

# **Baby Behavior Staff Refresher Training Baby Cues**

## **Facilitator's Guide**

Adapted with permission from the California WIC Program

# **Baby Behavior *Baby Cues* 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 babies' behavior.

## **FOR THIS TRAINING:**

WIC Staff have varying degrees of knowledge and experience recognizing baby behavior cues. This training helps strengthen staff skills and build confidence through practical applications of the knowledge of Baby Behavior Cues.

## **WHERE:**

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

## **OBJECTIVES:**

By the end of this training and follow up activities, staff will be able to:

- Differentiate between types of infant cues
- Demonstrate the ability to discuss infant cues with participants

## **Facilitator's Preparation Checklist**

### **Materials Needed:**

- **Refer to the Materials Checklist on page 23**

### **Provided by Agency:**

- Flip Chart
- Markers (optional)
- Paper/Pencils/Pens
- DVD player
- Binder/Folder for staff handouts (optional)

### **Getting Ready:**

- Set up DVD player
- Gather one of each handout for each staff

# **Agenda**

## ***Baby Cues Refresher Training***

*(Insert timeframes)*  
*(Insert date and place)*

Total Estimated Time: 55 minutes

<b>1. Welcome, Review Agenda</b>	<b>3 minutes</b>
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<b>2. Warm-Up</b>	<b>7 minutes</b>
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<b>3. Revisit Baby Behavior Cues and States</b>	<b>15 minutes</b>
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<b>4. See it in Action</b>	<b>7 minutes</b>
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<b>5. Promoting Positive Interactions</b>	<b>15 minutes</b>
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<b>6. Wrap Up</b>	<b>5 minutes</b>
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<b>7. Evaluation</b>	<b>3 minutes</b>
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### **Appendix**

- Appendix A: Questions and Key Points for Video Interactions
- Appendix B: Promoting Positive Interactions Answer Key
- Appendix C: Refresher Training *Baby Cues* Materials Checklist

## 1. Welcome, Review of Agenda:

3 minutes

### Notes

**Purpose:** Welcome staff and review agenda.

**Materials:**

- Agenda posted on flip chart
- Pens and paper for note taking
- Equipment

**Directions:**

- 1) Welcome group & introduce California Baby Behavior Study
  - Tell staff:  
*We encouraged all staff to participate in the Baby Behavior trainings. This refresher training will help us continue to improve our skills.*
  - Tell staff:  
*The Baby Behavior study conducted at California WIC clinics was successful in:*
    - *increasing exclusive breastfeeding rates,*
    - *decreasing formula use and*
    - *decreasing overfeeding**We want to continue the Baby Behavior messages as a core component of WIC prenatal and early infancy education.*
  - Tell staff:  
*There will be three Baby Behavior refresher trainings to provide you an opportunity to enhance your Baby Behavior skills. The refresher trainings will start today with Baby Cues, and will be followed by Crying and Sleep.*
- 2) Review agenda
  - Ask staff: *What questions do you have about what we will be doing today?*

### Tips

- Post agenda on flipchart
- Greet staff as they arrive.

## 2. Warm-Up Activity:

7 minutes

## Notes

**Purpose:** To have staff share their experiences using Baby Behavior messages with participants, and share why we teach Baby Behavior.

### **Materials:**

- Pens and paper for note taking
- Equipment

### **Directions:**

1) Warm up:

- Ask staff: *Share a recent experience using Baby Behavior with participants, family or friends.*
- Facilitator may want to share their personal experience to get the ball rolling.
- Have staff get in pairs or small groups, and share experience.
- After the pairs or groups have shared, their experiences tell staff: *We have time for one or two people to share. Who would like to share their experience?*

2) Why we teach Baby Behavior messages

- Tell staff:
  - *Let's take a look at why we teach Baby Behavior messages to moms!*
    1. Being a new parent is stressful!
    2. Here we have a mom who is stressed out and does not understand what her baby is trying to tell her. Over here, we have a mom who is relaxed and appears to understand what her baby needs at this time.
    3. We teach Baby Behavior messages to provide moms with tools to help them understand their babies. This will help them feel more relaxed and feel empowered!
  - *Let's revisit how parents cope with stress.*

*There are two ways parents deal with stress:*

    1. *The first is Problem Management*
    2. *The second is Emotional Regulation.*
  - *Let's start with Problem Management. When parents believe a solution is possible, they will try to find ways to fix their problem.*
  - *Now let's talk about Emotional Regulation. When parents don't believe that there is a solution to their problem, they cope by trying to calm themselves down.*
  - *Let's go over an example to see how this can apply to WIC. The example states that a mom is frustrated and confused about her baby's crying. If the mom believes that someone can help her, she would seek solutions by speaking to her family, doctor or WIC about her baby's behavior. However, if the mom doesn't believe that anyone can help her she might tell herself "it's ok" or that she must do whatever she can (including overfeeding) to keep her baby from crying.*
  - *Parents need tools to help them believe they have other ways to cope with their babies' crying without overfeeding.*

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**Tips**

- Affirm responses to establish trust and encourage participation (“Good answers!” “Thanks for sharing” etc.)

