

Baby Behavior Staff Refresher Training Crying

Facilitator's Guide

Adapted with permission from California WIC Program

Baby Behavior Crying Facilitator's Guide

WHO:

All WIC staff

WHY:

Overall

WA WIC would like to support WIC staff in providing Baby Behavior education to their clients and new staff. Staff will benefit from strengthening their Baby Behavior skills and building confidence in their ability to help families with infants.

TRAINING GOAL:

WIC staff will be confident in helping parents identify and appropriately respond to their baby's behavior.

FOR THIS TRAINING:

WIC Staff have varying degrees of knowledge and experience with baby behaviors. This training is designed to strengthen staff skills and build confidence through practical applications of the knowledge of baby behaviors as it relates to crying.

WHERE:

Staff should sit at tables because there will be small group activities. For small agencies, substitute pair-share instead of table sharing.

OBJECTIVES:

By the end of this training, staff will be able to:

- Identify why babies cry and why crying is stressful
- Recognize that responding to cues early can prevent some crying
- Review steps to calm a crying baby

Facilitator's Preparation Checklist

Materials Needed:

- Refer to the Materials Checklist on page 20

Scenarios and video clips have been included in this training. In addition, suggestions for training set-up and teaching techniques can be found in this guide.

Provided by Agency:

- Flip Chart
- Markers
- Tape
- Paper/Pencils/Pens
- DVD player
- Computer and screen
- Sticky notes
- Binder/Folder for staff handouts (optional)

Set Up Tips:

- Familiarize yourself with the DVD navigation and content.
- Post "Mystery Doors" and scenarios on walls.
- Place handouts in colored folders on tables for easy distribution during training.
- Consider having one person present and another person operate the DVD.

Agenda
Crying Staff Refresher Training

(Insert timeframes)
(Insert date and place)

Total Estimated Time: 60 minutes

1. Welcome, Review Agenda	3 minutes
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2. Why is Crying Stressful?	10 minutes
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3. Review of Key Messages: Reasons Babies Cry	5 minutes
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4. Responding Early to Cues Can Help Prevent Some Crying	10 minutes
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5. Responding to Crying Babies	15 minutes
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6. Mystery Door Game	15 minutes
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7. Wrap up and <i>Crying Take Home Activity</i>	2 minutes
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8. Evaluation	2 minutes
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Appendix

- Appendix A: Mystery Door Game Answer Key
- Appendix B: Refresher Training *Crying* Materials Checklist

1. Welcome, Review Agenda

3 minutes

Notes

Purpose: To welcome staff to the training and provide a preview of the training.

Materials:

- Agenda posted on flipchart
- Pens and papers for note taking
- DVD

Instructions:

1. Welcome group

Tell Staff:

Welcome to the second Baby Behavior refresher training. Today we will be reviewing "Crying." We have lots of fun, interactive activities planned for you today.

2. Review Planned Activities

- a. Watch video clips of Dr. Jane
- b. Watch video clips of babies
- c. Role-playing scenarios
- d. Mystery Door Game

3. Review Objectives

Tell staff:

These activities will give everyone an opportunity to review and practice delivering messages about infant crying. By the end of this one hour training you will be able to:

- *Identify why babies cry and why crying is stressful*
- *Recognize how responding to cues early can reduce crying*
- *Distinguish between hunger cues and other cues*
- *Review steps to calm a crying baby*

Tell staff:

What questions do you have about the activities that we have planned for today and our objectives for this refresher training?

2. Why Is Crying Stressful?

10 minutes

Notes

Purpose: To engage staff in conversation about why infant crying is stressful

Materials:

- Staff Refresher Training DVD
 - “Dr. Jane Crying Clip #1”
- Handout: “Babies Cry”
- DVD player

Instructions:

1. Tell staff:

Today our training will focus on infant crying.

Distribute Handout, “Babies Cry”

Tell staff:

This handout is designed for WIC staff and is a reference for you to keep. It is not designed to be used with participants. The front side has what you need to know about infant crying and the back side has steps parents can take to help calm their crying babies. Take a minute to look at the front side of this new handout to refresh your memory about crying. We’ll be reviewing the back side in a few minutes.

