

New Tools to Reduce Overfeeding: The FitWIC Baby Behavior Study

Training #4:

Teaching Baby Behavior in Group Settings & Sustaining Baby Behavior Education in Your Agency: *Tools for Educators*

~Materials~

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| <ul style="list-style-type: none">○ Flip chart and markers○ Post-it notes |
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~Presenter Notes~

Slides 2-4	Welcome, review objectives, Creating Behavior change model	<ul style="list-style-type: none">● Welcome group● Review objectives for the training today (slide 3)● Slide 4: Creating and sustaining behavior change in caregivers takes more than just teaching them a new Baby Behavior class. For the Baby Behavior study, we trained all agency staff about Baby Behavior, taught staff how to counsel parents about BB, used BB handouts and materials, and taught baby behavior classes. To sustain BB education in your agency, BB education needs to be included in the everyday policies and procedures at your site.	5 minutes
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Part One: Sharing Baby Behavior Messages in a Group Setting: Tools for Educators (~40 min.)

Slide 5-22	Review of main mom messages and how best to teach them in group classes	Infant sleep <ul style="list-style-type: none">• Slide 7: Review main mom messages for infant sleep• Slide 8: Discuss ideal time to educate parents about infant sleep. For the last bullet, “primiparous may not find the sleep messages immediate”: note that women on pregnancy #2, 3, 4, etc. KNOW how challenging sleep is in the early postpartum period and want to learn more about normal infant sleep. First time mothers may not realize how important sleep messages are because they haven’t experienced having a newborn or think their baby will be different.• Slide 9: Discuss ways to teach the Infant Sleep messages. For bullet 2 about visual aids, show slide 12 and 13 as examples. For bullet 3, involve the learners by asking for their input or what they already know first, then you can build on what they say and add more detail.• Slide 10 is a sample Baby Behavior class poster from the intervention• Slide 11 is an example of part of the “Sleep Story” used in the Baby Behavior intervention classes. It is a series of photos with story text on the back that the teacher reads to learners.• Slide 12 is a sample activity used to teach the difference between active and quiet sleep in an interactive way by writing the attributes of each type of sleep on cards and having class participants place the cards under the type of sleep it describes. This slide is the actual poster used for the activity, except for the cards shown with descriptions. The cards are actually printed separately and taped (or use Velcro) onto the poster.• Slide 13 is another way to share the infant sleep messages by reading a short script (in <u>Breastfeeding: The Gift of</u>	20 min.
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Love class outline) and placing the main points up on the poster as they are talked about. Allows visual and auditory learning in a more interactive way. (For a full description of this activity, see the class outline.) For training purposes, this slide shows the main points already on the poster, but for the class activity, they are printed on cards that are placed up on blank thought bubbles.

Infant cues

- **Slide 14:** Review main mom messages for infant cues
- **Slide 15:** Discuss ideal time to educate parents about infant cues
- **Slide 16:** Discuss ways to teach the Infant cues messages. When using pictures of babies in a class, give participants an explanation of the setting of that one snapshot. Explain what happened right before the picture was taken and where the caregiver is located in relation to the baby. For the case study game mentioned, show **slide 17** as an example and see Secrets of Baby Behavior class “Let’s Play a Game” activity for details.
- **Slide 18** is an example of a warm- up activity that introduces infant cues.

Infant Crying

- **Slide 19:** Review main mom messages for infant crying
- **Slide 20:** Discuss ideal time to educate parents about infant crying
- **Slide 21:** Discuss ways to teach the Infant crying messages. Show slide 22 as an example of bullet one. For bullet 2, if parents are recognizing and responding to their babies’ cues correctly, there will be less crying. This is because the baby will not have to escalate to the crying state because he is given a break if he shows disengagement cues or fed if he shows hunger cues. When sharing soothing/calming techniques with parents,

		<p>make sure that they have read their babies' cues FIRST and checked all the usual sources of discomfort (diaper, hot, cold, hungry, need a break, etc.) BEFORE using calming techniques.</p> <ul style="list-style-type: none"> • Slide 22: Example of handprint activity. For activity details, see <u>Secrets of Baby Behavior</u> class outline. 	
Slide 23-26	Deciding Where to Add Baby Behavior into your Group Education: Questions to consider	<ul style="list-style-type: none"> • Discuss within your agency the three options listed for adding Baby Behavior to your classes (slide 27). • Optional activity: have the group make a list of classes in your agency that the Baby Behavior information would fit into (usually prenatal, breastfeeding & infant classes) • Slide 24: Questions to consider when deciding if you should add Baby Behavior messages to your existing classes • Slide 25: Questions to consider when deciding if you should create your own new Baby Behavior classes • Slide 26: Questions to consider when deciding if you should use the Baby Behavior classes from the FitWIC Baby Behavior Study 	6 minutes without activity, 10 minutes with activity
Slides 27-36	Overview of the Baby Behavior Intervention Classes, solutions to challenges with intervention group classes, summary	<p>Overview of the 3 Baby Behavior classes taught as part of the FitWIC Baby Behavior study</p> <ul style="list-style-type: none"> • Slide 28: Nuts and bolts of how the Baby Behavior classes were developed. • Slide 29: “Secrets of Baby Behavior” (infant class) • Slide 30: “Understanding Your Baby: Infant Behavior” (prenatal class) • Slide 31: “Breastfeeding: The Gift of Love” (post partum breastfeeding class) <ul style="list-style-type: none"> ○ Slide 32 shows the opening activity of this class where participants choose the topics to talk about by placing a star by the 2 statements they want to learn more about. (For more details see the corresponding class outline) 	10 minutes