**Notes**

**Purpose:** Staff will practice identifying cues

**Materials:**

- Video clips
- DVD player
- Infant States and Cues handout
- Appendix A

**Directions:**

- 1) Tell staff:  
*Now let's revisit Infant States and Cues, so we can continue to give participants great tools to understand their babies!*
- 2) Give staff Infant States and Cues handout
  1. Tell staff:  
*Let's start by looking at the handout. I would like you to focus on the Infant Cues side of the handout. When talking to parents we help them understand their baby's engagement ("I want to be near you") and disengagement ("I need something to be different") cues. Newborn cues are often confusing. Parents can look for patterns (like more engagement versus disengagement cues) to decide what their babies really need. Please take a few minutes to review the handout. As you are looking through this new handout circle anything on the cues side that you might have questions about.*
  2. Allow a few minutes for staff to review the Infant Cues side of the handout  
Ask staff: *What questions do you have about this Infant Cues handout?*
  3. Tell staff:  
*Now turn to the Infant States side of the handout, this has been included to remind you about them. Even though we don't teach parents about the states unless they ask, your understanding of states can help you feel more confident when you talk to parents about their babies. Babies can move through "infant states" very quickly, making it hard for parents to know why their baby is behaving the way they are. You will see examples of this when we view some of the video clips.*
- 3) Tell staff:  
*Put your baby behavior thinking caps on because now we will be practicing!*
  1. Tell staff:  
*We will be watching some video clips that show interactions between parents/caregiver/siblings and babies.*
    - *While watching the videos think about:*
      1. *What you see this baby doing*
      2. *If the baby is giving engagement or disengagement cues*
      3. *Your thoughts about how the parent/caregiver/sibling is responding*
- 4) Directions for viewing DVD

1. Use Appendix A as a guide for watching the videos.
2. Choose “Cues Clips 1-8” on DVD
  - Clips will play twice with a fade to a black screen in between.
  - Have staff view first showing of the clip and then press pause.
  - At this point facilitator should ask the questions in Appendix A for each clip. Affirm their responses.
  - After staff shares their thoughts, view the second showing of the clip while sharing information from Appendix A.

### **Tips**

- Give staff the Infant States and Cues handout prior to training.
- Facilitator can refer to appendix A for key points in the video clips.
- Practice and become familiar with video clips and Appendix A before presenting to staff.
- Affirm responses to establish trust and encourage staff participation. “Good suggestion.” “I can see that, too.” “I can see why you would think that.”

#### 4. See It In Action (video clips)

7 minutes

##### Notes

**Purpose:** To provide an opportunity to observe and discuss how WIC staff can use Baby Behavior messages while counseling participants.

**Materials:**

- DVD clips

**Directions:**

- 1) Tell staff:
  - *Let's watch a video to see how a WIC staff member uses Baby Behavior messages to help a participant.*
- 2) Play DVD part 1
- 3) After the DVD part 1, ask staff:
  - *What was the baby doing in the video clip?*
  - *How did the mom react?*
  - *What did the counselor do?*
- 4) Play DVD part 2
- 5) After the DVD part 2, ask staff:
  - *What was different in this video about the mom's reaction?*
  - *How was the counselor able to promote a positive interaction?*
- 6) Ask staff: *What questions do you have?*

##### Tips

- Affirm responses to establish trust and encourage staff participation. "Thank you for participating." "That's a good question. Thank you for asking it."

