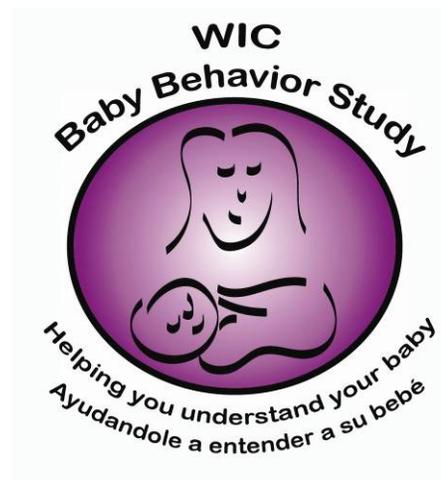


# New Tools to Reduce Overfeeding:

## The FitWIC Baby Behavior Study

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# 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

# From last time...

- We wondered why caregivers who intended to follow infant-feeding guidelines (breastfeeding, delayed solids, etc) changed their minds
- Caregivers in our studies thought their infants were not getting enough to eat
  - Infant crying and waking seen as hunger
  - Parents feel out of control and stressed
- We talked about “normal” behavior in babies
  - States, Cues, Sleeping, and Crying
  - There are “normal” behaviors: crying and waking
  - Careful not to classify a specific baby as normal or abnormal

# 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

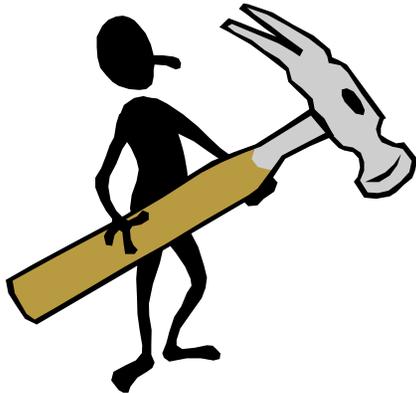
# Let's Review:



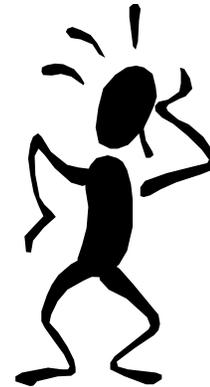
Coping with stress, infant states, cues,  
crying, sleep

# Coping with Stress

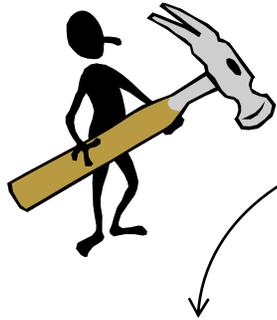
- If parents can see a solution – they'll try to find ways to fix the problem



- 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?



# Your Turn



What do you remember?

# 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

- Dreaming and rapid-eye movements
- Body and face twitches
- Blood and nutrients to brain
- Newborns fall asleep this way
- Easy to wake

## Quiet sleep

- Important for complete rest
- Very little movement
- Harder to wake
- Infants who are 4-months-old or older fall asleep this way

# 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
- Get babies out of car seats when not in car
- Safety is most important





# Your Turn

## Let's Brainstorm!

- What age group would like this toy?
- How can the toy be used to promote activity?

# Age Group?

## How can we use it to promote activity?



# Age Group?

## How can we use it to promote activity?



# Age Group?

## How can we use it to promote activity?



# Age Group?

## How can we use it to promote activity?



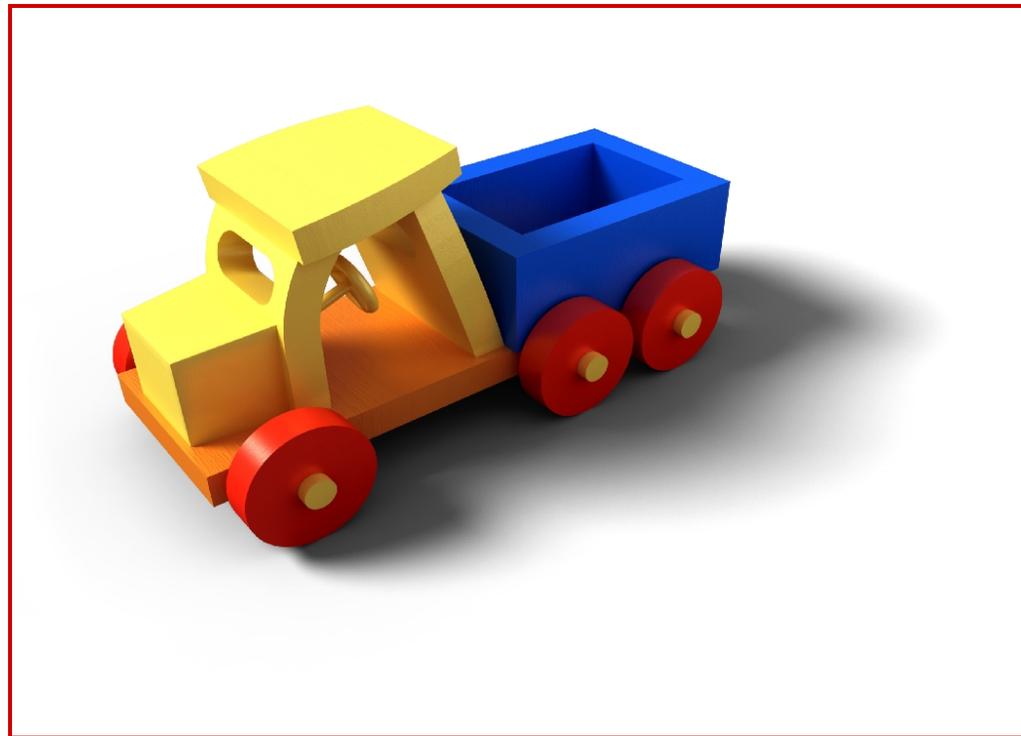
# Age Group?