		<ul style="list-style-type: none"> • Slides 33-34: Discuss solutions to challenges with intervention group classes that came up during the Baby Behavior study. <ul style="list-style-type: none"> ○ If group classes are not well attended consider self learning modules (see slide 38) or one-on-one classes. ○ Class length: scheduled and even piloted class length may not take into account interaction of participants. Leave a time buffer between classes in case they go over. • Slides 35-36: Review summary slides for teaching Baby Behavior in group education 	
Slides 37-38	Alternative education: Mini classes & Self learning modules	<ul style="list-style-type: none"> • Slide 37: Mini classes: short activities were created using activities from each of the Baby Behavior Classes. Instead of teaching a whole Baby Behavior class, the agency taught their regular class and then added a different Baby Behavior activity onto the end of their classes each month. • Slide 38: Self Learning Modules: Note that these need approval at the state level to be counted as a nutrition education contact. There is one prenatal module and one post partum one. 	3 minutes

Part Two: Increasing Effectiveness of Your Baby Behavior Classes (~15 minutes)

Slide 40	Questions to Consider: Teaching Infant Behavior	<ul style="list-style-type: none"> • Have the people who will teach the Baby Behavior information to participants attend all of the Baby Behavior background trainings so that they are comfortable with the material. • Train your teachers in facilitation techniques so that they can answer participant questions in class effectively, manage class participants that get off topic, and feel comfortable dealing with disruptive learners. 	
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<p>Slides 41-42</p>	<p>Ideas to Increase Effectiveness of Teachers, Offer further training to teachers</p>	<ul style="list-style-type: none"> ● Slide 41 provides a list of ideas to increase the teaching effectiveness of your teachers. These have not been formally tested, however they may be useful. <ul style="list-style-type: none"> ○ Assign a leader to each class: someone to act as a mentor and be a contact person if staff have questions or comments about the class ○ Ask-it-basket: provides an anonymous way for staff to make comments or suggestions about new classes. Comments and/or suggestions could be discussed at workgroups or team meetings. ○ Teacher meetings: get all your teachers together on a regular basis to discuss how the classes are going. ● Slide 42: Another idea to increase teaching effectiveness is to provide continued Baby Behavior education or updates for staff. Listed are ideas for further training. <ul style="list-style-type: none"> ○ The Secrets of Baby Behavior blog is a great resource for staff members to look up questions they may have about Baby Behavior, organized by topic ○ Webinars: UC Davis Human Lactation Center will be offering a series of training webinars about Baby Behavior and other topics. Visit their website at: http://lactation.ucdavis.edu 	
<p>Slide 44</p>	<p>What's next for your agency?</p>	<ul style="list-style-type: none"> ● Use this time to discuss plans in your agency regarding introducing Baby Behavior messages into your group education 	

Part Three: Supporting Your Staff in Sustaining Baby Behavior Education in Your Agency Long Term (~ 25 min)

Slide 45-46	Help Your Staff Feel “Safe”	<ul style="list-style-type: none"> • Slide 45: Tips to help your staff feel “safe” while teaching Baby Behavior classes • Slide 46: Tips to help your staff feel “safe” while counseling participants about Baby Behavior 	
Slide 47	Increase Staff Confidence in Baby Behavior Messages	<ul style="list-style-type: none"> • Review ways to increase your staff’s confidence about the effectiveness of baby behavior education <ul style="list-style-type: none"> ○ Using BB tools at home: most staff members either have their own baby or know a family member or friend that has a baby. Encourage them to try the BB tools at home. 	
Slide 48	Remind Staff that Baby Behavior Education <i>Really</i> Works!	<ul style="list-style-type: none"> • Listed are effects of Baby Behavior education on breastfeeding rates and formula issuance from the FitWIC Baby Behavior study 	
Slide 49	Understand that Behavior Change Takes Time		
Slide 50	Baby Behavior Education Long Term	<ul style="list-style-type: none"> • To ensure that Baby Behavior education is provided to participants in your agency long term, add BB to agency policy and procedures. Some examples include: <ul style="list-style-type: none"> ○ Make it a policy to evaluate BB classes on a regular basis ○ Add BB training modules to current new staff training modules (ex: WNA certification, Certified Lactation Educators/Counselors) ○ Provide Baby Behavior training to all new staff <ul style="list-style-type: none"> ▪ UC Davis Human Lactation Center will be offering regional Baby Behavior trainings and webinars. For more information, visit: http://lactation.ucdavis.edu 	
Slide 51	Closing activity	<ul style="list-style-type: none"> • In groups (break out by individual clinics if possible), 	15 minutes

		<p>discuss how specifically you plan to incorporate BB education into your current clinic practices and ensure that it stays a part of nutrition education in your agency.</p> <ul style="list-style-type: none">o Allow time for groups to discuss and then have each group present their ideas to the larger group	<p>(5 minutes for groups to discuss, 10 minutes to share ideas with group)</p>
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