“Teachable Moments”
Baby Behavior Staff Development Activity
BABY BEHAVIOR SPOTLIGHT #3

Training time:
- 20-40 minutes. (Time depends on # of scenarios discussed)

Supplies needed:
- Flipchart
- Markers
- Index cards with scenarios -- 1 set per group (see attachment)

Room setup:
- Cluster arrangement of 4-8 staff. Alternately, staff could work in pairs.

Introduction:
- The goal of this activity is to build staff confidence in recognizing and responding to opportunities -- teachable moments -- to talk about baby behavior with participants.
- Most of the scenarios are focused on the early infancy period, when the baby is present and is the number one visual aid for baby behavior education.

Facilitation Instructions:
- Introduce the activity and invite staff to share any scenarios that they have observed or experienced in the last few weeks that:
  - Led to a discussion about baby behavior
  - Was a situation where the baby’s behavior was misinterpreted
  - Could have been an opportunity to use baby behavior in a discussion
- Write scenarios on a flip chart. Alternately, scenarios can be collected ahead of the training and added to the scenario cards (See attached scenarios)
• Have staff work in small groups to complete the exercise. A person in each group will read a scenario out loud. The small group will then discuss how they might respond to the situation using information about baby behavior.
  o Remind staff to utilize PCS skills such as open ended questions, affirmations, reflections, asking permission, empathy, etc. in their responses.

• After the group discussion, have each group member write down, in their own words, notes as to what they would say in response to each scenario. (Alternately, staff could practice responding orally in pairs.)

• Additional scenarios are available for use if needed or desired. See attached document. These are designed to be printed on labels and attached to index cards. Provide one set of scenarios to each small group. Group members can add their own scenarios to blank cards.

• After a designated amount of time, bring the group back together.
  o Invite group members to share their thought processes or personal experiences with any of the scenarios.
  o Discuss in the larger group any of the scenarios that may have been difficult or confusing.

• Invite staff to look for opportunities throughout the week to share baby behavior information with parents. Encourage staff to share with each other their successes with “teachable moments” and baby behavior. Follow up on their experiences at a subsequent staff meeting or gathering.
You Observe:

A 10 day old baby waking up in the car seat and gazing around. Mom is busy on her phone.

When you weigh the baby, he starts crying loudly. Mom looks a little overwhelmed, like she doesn’t know what to do.

A baby is crying loudly in the waiting room and you see mom waving toys in front of the baby (still in the car seat) to try to get his attention and make him stop crying.

Mom states that she thinks her 1 week old baby needs a special formula because he gets fussy right after his bottle and has lots of gas.

You Observe:

A baby is asleep in the car seat, dressed in a snowsuit and covered with a warm blanket. The baby starts fussing and wakes up. Mom sighs and says—“He always wakes up when we get out of the car and come inside”

A mom asks you how much formula her son should be drinking. She says he is drinking a 6 oz. bottle every 3-4 hours. The baby is 3 weeks old.

You Observe:

A 2 week old baby waking up and starting to fuss, and you notice hunger cues. Mom picks up the baby and starts rocking him back and forth, but the baby starts to fuss even more, and shows more hunger cues.

A mom comes into your office with her baby in a wrap. The baby wakes, fusses a little, shows hunger cues, and mom offers the baby the breast.

Mom is enrolling her 2 day old infant. When you ask her how everything is going, mom says “He has his nights and days turned around already, I need to get him on a schedule.”

Mom is doing a great job comforting her baby after she was weighed in the WIC clinic. You compliment her on how she’s holding her baby close and doing the same thing over and over again. Mom says, “Yes, she’s already spoiled”
**You Observe:**

A 10 day old baby waking up in the car seat and gazing around. Mom is busy on her phone. When you weigh the baby, he starts crying loudly. Mom looks a little overwhelmed, like she doesn’t know what to do.

**You Observe:**

A week old baby is looking up at the bright lights in your office, and keeps twisting her head from side to side, and begins to fuss and cry. You are explaining to mom that newborn babies have very small stomachs so they need to eat often. You illustrate this point by showing mom “Belly Balls”. Mom responds to this information by saying, “Well, my baby eats way more than that so her stomach must be larger than those little balls”

You Observe:

You Observe:

The baby is giving hunger cues, and mom responds by putting a pacifier in the baby’s mouth.

**You Observe:**

It’s January, and mom has her newborn baby bundled up in a fuzzy snowsuit in the car seat. The baby is asleep, but starts to wake up and fuss and cry. You notice the baby is all sweaty. A Dad complains that the baby is always fussing and crying when he’s trying to watch the Minnesota Vikings football games with his friends. He says he’s holding the baby and everything— what is he doing wrong?