn’t it amazing how babies tell us what they want? Every baby is different but it looks like your baby wants you to....”



Let's Revisit Maria

-Example 3-

- Maria comes in with her 2-month-old baby and her active 4-year-old son. As she sits down to talk, her baby is fussing and giving “I need a break” cues to her brother. Maria takes out a bottle and tries to feed the baby.





Your Turn

In your clinic groups, break into pairs and complete your assigned scenario:

1) Identify the problem(s):

➤ LOOK

➤ RECOGNIZE

➤ RESPOND

2) What might you say to this parent?

3) Which handout might you use to help?

Teaching Baby Behavior at WIC

- When caregivers feel frustrated, help them feel respected and understood (**provide tools**)
- Help all caregivers **look, recognize, and respond** to infant cues
- **Model** how to respond to infant cues
- **Refer** those who need more help to appropriate professionals

Sharing Baby Behavior Messages While Counseling



- Review of main mom messages
- Results from the FitWIC Baby Behavior Study: Barriers to counseling and simple solutions to those barriers
- Quick and easy ways to add Baby Behavior messages while counseling

Main Mom Messages: Infant Play & Baby's First 6 weeks



“Babies need to be active to be strong”

“Babies who play during the day will sleep better at night”

“Very young babies will not follow the rules but they get easier to care for after the first 6 weeks”

Main Mom Messages: Infant Sleep



“Babies need to dream and wake up to be healthy”

“Babies wake less often as they get older”

Main Mom Messages: Infant Cues

“Babies can tell moms what they want by using their bodies and noises—cues”

“Learning your baby’s cues and how to respond to them will make you both happier”

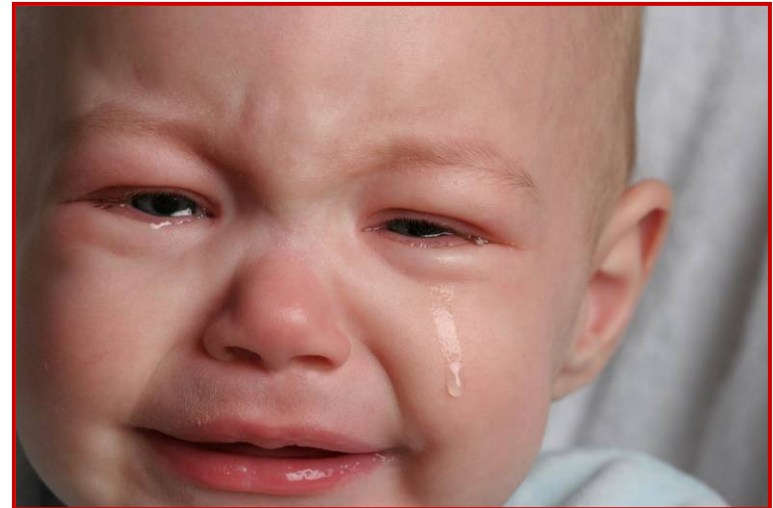


“Babies are not always hungry when they cry”

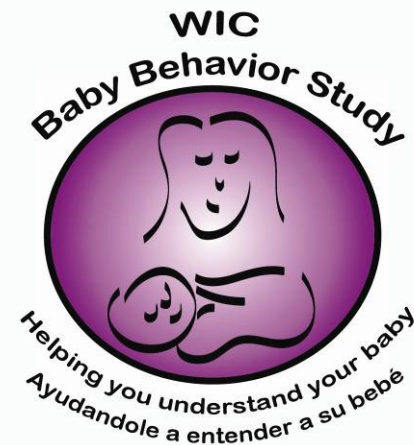
Main Mom Messages: Infant Crying

“Babies cry for many reasons, not just because they are hungry”

“Babies may take several minutes to calm down when they are upset”
(repetition)



Barriers to Counseling Parents about Baby Behavior:



Lessons Learned From the FitWIC Baby Behavior Study

Barriers to Carrying the Baby Behavior Messages

- If the staff didn't feel comfortable & confident (safe) talking about the information with participants, they didn't share the messages!
- Staff were busy!!! Some viewed the Baby Behavior messages as just one more thing to talk about when they were already stretched for time.