## How can we use it to promote activity?



# Age Group?

## How can we use it to promote activity?



# Congratulations!

- You have learned a lot about Baby Behavior!
- Now, let's talk about how you can teach parents all about their babies



# 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.
  - How could you help Sonia “look” at 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.”

# 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-

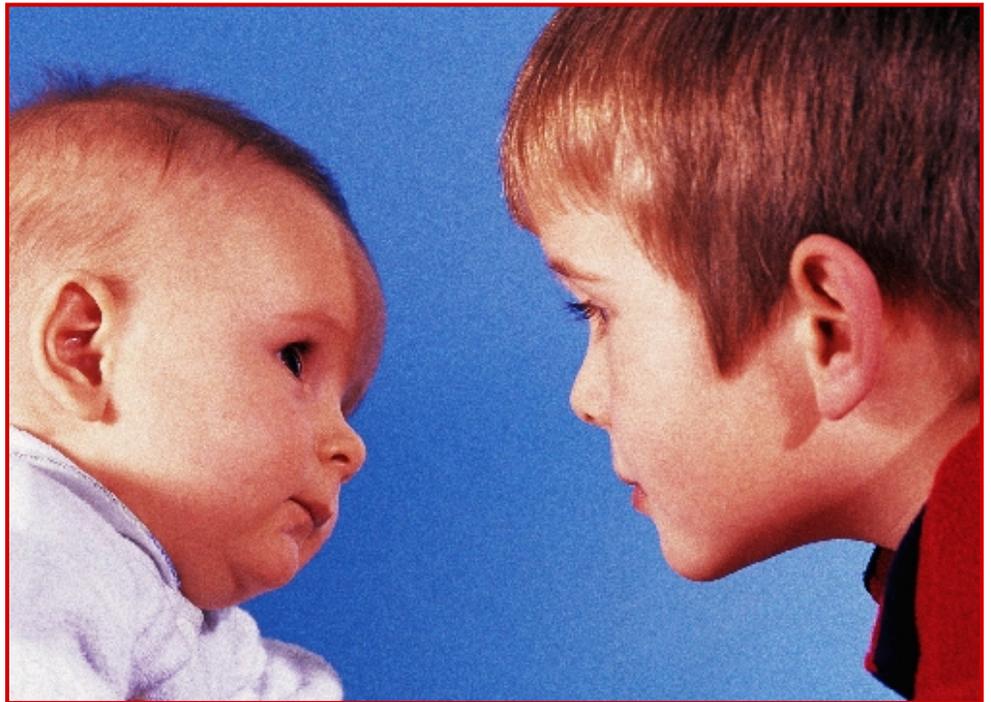
- Carrie tells you “About 10 minutes after I feed my baby, she fusses until I pick her up. The doctor says she’s fine but she must be hungry. How much formula should I be giving her after each time I breastfeed her?”
  - How would you help Carrie “recognize” what’s going on with her baby?