2. Why Is Crying Stressful?

Tell staff:

Hearing a baby cry can be hard for new parents. Let’s listen to Dr. Jane talk about why crying is so stressful to hear.

Select and play “Dr. Jane Crying Clip #1”

Ask staff:

Turn to the person next to you and discuss: How did hearing the crying baby at the end of this clip make you feel? How did you want to respond? Allow about one minute for discussion.

Tell staff:

*Let’s watch this clip again. This time, listen to how Dr. Jane answers the mother’s question “Why is it so stressful to hear a baby cry?” Think about how **you** would answer this mother’s question in your own words.*

Select and play “Dr. Jane Crying Clip #1” again.

1. Tell staff:

*Let’s practice. Turn to the person next to you. Decide who will be the participant, and who will be the counselor. Practice with your partner how you would answer the question, “**Why is it so stressful to hear a baby cry?**” Switch roles after one minute.*

2. Ask staff:

How did it feel to answer that question? Invite a few responses.

3. Tell staff:

Sharing with WIC parents that crying is normal, that it’s one way babies communicate and that it is important for a baby’s survival, helps parents feel more confident in caring for their babies.

3. Review of Key Messages: Reasons Babies Cry

5 minutes

Notes

Purpose: Staff will review reasons babies cry

Materials:

- WIC Staff Refresher Training DVD:
 - “Dr. Jane Crying Clip #2”

Instructions: Why do Babies Cry So Much?

1. Tell staff:

Babies cry for many reasons. As we mentioned, crying is one way babies communicate with their parents. In the following clip, Dr. Jane answers the question “Why do babies cry so much?”

Select and play video clip: “Dr. Jane Crying Clip #2”

2. Tell staff:

In a very short period of time, Dr. Jane was able to share three important points about infant crying.

1) Babies cry for many reasons

- *They may be reacting to unpleasant things inside their bodies (gas, pooping, need to burp, etc.)*
- *Or they may be reacting to things in their environment that are overwhelming (over-stimulation, temperature, noise, lights, people, etc.)*

2) It’s their way of communicating “I need something to be different”

3) Responding quickly to baby’s needs may result in less crying

Tell staff:

We will continue to look at these three important points throughout the rest of this training and discover ways we can use these messages to help parents understand their babies.

4. Responding Early to Cues Can Help Prevent Some Crying

10 minutes

Notes

Purpose: Staff will recognize that responding early to infants' cues can help prevent some crying.

Materials:

- WIC Staff Refresher Training DVD
- "Crying Clip #1"

Instructions:

1. **Experiencing Escalation of Cues**

Tell Staff:

As you learned in the cues training, babies try to give cues to let parents know what they need. If the parent responds right away, the baby's needs are met and she usually does not need to cry. If the parent does not respond to the early cues, the baby may escalate her cues to crying. Responding quickly to babies' cues can help prevent some crying.

Tell Staff:

Let's watch an example of a baby who begins to show disengagement cues.

Select and play video clip: "Crying Clip #1"

Ask Staff:

What did you see this baby doing? Wait for responses.

Tell Staff:

Let's watch this clip again.

Play video clip "Crying Clip #1" again.

While the clip is playing, say the following:

Notice the disengagement cues: turning away, rubbing the eyes, making stiff jerky movements, and making faces. When no one responds, she tries harder to communicate her needs. So she begins to get fussy and eventually cry. Responding to the baby's cues earlier may have prevented the escalation to crying.

Ask staff:

What might have happened if her mom had responded by picking her baby up when she first started to fuss? Wait for responses. Affirm that picking up the baby would probably have prevented escalation to crying.

2. Role Play Activity

Ask staff:

How many times have you heard a participant say, "I can't pick up my baby every time she fusses. I will spoil her"?

Tell staff:

*Based on Baby Behavior trainings, we know that you can't spoil an infant. For example: If a baby cried and the parent found that the baby was crying because she had a wet diaper, would it be spoiling her if the parent changed her diaper? No; the parent would just be responding to her baby's needs. Remember, babies cry to communicate to parents that they **need** something. Let's practice responding to this common myth about spoiling a baby using what we know about baby behavior. As you are thinking about what to say, remember what you saw in the clip you just watched and how babies escalate their cues if their cues are ignored. It's important to remind parents that babies will get better and better at giving cues when their cues are responded to appropriately. An example of a way you might answer this question could be:*

"By responding to your baby's cues, she will get better and better at giving you cues and letting you know what she needs. You aren't spoiling your baby, instead you are learning to communicate with each other and you are creating your own special language."