**Notes**

**Purpose:** To provide an opportunity for staff to apply their knowledge and skills in practical situations

**Materials:**

- Conversation Starters and Affirmations handout
- Promoting Positive Interactions Worksheet

**Directions:**

- 1) Tell staff: *Now that we have seen a counseling example, let's talk about how we might help promote positive interactions between parents and babies.*
- 2) Ask staff: *When babies show engagement or disengagement cues what do parents need to do?( wait for staff to respond)*
- 3) Tell staff:  
*Parents need to:*
  - *look at what their baby is doing*
  - *recognize what their baby is trying to tell them*
  - *respond by doing the right thing at the right time to meet baby's needs**Our job is to help parents to look, recognize, and to respond to their baby's needs. However, we do not teach the words look, recognize and respond.*
- 4) Tell staff:
  - *We will now be doing an activity that will help you practice promoting positive interactions.*
- 5) Divide into small groups or pairs.
- 6) Distribute Promoting Positive Interactions worksheet and Conversation Starters and Affirmations handout to each person
  - Tell staff: *The Conversation Starters and Affirmations handout is a tool for you to keep on your desk, or anywhere that will remind you to use your baby behavior knowledge. It has key phrases that you can use to encourage parents to look, recognize, and respond to their infants.*
  - Tell staff: *Let's practice! Each of you has a Promoting Positive Interactions Worksheet. Each group will read an assigned scenario, and answer the questions. All the babies in these scenarios are healthy, eating well, and growing appropriately, so there is no need to ask about the number of wet or soiled diapers! Remember to use your Conversation Starters handout!*
- 7) Using your possible answers key, go over the example with staff, and answer any questions they may have.
- 8) Assign specific scenarios to each pair or group as appropriate.
- 9) Have each pair or small group discuss possible responses.
- 10) Invite pairs or small groups to share answers to their scenario. Using your possible answers key, please share with staff other possible ways to answer the worksheet questions.

### **Tips**

- Ask staff to individually complete the worksheet as other groups share their solutions to their scenarios.
- Facilitator should address if answers are correct. If incorrect, provide what the correct response could be. Address misinformation or traditional responses (do this, not that).
- Affirm responses to establish trust and encourage participation.

## 6. Wrap Up

5 minutes

- 1) Wrap up:
  - Tell staff: *Think about what we learned today. Discuss with a partner one thing you will try at our WIC clinic.*
  - Ask staff: *We have time for 1-2 people to share. Who would like to share what they will try?*
- 2) Tell staff:
  - *Thank you for your participation in this training. What questions do you have about what you learned today?*
- 3) Tell staff:
  - *The next training will be about Crying, and will be \_\_\_\_\_.*

## 7. Evaluation

3 minutes

### Notes

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

**Materials:**

- Staff Training Evaluation (1/2 sheet)

**Directions:** Ask staff to complete evaluation.

## **Appendix A**

Questions and Key Points for Video Interactions  
(Correct answers to the questions for each video.)

### **Cues Example #1**

***What do you see this baby doing?***

*At first, she turns away. Then she rubs her eyes and puts her fists over her face. Then she starts to fuss.*

***Look the Infant Cues handout. Is this baby giving engagement or disengagement cues?***

*Since this baby is telling us she needs “something to be different”, this baby is disengaged.*

***What are your thoughts about how the mother is responding?***

*This mother is responding appropriately. She is naturally keeping the baby close to her body and letting her look away. She is not trying to interact with her.*

### **Cues Example #2**

***What do you see this baby doing?***

*She was putting her hand in her mouth. Then she started rooting and moving towards the breast.*

***Look at the Infant Cues handout. Is this baby giving engagement or disengagement cues?***

*Hunger cues are engagement cues because the baby is trying to engage with the parent so they will be fed.*

### **Cues Example #3a**

***What do you see this baby doing?***

*Notice how she is looking away from her mom? Even though she is young and does not have good control over her arms yet, she does her best to push away from her mom indicating that she needs something to be different. When her needs are not met, she starts to fuss and cry.*

***Is this baby giving engagement or disengagement cues?***

*This baby is showing disengagement cues by pushing away, fussing and crying.*

***\*Now, let’s watch how this mom responds to her baby.***

### **Cues Example #3b**

***How do you think the mom is interpreting and responding to the baby’s cues?***

*The mom interprets the baby’s disengagement cues as hunger and responds by putting the baby to the breast. The baby pushes away and continues to cry because the baby is not hungry. Some moms may misinterpret this as the baby not liking her milk or rejecting*

*the breast, and may even stop breastfeeding. By teaching baby cues, moms will have a better understanding of what their babies need.”*

***If the baby was crying because she was hungry, what cues might she give?*** *Crying would decrease; baby would move toward the breast, open her mouth and root.*

#### **Cues Example #4**

***What do you see this baby doing?***

*In the beginning he is smiling, and laughing, and he is engaged with his toy and his caregiver. These are engagement cues.*

*By the end, he is telling his mom he needs something to be different by looking away, rolling away, and rubbing his eyes. These are disengagement cues. He is telling us that he is getting drowsy and may need to stop playing soon before escalating into crying. Remember, playing is hard work.*