# 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...

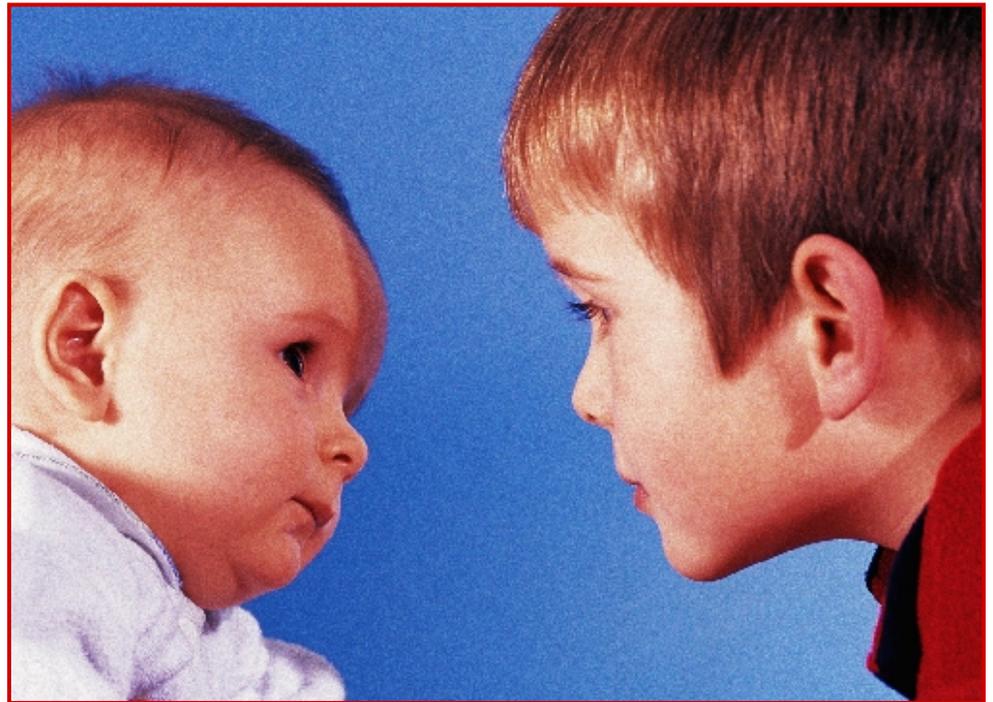
- “Isn’t it amazing how babies tell us what they want? Every baby is different but it looks like your baby wants you to....”



# 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.
  - What would you say to Maria to help her “respond” to her baby appropriately?



# Warning!

- Warning signs
  - Moms who don't seem interested in their babies
  - Moms who NEVER talk to their babies
- These moms may have post partum depression.
- Create a protocol within your agency with exactly what to do if you come across any of these warning signs
- Refer the mother to outside help



Your Turn:

Helping Caregivers  
*Recognize*



Let's play "Baby Bingo!"



# 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
- Quick and easy ways to add Baby Behavior messages while counseling
- Practice counseling roll plays

# Let's Review: Main Mom Messages

- Infant Play
- Infant Sleep
- Infant Cues
- Crying



\*Data from focus groups  
(2003-2007) used to  
determine best messages

# 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”

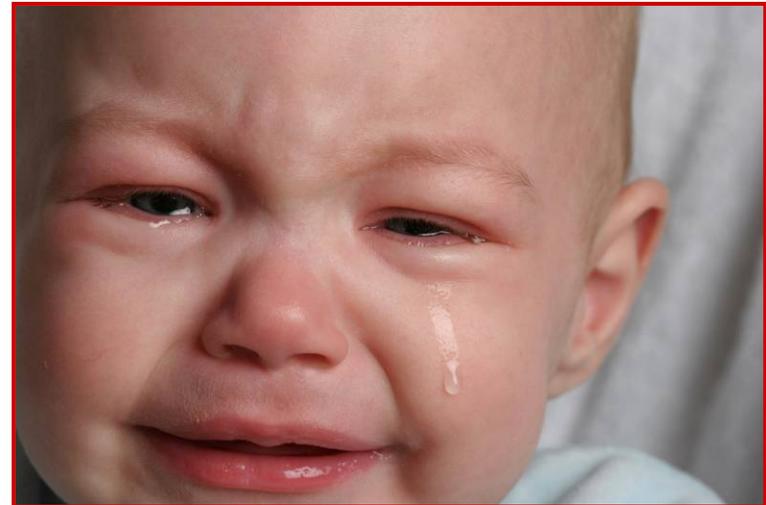


“Babies are not always hungry when they cry”

# Main Mom Messages: Infant Crying

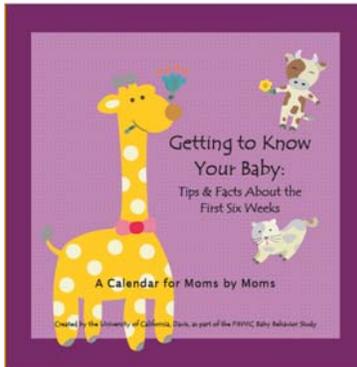
“Babies cry for many reasons, not just because they are hungry”