Role Playing Instructions:

Tell staff:

Turn to the person next to you. Decide who will be the participant, and who will be the counselor. Practice with your partner how you might answer this question in your own words:

"My neighbor says I shouldn't pick up my baby every time she fusses because I'll spoil her. Is this true?"

What questions do you have about this role play? After 1 minute I will ask you to switch roles.

Invite one or two people to share how it felt to practice responding to this question.

Notes**Materials:**

WIC Staff Refresher Training DVD

- “Crying Clip #2-3”
- “Calming Clip #1-2”
- “WIC Appointment” Part B Clip from the *Cues* staff training

Instructions:**1. Hunger Cues**

Tell staff:

Some parents always respond to a baby’s crying by feeding. Let’s look at the difference between hunger cues and other cues. Observe what the baby is doing in this video clip.

Select and play video clip: “**Crying Clip #2**” of baby (*with hunger cues*).
(Press pause when screen fades to black, clip will repeat)

Ask staff:

- *Why do you think this baby is crying?* Wait for answers. (See description of crying clip #2 below)
- *How do you know the baby is hungry?* Wait for answers. (The baby is displaying hunger cues.)
- *Let’s play this clip again looking for all of the things we’ve just discussed.*

Resume: “**Crying Clip #2**”.

While the clip is playing, say the following:

The baby is displaying several hunger cues: sucking on his hands and on mom’s arm, breathing rapidly, and rooting. Remember that hunger cues are usually clustered together, with the baby demonstrating several at once.

(Press pause when clip ends. Clip 3 plays next.)

2. Without Hunger Cues

Tell staff:

Now let’s watch another video clip. Observe the baby’s movements.

Resume: “**Crying Clip #3**” (*without hunger cues*).

(Press pause when screen fades black, clip repeats)

Ask staff:

What did you see the baby doing? Wait for answers. (see clip description below)

Tell staff:

Let's look at this clip again.

Resume: **“Crying Clip #3”**

Tell staff:

This baby is not showing any hunger cues. Notice the jerky movements, tense muscles, and stretched out fingers. She is only giving disengagement cues. Would you feed this baby? Wait for response.

Say, *No, this baby is not showing hunger cues.*

3. Crying Does Not Always Mean Hunger

Handout review.

Tell staff:

Look at the back page of your handout and find the “Steps to Help Calm a Crying Baby” section. What reasons do parents give for why babies cry?

Tell staff:

Many parents know that babies cry when their diaper is wet, or maybe when they are tired. They may be less familiar with other reasons babies cry, such as over-stimulation, or a baby simply needing to poop. Many parents also recognize hunger cues, and respond to hunger cues by feeding their baby.

Remember, listening to a baby cry is stressful for parents. When babies start to cry, and parents don't know for sure why, they think they don't have any other choice but to feed their baby.

Tell staff:

Let's watch the “WIC Appointment” clip from the Cues Training and observe how this mom doesn't feel like she has any other choice but to feed her crying baby to quiet him. And we'll see how the counselor helps this mom realize she has other options.

Show clip “B” located in the “WIC Appointment” , halfway through at 1:20 (time)

Ask staff:

What did the counselor do that was effective with this Mom?

Possible answers:

- She was patient
- She helped mom think of other things the baby needs

- She helped mom realize she just had fed her baby
- She guided the mom through the process of calming her baby by asking questions

Tell staff:

Take a minute to think to yourself about how you handled a similar situation, where a parent was feeling stressed, and felt like the only option was to feed the baby to keep him/her from crying. How did you handle the situation? Would you handle the situation differently after what you learned today? Write your thoughts down on a sticky note.

Allow 1 minute for self-reflection then ask:

Who would like to share? Facilitator may want to be prepared to share a personal experience if there is no response.

4. Steps to Calm a Crying Baby

Review Staff handout.

