

New Tools to Reduce Overfeeding: The FitWIC Baby Behavior Study

Training #3: Promoting Positive Infant-Caregiver Interactions

~Materials~

- Flip chart and markers
- Sleep match game materials from training 2 (from training 2, for review)
- “Assessing & Addressing” staff handout (Look, recognize, respond)
- Look, recognize, respond scenarios
- Baby Bingo sheets
- Baby Bingo slides
- Stopwatch for “Ready-set-go” activity
- Role play scenarios
- Copies of training evaluation (1 per person)
- Baby Behavior Handouts: “Understanding Your Baby’s Cues”, “Healthy Sleep: For You and Your Baby”, “Getting to Know Your Baby: Tips & Facts About the First 6 Weeks”
- (Optional) Prizes for raffle
- (Optional) Baby toys (0-6 months) for physical activity section

~Presenter Notes~

Slides 2-4	Welcome, Homework review, objectives of training 3	<ul style="list-style-type: none">● Explain that this is part three of a four-part training about Baby Behavior. This part will focus on assessing infant-caregiver interactions, infant physical activity & counseling participants about Baby Behavior● Ask for volunteers to share a few of their experiences observing babies for the homework (sleep & crying specifically). Did they talk to parents about infant crying and sleep? Did it make sense to them in a real setting?	5-7 minutes
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		<ul style="list-style-type: none"> • Have staff turn in their homework <ul style="list-style-type: none"> ◦ <i>Optional:</i> For those who complete the homework, do a raffle for a prize. • Review slide 3: purpose of study, what was covered in previous trainings • Review objectives for the training today (slide 4) 	
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Part One: Review (~30 min.)

Slide 5-16	Review of coping with stress, infant states, cues, crying, sleep	<p>Coping with stress</p> <ul style="list-style-type: none"> • Slide 6: Review problem management vs. emotional regulation • Slide 7: Have the audience come up with examples of problem management vs. emotional regulation (examples in green to reveal afterwards) • Slide 8-9: How WIC staff can help parents see solutions. Slide 9 is a quote from a mother in a WIC focus group. • Slide 10 is a reminder that Baby Behavior is just one more tool for staff to use when working with parents. <p>Infant states (slide 12)</p> <ul style="list-style-type: none"> • Ask the audience to list the 6 infant states; record their answers on a flipchart. Ask a question about each state and how to tell the difference between the states. For example: In which state is the baby awake, alert and ready to interact? (Quiet alert) <p>Infant cues (slide 13)</p> <ul style="list-style-type: none"> • Slide 13: Have staff practice “Near you” cues with each other, without talking. Then have them share their “near you” cues with the group (by showing or explaining). • Do the same for “Need a break” cues. <p>Infant crying (slide 14)</p>	30 minutes
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		<ul style="list-style-type: none"> Read the slide and have the audience guess why Miguel is crying (over-stimulated from bus ride, tired from missed nap, possible bowel movement after feeding) <p>Infant sleep (slides 15)</p> <ul style="list-style-type: none"> Slide 15 answers: #1- less than 8-weeks-old, #2- six-months-old, #3- four-months-old Slide 16: Match game (same as activity in training 2, just repeat as a review) 	
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Part Two: Physical Activity in Infants (~10 minutes)

Slide 17	A final tip for sleepy parents...	<ul style="list-style-type: none"> Transition slide from topic of sleep to physical activity 	2 minutes
Slide 18	Physical activity overview	<ul style="list-style-type: none"> Emphasize getting babies out of their car seats (when not in the car) and lying them in a safe place where they can freely move their arms and legs 	2 min.
Slides 19-25	Toy activity	<ul style="list-style-type: none"> For each slide, have the audience guess what age the toy is appropriate for (focus is birth-6 months) and how the toy can be used to promote infant activity. <i>Alternative:</i> Bring in real toys to hold up for the group or place at each table for the audience to answer the above questions about (questions on slide 19). 	6 min.