Barriers to Carrying the Baby Behavior Messages

- Messages in the past were ineffective and did not make a difference. (*“Don’t put cereal in the bottle or your baby will choke!”*) Staff wonder, do the Baby Behavior messages really work?
- Amongst staff (and society as a whole), there were a lot of pre-conceived ideas about how moms and babies interact. (*A full, sleeping baby is a “good” baby. Don’t spoil your baby.*)

Simple Solutions: Safety

Staff felt safe when:

- They were comfortable enough with the material to be able to talk about it with others/answer questions (*training*).
- They knew participants would not be offended by the messages. (*“You are overfeeding your child!”*)
 - The BB messages are friendly and won’t offend participants or spark debate



Simple Solutions: Safety *(continued)*

Staff felt safe when:

- They had simple messages that can be repeated easily
 - Main mom messages
- They were provided step by step instruction of when and how to use messages (no gray areas of confusion)
- They taught classes where they were familiar with the content & the class was simple to follow

Simple Solutions: Busy Staff

- Staff realized that Baby Behavior messages were just another tool to use when working with moms
- Must have concrete ways to share the Baby Behavior messages that will fit into their everyday routine (counseling)
- They needed to see that talking to parents about BB will make them more confident in their ability to help parents

Simple Solutions: Does this really work?

- Baby Behavior education works!
 - 6% increase in exclusive BF food package
 - 3.4% decrease in formula fed package
 - 7% decrease in cans of formula
- Moms were grateful for the practical information
- Staff felt empowered helping moms better understand their babies

Simple Solutions: Preconceived Ideas



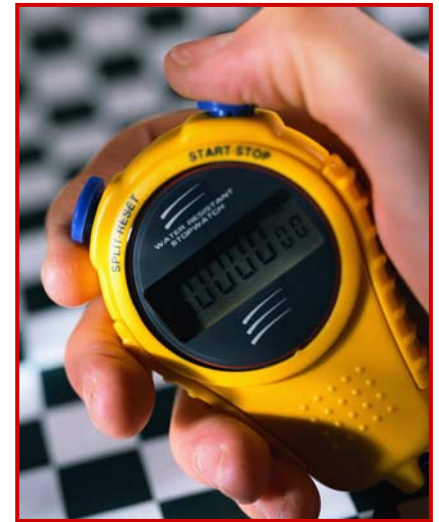
- Pre-conceived ideas take time to change.
- Example: Crying always means hunger
- Staff had to see that the Baby Behavior messages really worked before they would incorporate them into their counseling
- The solution: break up the Baby Behavior trainings to give staff a chance to see babies and apply what they learn in between sessions



Quick and Easy Ways to Add Baby Behavior Messages While Counseling

Ready-Set-Go!

#1: How would you introduce a pregnant mom to the Countdown Calendar in 15 seconds or less?



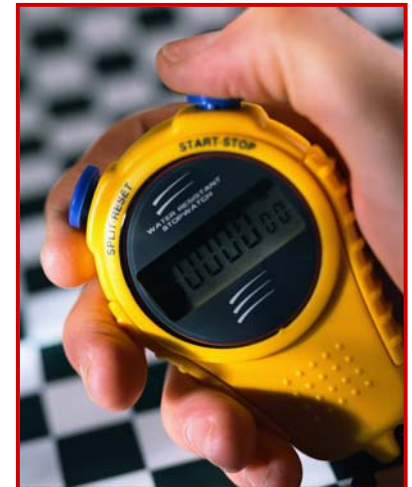
Example 1: Trimester Checks

- Have you received a countdown calendar before?
- (If no): Here is a calendar with tips and facts about your baby's 1st 6-weeks.
- The 1st 6-weeks are challenging. It takes time to get to know your baby and your baby will only sleep for short stretches of time.
- Would you like to learn more about infant sleep or understanding your baby better? (refer to specific page in calendar)
- (Whichever topic she chooses, briefly review that handout with her.)
- Would you like to learn more in a group class for your next appt?



Ready-Set-Go!

#2: How would you tell a new mom about infant sleep in 15 seconds or less?