Tell staff:

It's important that we provide parents tools for calming their crying baby, which does not always involve feeding them. Look on the back of the handout, section; "Steps to Calm a Crying Baby". This is the same information that will be shared with WIC participants later.

Ask for a volunteer to read Step 1 in pink and the bullets below.

Tell staff:

Figuring out the reason for crying is the first step to calming a crying baby. Calming a crying baby may be as simple as changing her diaper or feeding her if she shows hunger cues. There may be times when the parent has checked everything and the baby still cries. When this happens move to Step 2.

Ask for a volunteer to read Steps 2 and 3 including the bullets.

Tell staff:

Remember to be patient. Calming a baby takes time. Sticking with the same action for several minutes before trying something different can be the secret to success.

Tell staff:

Now let's watch a mom attempting to calm her crying baby.

Select and play: "**Calming Clip #1-2**"

(Press pause when Calming Clip #2 screen appears)

Ask staff:

What did you see happening? (Wait for staff participation)

Tell staff:

Mom was not successful at calming her baby. Let's assume she tried to figure out the reason for crying and there were no hunger cues. She picked up her baby and tried doing many different actions instead of repeating the same movement over and over. This baby is overstimulated and cries even more.

Now let's view examples of parents and a sibling successfully using repetition to soothe. Watch for what action calms the baby.

Resume: **“Calming Clip #2”** (clip shows mom, child and dad soothing a baby)

Ask staff:

What did you see happening in these examples? (wait for a response)

Tell staff:

As you just saw, different actions may be used to calm a crying baby. These parents use a gentle motion and a soft and calming shhh sound, and the little boy sings quietly and rubs the baby's back. The important thing is to repeat the same action over and over. Be patient. It may take a while for a baby to calm down.

Tell staff:

*Teaching parents about “repetition to soothe” will provide tools to calm their crying baby. Also reminding parents that babies will cry less and less as they get older will reassure them that things will get better.
What questions do you have?*

Tips

- “Crying Clips 2-3” needs to be paused and resumed to watch baby in clip 2 twice and baby in clip 3 twice as described in Facilitator’s Guide.
- “Calming Clip 1-2” needs to be paused and resumed as described in Facilitator’s Guide.

6. Mystery Door Game

15 minutes

Notes

Purpose: To give staff an opportunity to problem solve when presented with several different infant crying scenarios

Materials:

- Mystery Doors with Scenarios (Tanya, Marcus, Luz, Elena, Joe,)

Instructions:

1. Post each of the baby scenarios and corresponding Mystery Doors on the walls around the room. Post each scenario as shown below. There is one door with only the baby's name on the front. Use this door to assign starting scenarios to groups at each table. (See tips at bottom of this section)

Scenario



2. Divide staff into five groups and have each group go to one of the baby scenarios posted on the wall. They will have 3 minutes to read, discuss and solve each scenario before moving on to the next scenario. Have groups rotate clockwise every three minutes through the scenarios.

Tell staff:

Let's put everything that we've reviewed about infant crying into practice in this "Mystery Door" game. We will break into five groups for this activity. If you have a large number of staff see tip below. You will be completing five scenarios in groups. Work as a team and do the following.

- *Read the scenario together.*
- *Try to figure out why the baby is crying.*
- *Decide what action you would take.* (Facilitator can point to the three doors and state the action: "repetition to soothe", feed me or I need something to be different).
- *When your group has decided, read what's behind that door. Did your action get the desired results? If not, try a different action behind another door.*
- *There is no right or wrong answer. A parent may try several actions before finding what her baby needs. Your group might need to do the same.*
- *You will have 3 minutes for each scenario. The color of the door on your table determines where you start. Before we start, what questions do you*

have about this activity? Guide groups to their scenarios.

3. After each group has discussed all five scenarios, reconvene as a large group for brief discussion. Have staff share any thoughts they have about this activity.

(Optional if not mentioned in the group's discussion.)

Tell staff:

Let's talk about Baby Joe. What did Joe need? Wait for responses. Baby Joe was hungry and overstimulated. Mom needed to calm him down by using "repetition to soothe" before she was able to feed him.)

Tell staff:

Thank you for sharing your problem-solving skills. As you saw in this activity, if a parent guesses what her baby needs, and it is incorrect, the baby will keep giving cues and the parent will try another response until the baby's needs are met.