#### **Cues Example #5**

***What do you see this baby doing?***

*He is looking at his mother’s face and trying to copy her mouth and her facial expressions.*

***Is this baby giving engagement or disengagement cues?***

*This baby is highly engaged.*

***What are your thoughts about how this mom is responding?***

*The mom is responding appropriately – when babies show engagement cues, it is a great time to talk and play with them.*

#### **Cues Example #6**

***What do you see this baby doing?***

*This baby stops sucking and lets go of the bottle. Then he pushes the bottle away with his hands. These are fullness cues*

***What are your thoughts about how this mom is responding?***

*This mother did not recognize her baby’s fullness cues. She puts the bottle back in his mouth; he sucks a few times and then stops sucking. Then she jiggles the bottle until he sucks again. She kept feeding him the bottle despite his signs of fullness.*

*\*If staff asks why the baby continues to suck if he is not hungry, facilitator may respond by saying sucking is a reflex. Bottles provide a continuous flow so baby must swallow. This can lead to overfeeding.*

#### **Cues Example #7**

***What do you see?***

*This baby gives both engagement and disengagement cues. She starts out calm and focused on her sister’s face and they are even holding hands! After a while, the baby*

*starts wiggling and eventually turns away. Her sister does not understand and tries to give the baby a kiss. Because the sister keeps trying to interact after the baby shows disengagement cues, the baby starts to cry.*

### **Cues Example #8**

#### ***What do you see?***

*A crying baby being held by her dad*

#### ***What do you think about how the Dad is responding?***

*Her dad realizes that she is overwhelmed with what is going on around her. He holds her close, bounces her gently, pats her and makes the same sound (shhhhh) over and over. He knows that it may take her some time to calm down so he keeps doing the same thing. The sound of her crying becomes less intense as she calms down, so he can feel confident that he was doing the right thing.*

## Appendix B:

### Promoting Positive Interactions Possible Answers

#### Instructions:

Read the scenario and answer the questions. All the babies in these scenarios are healthy, eating well, and growing appropriately.

**Example:** Dad is bottle-feeding 3-month old Roberto as he sits in your counseling office. As you watch, Roberto stops sucking, kicks his feet, starts to fuss, and tries to turn his head away. The father jiggles the bottle until the baby starts sucking again. The dad asks, "How do I get Roberto to finish his bottle?"

<b>What do you see?</b>	
The baby is giving: <input type="checkbox"/> Engagement cues (I want to be near you) <input type="checkbox"/> Disengagement cues (I need something to be different)	List the specific cues the baby is giving: <ul style="list-style-type: none"><li>• Turning away</li><li>• Fussing</li><li>• Lots of movement</li><li>• Stops sucking (fullness cue)</li></ul>
<b>What additional questions would you ask the parent?</b>	
Can you tell me a little more about when you last fed Roberto?  What do you think Roberto is telling you?	
<b>What might you say to affirm the parent?</b>	
I can see how you would think he might need to finish the bottle, and I can tell that you really care about doing the best for your son.	
<b>What message might you share about engagement and disengagement cues?</b>	
When babies turn away from the bottle or slow or stop sucking, that means they are done eating.	

**Scenario 1:** During her WIC appointment, Mom tells you that 4-year-old Daniel just loves to play with 3-week-old Amber. You watch as Daniel puts his face very near baby Amber's face. Amber yawns, opens and closes her eyes, and tries to turn away. As Daniel begins to sing a loud song, you watch Amber stiffen her hands and fingers. The mother smiles and says, "Daniel just loves playing with Amber, but sometimes she gets so fussy and I don't know why."

<b>What do you see?</b>	
<p>The baby is giving:</p> <p><input type="checkbox"/> Engagement cues (I want to be near you)</p> <p><input type="checkbox"/> Disengagement cues (I need something to be different)</p>	<p>List the specific cues the baby is giving:</p> <ul style="list-style-type: none"> <li>• Turning away</li> <li>• Stiffens hand and fingers</li> <li>• Opens and closes eyes</li> <li>• Yawns</li> </ul>
<b>What additional questions would you ask the parent/sibling?</b>	
<p>What do you normally do when she gets fussy after playing with Daniel?</p>	
<b>What might you say to affirm the parent/sibling?</b>	
<p>It is really wonderful that Daniel loves playing with his sister!</p> <p>I can see how your son loves to be near his little sister.</p>	
<b>What message might you share about engagement and disengagement cues?</b>	
<p>It looks like the singing may be a little overwhelming for Amber. Look how Amber is trying to tell you she needs something other than a song right now. She is turning away and stiffening her hands and fingers and it looks like she is ready to fall asleep.</p>	

**Scenario 2:** Bradley looks proudly at his 2-month-old son, Jonathan during their WIC appointment. He talks about his son's interest in solid foods. He has been giving him 'tastes' of table food because he can tell by the way the baby looks at food that he wants to eat more than just breast milk.