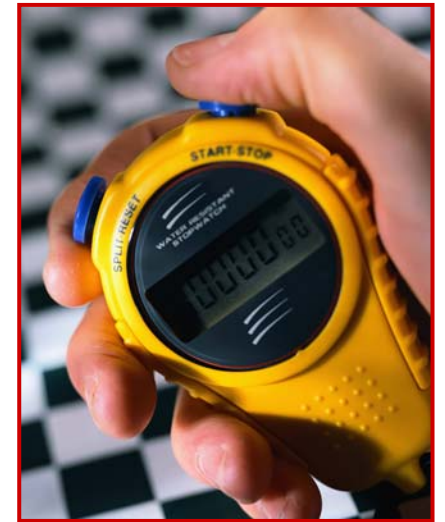
Example 2: Enrolling a Pregnant Mom

- Would you like to learn more about how your newborn will sleep?
- Here is a really helpful handout that will tell you why babies wake-up a lot and why that's healthy
- (Point out the average waking times)
- Sometimes babies need to wake-up to have their diapers changed, to get warm, to eat, or even to breathe
- Your baby will wake-up less and less as she gets older



Ready-Set-Go!

#3: How would you tell a mom about infant cues in 15 seconds or less?



Example 3: Enrolling an Infant

1. Have the 3 handouts out on your desk:

- Coping with Crying
- Understanding Your Baby's Cues
- Healthy Sleep: For You and Your Baby

2. Ask the Mom:

- These are some new handouts we have about baby behavior. "Would you like to learn more about any of these topics?"

3. While you are entering data in ISIS ask the Mom to read through the handout she chose.

4. When she is done looking through the handout, ask:

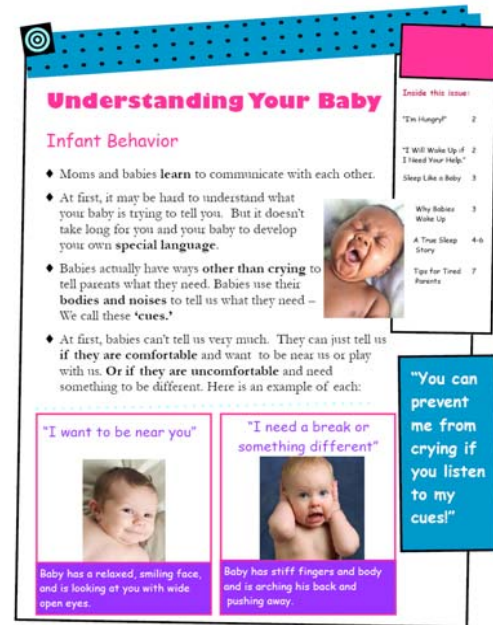
- Did you see anything that might be helpful to you with your baby?
- OR—Did you read anything that surprised you?
- Encourage her to attend a group class to learn more.

Optional: *Self Learning Modules*

An alternative to the group class
(approval needed)

How they work:

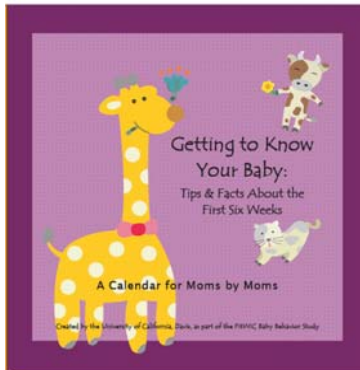
- A short booklet with a short quiz
- A staff member corrects the quiz
- Ask the participant an open question about the module
 - What is one thing that you remember that was helpful to you?
- Show participant the 3 handouts
- Let them choose a handout to take home
- The participant gets credit for a class!



Re-scheduling a Missed Class



- If a pregnant or early postpartum mom comes in to pick up vouchers after either arriving too late for a class or missing a class on another day:
 - Ask if she would like to complete an individual class (SLM) and get class credit today.
 - Offer her a new group class about understanding Baby Behavior for her next appointment



“Getting to Know Your Baby: Tips & Facts About the First 6 Weeks”

- In pairs, read through the booklet and find a message that relates to either sleep, cues, or crying that you could share with a participant.
- Share your “day” and it’s message with the group.
 - TIP: Use sticky notes or labels to mark pages of interest. Use different colors for the different messages so that they are easy to find while you are counseling.

Let's Practice

- Small group activity: Practice Counseling
 - In pairs, at your table, with one person acting as the counselor and the other as the participant, “act out” your scenario using the questions listed.
 - Remember: You have tools to help you!!
 - Be ready to either act out your scenario for the group or discuss your answers.