Tips

- For large groups: You may need to post duplicate scenarios. Be sure to post duplicate scenarios in the same sequence, so as staff move clock-wise around the room, each group sees all five scenarios.

7. Wrap up and *Crying Take Home Activity*

2 minutes

Notes

Purpose: To encourage staff to use the techniques they have learned in this training when they are in the WIC clinic.

Materials:

- *Crying Take Home Activity* worksheet

Instructions:

Wrap up:

1. Tell staff:

Think about what we learned today. Discuss with someone next to you one thing you will use at your WIC clinic.

Ask Staff:

We have time for 1-2 people to share. Who would like to share what they will use?

2. Distribute the *Crying Take Home Activity* worksheet

Tell staff:

After today's training, we'd like you to look for opportunities to help parents understand and cope with their baby's crying. Take a minute to read through the following situations, and check 2-3 that you would like to focus on during the month. This handout is for you to complete at WIC. Please take notes about your experiences so you can share at the next Baby Behavior refresher training. What questions do you have about this activity?

Tell staff:

Thank you for your participation in this training. What questions do you have about what you learned today?

Tell staff:

The next training will be about sleep, and will be _____ (Insert date)

8. Evaluation

2 minutes

Notes

Purpose: Obtain staff feedback and give them a chance to reflect on what they have learned.

Materials:

- Evaluation (1/2 sheet)

Instructions:

Ask staff to complete evaluation.

Tell staff:

*Please reflect on your training today by completing the evaluation sheet.
Thank you for your participation.*

References:

Kelly, Jean F. PhD; Zuckerman, Tracy PsyD; Rosenblatt, Shira PhD. *Promoting First Relationships: A Relationship-Focused Early Intervention Approach, Infants and Young Children* 2008; 21 (4): 285-295.

Hiscock H. *The Crying Baby*. Australian Family Physician 2006; 35: 680-4.

NCAST *Learning Resource Manual*, Barbard, 1978.

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Appendix A: Mystery Door Game Answer Key

Tanya: Door #3-- I need something to be different

Marcus: Door #3-- I need something to be different

Luz: Door #3-- I need something to be different

Elena: Door #2 --Feed me

Joe: Door #1-- "Repetition to soothe"

Appendix B: Refresher Training *Crying* Materials Checklist

Staff Refresher Training Module 2: Crying			
Item	Description	Location	
<p>Order Limit: 3 per clinic</p> <p>DVD: Staff Refresher Training</p> <p>Item No. 961-1030</p>	<p>This DVD contains clips needed for all three staff refresher training modules. For class use only.</p>	<p>WIC Staff: Order through myFULFILLMENT.wa.gov (WIC→Nutrition Education Materials→Baby Behavior Materials)</p>	<p>Non-WIC Staff: Request additional copies from Ashley.Sutherland@doh.wa.gov</p>
<p>Staff Refresher Training</p> <p>Facilitator's Guide: <i>Crying</i></p> <p>Item No. 961-1032</p>	<p>Facilitator's Guide for conducting the staff refresher training Module 2: Crying</p>	<p>WA WIC Website Baby Behavior Materials</p>	
<p>Handout: Babies Cry</p> <p>Item No. 960-984</p>	<p>Training handout for staff. Print at local agency, one per staff member</p>	<p>WA WIC Website Baby Behavior Materials</p>	
<p>Activity:</p> <p>Mystery Door Game</p> <p>Item No. 961-1042</p>	<p>Group activity. Print at local agency, one set per 25 staff members (approx.).</p>	<p>WA WIC Website Baby Behavior Materials</p>	
<p>Worksheet:</p> <p><i>Crying</i> Take Home Activity</p> <p>Item No. 960-1035</p> <p>English/Spanish</p>	<p>Staff take home activity worksheet. Print at local agency, one per staff member</p>	<p>WA WIC Website Baby Behavior Materials</p>	
<p>Staff Refresher Training</p> <p>Evaluation</p> <p>Item No. 961-977</p>	<p>Half-sheet. Print at local agency, one per staff member.</p>	<p>WA WIC Website Baby Behavior Materials</p>	

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