Part Three: Assessing Caregiver-Infant Interactions (~ 1 hour)

Slide 28	Successful interaction takes 3 steps	<ul style="list-style-type: none"> Introduction to look, recognize, respond process 	2 min.
Slides 29-34	“Look”	<ul style="list-style-type: none"> Read example “Sonia” Slide 30: Have the group brainstorm distractions that keep caregivers from looking at their babies (most common are cell phone use, older children, and paperwork). List all responses on flip chart. 	5 minutes

		<ul style="list-style-type: none"> • Slide 31: Brainstorm solutions to all responses listed on flipchart (example: cell phone use- put up signs in the clinic that state “No cell phones, please!” or “No cell phone reception zone”; use humor!) • Slide 32: Review more ways to help caregivers “look” • Slide 33: “Tag-lines”; what staff can say to caregivers to help them “look” at their babies • Slide 34: Revisit the example of Sonia and ask the group: How could you help Sonia “look” at her baby? 	
Slides 35-39	“Recognize”	<ul style="list-style-type: none"> • Slide 35: Read example “Carrie” • Slide 36: Review challenges of caregivers not recognizing what cues their babies are giving. They will get frustrated and often are not able to tell the difference between hunger cues and other cues. Listed in green on the slide are some things parents might say to staff when they are not able to recognize their babies’ cues. • Slide 37: Review ways to help caregivers recognize cues in their babies and what to say to them to help them recognize without offending them (slide 38) • Slide 39: Revisit the example of Carrie and ask the group: How could you help Carrie “recognize” what’s going on with her baby? 	5 min.
Slides 40-45	“Respond”	<ul style="list-style-type: none"> • Slide 40: Read example “Maria” • Slide 41: Listed are things that parents might say when they are having trouble responding to their babies’ cues • Slide 42: Review solutions to help caregivers respond to their babies’ cues appropriately • Slide 43: Review more ways to help caregivers “respond” to their babies • Slide 44: What to say to parents to help them recognize their babies’ cues, without offending the 	5 min.

		<p>parent</p> <ul style="list-style-type: none"> • Slide 45: Revisit the example of Maria and ask the group: How could you help Maria “respond” to her baby appropriately? 	
Slide 46	Warning!	<p>Explain to staff that now that they have been trained to assess how moms and babies interact with each other they will be more sensitive to picking up on warning signs that something is wrong.</p> <p>Review warning signs to look for when working with mothers and babies that could signal the mother has post-partum depression. Ensure that each clinic has a protocol in place of what the staff member should do when they see these signs. Have referral resources available to all staff.</p>	2 minutes
Slide 47 (plus additional set of slides with baby pictures)	Activity: Baby Bingo	<p><u>Instructions for activity:</u></p> <ul style="list-style-type: none"> ▪ Break staff into small groups (there are 10 different bingo cards, so make no more than 10 groups) ▪ Pass out a baby bingo sheet to each group. ▪ Explain the rules: <ul style="list-style-type: none"> ▪ You will be showing a set of slides with pictures of babies and a description. ▪ The bingo cards have boxes with different caregiver responses to baby cues. ▪ As you show & read each slide and its cue, have the group find the appropriate caregiver response on their bingo card and place an X on it. ▪ For a given slide, there may be more than one appropriate response on their card or there could be no appropriate responses on the card. ▪ Groups should call “Bingo” when they have four boxes in a row, column or diagonally. ▪ Even after you have one winner, you can continue for 2nd or 3rd place. 	10 minutes

Slide 48	Group Activity: Look, recognize, respond case studies	Instructions for activity: <ul style="list-style-type: none"> • Break into small groups (4-6 people) with a facilitator for each group (RD, supervisor, experienced WNA) • Each small group will be assigned one of the 10 scenarios to practice assess an interaction between a caregiver and infant. Is the caregiver looking, recognizing or responding to their baby? The staff should identify: What is the problem? “Look”, “Recognize” and/or “Respond”? What should they say or do? • Have all of the Baby Behavior handouts available for use • Review case study answers with the larger group 	30-40 minutes
Slide 49	Teaching Baby Behavior at WIC	Review slide	