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





# Quick and Easy Ways to Add Baby Behavior Messages While Counseling



## “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.

# Example 1: Trimester Checks



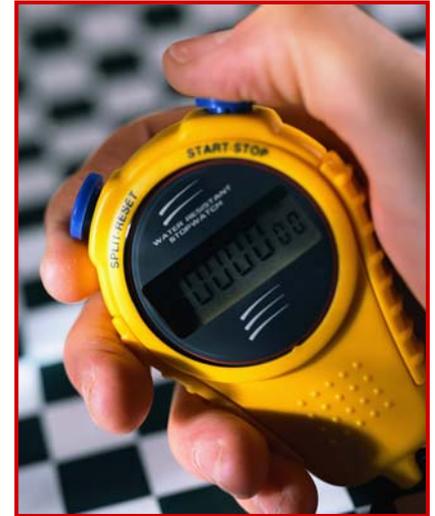
# Example 1: Trimester Checks

- “Have you received a countdown calendar before?”
- (If no): “Here is a calendar with tips and facts about your baby’s 1<sup>st</sup> 6-weeks.”
- “The 1<sup>st</sup> 6-weeks are challenging. It takes time to get to know your baby and your baby will only sleep for short stretches of time.”
- (Review the inside cover with the participant)
- “Would you like to learn more about infant sleep or understanding your baby better?” (refer to specific page in calendar)
- (Share a message from one of the calendar days with her. Give her the calendar to review.)
- “Would you like to learn more in a group class for your next appt?”



# Ready-Set-Go!

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



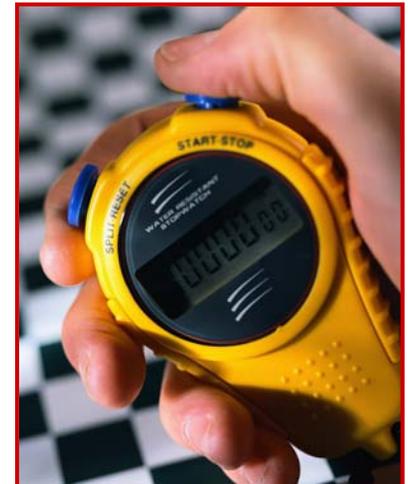
# Example 2: Enrolling a Pregnant Mom

- “Would you like to learn more about how your newborn will sleep?” (Have sleep handout available for her).
- “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!

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



# Example 3: Enrolling an Infant

Have the 3 handouts out on your desk:

- Why Babies Cry
- Understanding Your Baby's Cues
- Healthy Sleep: For You and Your Baby

Ask the Mom:

- “Here are some new handouts we have about Baby Behavior. Would you like to learn more about any of these topics?”

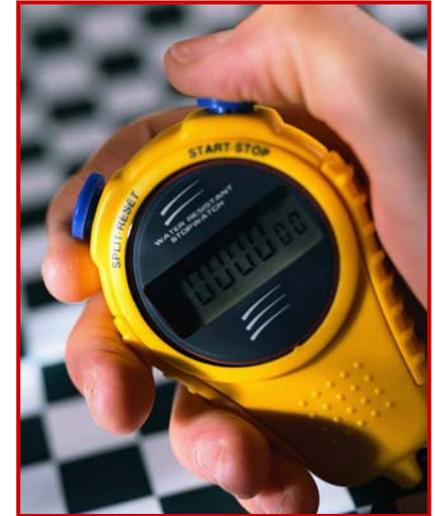
While you are entering data in ISIS ask the mom to read through the handout she chose.

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.

# Ready-Set-Go!

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

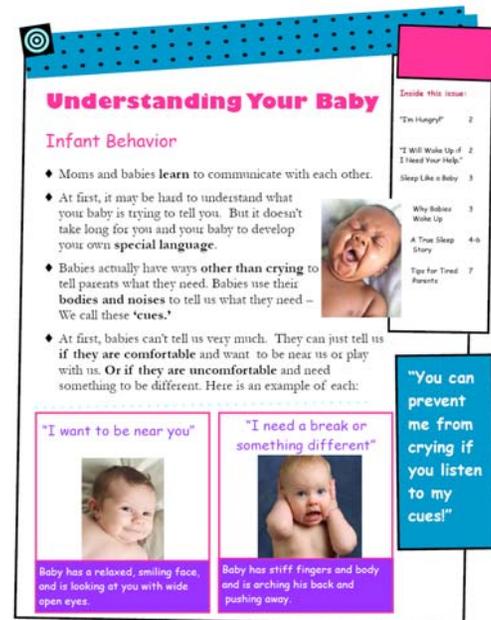


# Optional: *Self Learning Modules*

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!



# Rescheduling 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

# Let's Practice: Roll plays

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

# Secrets of Baby Behavior

- In pairs first, and then in the larger group, let's discuss:
  - What questions have you gotten from parents so far that you have not had answers to?

# What's Next?

- (Personalize this to your agency)
- (See presenter notes for possible discussion points)

