Title: Kansas Baby Behavior Campaign Lesson #1 - What is My Baby Saying? Lesson Plan for Interactive Center (adaptable for Interactive Self Study Notebook)

Target Audience: PG, BF PP, I < 6 months

Objectives: The caregiver will:

1. Identify cues for: Engagement (I want to be near you) and Disengagement (I need something to be different)
2. Identify actions they can take to respond to their babies

Teaching Materials Needed, Including Handouts:

1. Items for interactive nutrition education display including a set of the pages for attaching to the display or bulletin board or wall.
2. Copies of all handout materials and activity/goal setting forms for each attendee. Suggested handouts are posted in the same location as this lesson plan: http://www.kansaswic.org/nutrition_education/lesson_plans.html
3. The discussion guide for the designated staff person(s), which is posted at their work station. (The discussion guide is created by local nutrition staff, e.g. Nutrition Services Coordinator or WIC Coordinator.)

Advance Preparation Needed:

1. Assemble the display.
2. Copy enough handouts and activity/goal setting forms for each anticipated attendee.
3. Create a discussion guide, on a note card or paper, for the designated staff person(s) who will be interacting with the client. This guide will be used throughout the time that the display is used. Questions that can be listed on the guide are listed below, under #5 of Outline and Methods.
4. The Nutrition Services Coordinator should review all of the materials and discussion guide with all pertinent staff, especially the Concepts and Key Points.

Outline and Methods:

1. The interactive display and handouts will be displayed at the clinic and available during clinic hours.
2. A knowledgeable staff member will be available for caregiver questions regarding the interactive display. See background information on this topic below, under Concepts.
3. Offer the caregiver handout(s) to reinforce the concepts on the display.
4. Once the caregiver reads through the materials and completes the activity/goal setting form, the caregiver will show the completed form to the designated WIC staff person (e.g. clerk).
5. The designated WIC staff person will prompt the caregiver to talk about the information. (This is a USDA requirement!) This will fulfill the required interactive component of the lesson.
   a. It is recommended that a note card or paper with discussion questions be posted at the staff person’s desk. Use these discussion questions or develop your own similar discussion questions. All discussion questions should be open ended questions.
      i. “What cues or clues have you seen your baby or a baby give?”
      ii. “Would that be an I want to be near you cue? Or an I need something to be different cue?”
      iii. “What could you do to respond to that cue?”
6. The designated WIC staff person asks the caregiver if they have any questions. If yes, refer them to the staff person that can answer their questions.

7. Upon completion, a designated WIC staff person records completion of the lesson in the client’s KWIC record. If the clinic chooses, the client’s goal can also be entered into KWIC.

Concepts and Key Points:

1. For employees who attended the Kansas Baby Behavior Campaign training, refer to this training for concepts and key points.
2. Babies use their bodies and make noises to let their parents know when they need to eat, learn, play or rest. These are cues.
3. Newborn babies are still learning to control their bodies. Sometimes their cues are hard to understand. Watching your baby will help you learn what she needs.
4. Engagement cues (when your baby wants to be near you) include: he might have a relaxed face and body, follow your voice and face, reach toward you, stare at your face, and raise his head.
5. Effective ways to respond to engagement cues include: play, talk, read, sing and smile at your baby.
6. Disengagement cues (when your baby needs something to be different) include: he might look away, turn away or arch his back. He might frown or have a glazed look in his eyes, stiffen his hands, arms or legs, or yawn, or fall asleep.
7. Effective ways to respond to disengagement cues include: check if diaper needs changed, feed baby if exhibiting hunger cues, assist baby to fall asleep if exhibiting sleepy cues. Your baby may be overstimulated – try turning lights down, moving to a quieter place, giving baby a break from siblings or visitors. Your baby may also respond to soothing motions, such as rocking, patting, or swaying with baby. Only one soothing motion should be used at a time and used for several minutes. When a soothing motion is rapidly changed, your baby is stimulated not soothed.
8. By responding quickly to a baby’s cues, you will learn to communicate with your baby and your baby will feel safe and secure. And responding quickly to your baby’s cues before your baby starts to fuss may help your baby cry less.

Interactive Component: See #5 of Outline and Methods page 1

Behavior Change Goal:

The caregiver reads through the materials and completes the activity/goal setting form. The caregiver will show the completed form to the designated WIC staff person (e.g. clerk). If the client did not write a goal on the form, the designated staff person will assist the client/caregiver to set a goal based upon the interactive display.

Procedure for Clients to Ask Questions of Trained WIC Staff:

Upon completion of the lesson, the designated WIC staff person will ask all caregivers if they have any questions. If so, the staff person will either answer the questions or guide the client to the staff person qualified to answer a question posed by the client/caregiver.
Evaluation:

The evaluation will consist of the client completing the activity/goal setting form and interacting with WIC staff as specified under #5 of the Outline and Methods section above.

Adapting this lesson for an Interactive Self Study Notebook:

1. Place copies of the set of pages for attaching to the display into sheet protectors. Include both English and Spanish versions of the pages.
2. Insert these into a notebook.
3. Give each client using this Self Study notebook a copy of any handouts and the activity/goal setting form.
4. See the Outline and Methods section above. Follow all steps #4 through #7. Step #5, the interactive component, is a USDA requirement.

Lesson Plan Written and Approved By: Julie Ornelas, RD, LD, 2014
Sample Layout

Kansas Baby Behavior Campaign – What Is My Baby Saying?