Part Four: Sharing Baby Behavior Messages While Counseling (~1 hour)

Slides 51-55	Review of Main Mom Messages	<ul style="list-style-type: none"> • Briefly review main mom messages 	2 minutes
Slide 57	Activity: “Getting to Know Your Baby: Tips & Facts About the First 6 Weeks”	<p>This is an activity to get staff comfortable with the content of this booklet/calendar so that they can share it with participants and know where to find certain messages within it.</p> <ul style="list-style-type: none"> • Practice with booklet instructions: <ul style="list-style-type: none"> ○ Break the group into pairs and pass out the booklet “Getting to Know Your Baby: Tips & Facts About the First 6 Weeks” ○ Ask each pair to look through the booklet and find a message/ “day” about an assigned topic to share with a participant. ○ Assigned topics are infant sleep, cues and crying. Topics can be assigned by table, by rows or by sections of the room. 	10 minutes

Slides 58-64	Timed role play examples	<p>The purpose of the following activities is to show staff that they can share Baby Behavior messages with participants quickly.</p> <p>For the role play example slides: Ask for a volunteer or fellow trainer to act as a participant as you read through a brief example of how a staff member might share one of the Baby Behavior handouts while enrolling a new baby.</p> <p>For the ready-set-go activities: In pairs, have staff practice what they would say to introduce a specific topic and handout (listed on slide) to a parent in 15 seconds or less. Have them write down what they would say. Then ask for volunteers to read their “speeches” to the group while you time them.</p> <ul style="list-style-type: none"> • Role play example #1 (Trimester checks): This is an example of how a staff member might add Baby Behavior during a trimester check, using the countdown calendar. • Ready-set-go activity #1: Sharing the countdown calendar with a pregnant mom in 15 seconds or less. • Role play example #2: This is an example of how a staff member might share an infant sleep message while enrolling a pregnant mother. • Ready-set-go activity #2: Sharing the infant sleep handout with a participant in 15 seconds or less. • Role play example #3: This is an example of how a staff member might share one of the Baby Behavior handouts while enrolling a new baby. • Ready-set-go activity #3: Sharing the cues handout with a parent in 15 seconds or less. 	30 minutes
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Slide 65	Self Learning Modules	<p>Self learning modules are one way to provide education to participants when short on time or staff.</p> <ul style="list-style-type: none"> • Note- in order for self learning modules to be used as an educational contact for participants a protocol must be in place that is approved by your state's WIC agency. 	2 minutes
Slide 66	Rescheduling a Missed Class	<ul style="list-style-type: none"> • One example of when to use a self learning module 	1 minute
Slide 67	Let's Practice: Role plays	<ul style="list-style-type: none"> • Practice counseling role plays instructions: <ul style="list-style-type: none"> ➤ Break group into pairs for this role play activity. ➤ Pass out scenarios, assigning one to each pair. ➤ With one person in the pair acting as the counselor and one as the participant, have them act out their scenario. ➤ Time the interaction and after about 3 minutes have the pairs switch being participant and counselor. ➤ After everyone has had a chance to be the counselor, ask for volunteers to come up and act out their scenario for the group. ➤ 	30-40 minutes
Slide 68	Closing activity/Next Steps	<ul style="list-style-type: none"> • In pairs first, and then in the larger group, discuss: <ul style="list-style-type: none"> ➤ What questions have you gotten from parents, regarding Baby Behavior, which you have not been able to answer? ➤ Give pairs about 2 min. to discuss ➤ Ask for volunteers to share their questions ➤ List their questions on a flipchart ➤ Answer the questions listed or save to cover in a future training or staff meeting. • Next steps: tailor these slides specifically for your agency. Some things we usually include are: <ul style="list-style-type: none"> ➤ Upcoming trainings: not all agencies will provide Baby Behavior training #4, but if you 	5 minutes

		<p>do include when that is</p> <ul style="list-style-type: none"> ➤ Plans to incorporate Baby Behavior into your group classes ➤ Information about availability of Baby Behavior handouts & materials 	
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