Title: Kansas Baby Behavior Campaign Lesson #4 – Why is My Baby Crying - Lesson Plan for Interactive Center (adaptable for Interactive Self Study Notebook)

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

Objectives: The caregiver will:

1. Understand why it is important that a baby be able to cry
2. Identify two or more reasons that a baby may cry
3. Identify two or more ideas for soothing a crying baby
4. Learn realistic information regarding how much a baby may cry and the age when a baby tends to cry less

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 answer/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. “Why is it important that a baby be able to cry?”
      ii. “What are some cues a baby may give before he cries?”
      iii. “What should you never do when a baby’s crying is causing you stress?”
      iv. “What have you (or someone you have seen) done to calm a crying baby?”
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 a baby can help a caregiver learn what the baby needs.
4. Even though it is stressful for us to hear, it is important that a baby can cry. This is nature’s way to make sure we attend to a baby’s needs. And a baby’s crying needs to be irritating enough to wake us up if we are sleeping.
5. Usually a baby exhibits cues that they need something before they start to cry. When a caregiver learns these cues a baby may cry less because their needs are attended to before they cry.
6. See Lesson #1, *What is my Baby Saying?*, to learn about baby cues and what they may mean.
7. A baby may cry for reasons other than being hungry. Caregivers should be encouraged to learn their baby’s cues that show they are hungry and not to feed their baby every time he cries.
8. There are many reasons a baby cries. These reasons include: dirty or wet diaper, too hot or too cold, tired, want to be near you, startled or stressed by loud noises or bright lights, hungry, sick, etc.
9. A younger baby usually cries more than an older baby. A 6 week old infant, for example, cries about 2 hours during a 24 hour period. The 2 hours is divided up during the 24 hour period, not 2 hours straight.
10. There are many ways to soothe a crying baby. These include: holding your baby, rocking, speaking softly, reducing noise, dimming lights, patting her back, etc. Once one of these methods is chosen, that same thing should be done for several minutes. Changing what you are doing to soothe a baby every 15-20 seconds will not help calm a baby, they need repetition for a few minutes.
11. If a caregiver becomes stressed from hearing their baby cry, they should be encouraged to lay the baby down in a safe place (preferably their crib) and walk away. Or if someone else is available, ask that person to hold the baby. A baby should never be shaken. Shaking a baby can cause permanent damage.
12. Helpful and factual information about crying babies and dealing with the stress this can cause may be found at a website called *The Period of Purple Crying*, [http://www.purplecrying.info/](http://www.purplecrying.info/). This would be a good referral to give caregivers where they can learn more information about the topic of a baby’s crying. If staff do refer a client to this website, this should be documented as a referral in KWIC.
Interactive Component: See #5 of the Outline and Methods section

Behavior Change Goal:

The caregiver reads through the materials and completes the answer/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 information they learned from 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, 2015
Sample Layout

Kansas Baby Behavior Campaign – How Babies Sleep