*Tip: Think about what cues Jonathan might be giving to his Dad at home.*

<b>What do you see?</b>	
<p>The baby was giving:</p> <p><input type="checkbox"/> Engagement cues (I want to be near you)</p> <p><input type="checkbox"/> Disengagement cues (I need something to be different)</p>	<p>List the specific cues the baby was giving:</p> <ul style="list-style-type: none"> <li>• Baby was looking at the food</li> </ul>
<b>What additional questions would you ask the parent?</b>	
<p>Can you tell me a little more about what other things Jonathan does to show you he is interested in eating table foods?</p>	
<b>What might you say to affirm the parent?</b>	
<p>It is really great that you are so attentive to Jonathan's needs, you are a great dad!</p>	
<b>What message might you share about engagement and disengagement cues?</b>	
<p>What an alert baby you have! When babies are alert, they look at just about anything. During this time they are really interested in learning because everything is so new to them. It may seem that they want to eat more foods, but really they are just interested in looking at and exploring anything that's new to them.</p>	

**Scenario 3:** Sara answers “no” to your question: “Does your baby seem satisfied after feeding?” When you ask her about this, Sara tells you she is thinking of weaning Carlos, who is a large 3-week old, because he is “never satisfied” after breastfeeding. She tells you that Carlos will start to fuss and move around just a few minutes after each feeding. Sara is sure she doesn’t have enough milk, even though Carlos is growing well.

<b>What do you see?</b>	
<p>The baby is giving:</p> <p><input type="checkbox"/> Engagement cues (I want to be near you)</p> <p><input type="checkbox"/> Disengagement cues (I need something to be different)</p>	<p>List the specific cues the baby is giving:</p> <ul style="list-style-type: none"> <li>• Baby is moving around</li> <li>• Baby is fussy</li> </ul>
<b>What additional questions would you ask the parent?</b>	
<p>Would you share with me how Carlos tells you he is hungry?</p> <p>Would you share with me how Carlos shows you he is done eating?</p>	
<b>What might you say to affirm the parent?</b>	
<p>Many moms have that same thought (that they don’t have enough breast milk), and you are doing such a great job feeding your baby!</p>	
<b>What message might you share about engagement and disengagement cues?</b>	
<p>I can see why you would think that Carlos is still hungry when he starts to fuss. Every baby is different, but since Carlos is not showing signs of hunger (give examples), what else do you think he may need? He is probably telling you he is having a bowel movement or maybe he needs to burp.</p>	

**Scenario 4:** Susan comes to the desk to ask if she can get some help with breastfeeding. She tells you she is not sure how often she's supposed to feed her 7-day-old baby. You notice the baby is moving around in the car seat, his eyes are open and is rooting.

<b>What do you see?</b>	
<p>The baby is giving:</p> <p><input type="checkbox"/> Engagement cues (I want to be near you)</p> <p><input type="checkbox"/> Disengagement cues (I need something to be different)</p>	<p>List the specific cues the baby is giving:</p> <ul style="list-style-type: none"> <li>• Eyes are open</li> <li>• Rooting</li> </ul>
<b>What additional questions would you ask the parent?</b>	
<p>What do you think your baby is telling you right now?</p>	
<b>What might you say to affirm the parent?</b>	
<p>That's great that you are breastfeeding your baby! Young babies can be hard to understand at first.</p>	
<b>What message might you share about engagement and disengagement cues?</b>	
<p>Babies are so amazing, and can tell us what they want by using their bodies and noises. Look: your baby is awake and alert now. Do you see how he is sucking and turning his head? He is telling you that he is hungry now.</p>	

## Appendix C: Refresher Training *Baby Cues* Materials Checklist

Staff Refresher Training Module 1: <i>Baby Cues</i>			
Item	Description	Location	
<p><b>Order Limit: 3 per clinic</b></p> <p><b>DVD:</b> Staff Refresher Training</p> <p>Item No. 961-1030</p>	<p>This DVD contains clips needed for all three staff refresher training modules. For <b>class use only</b>.</p>	<p><b>WIC Staff:</b> Order through <a href="http://myFULFILLMENT.wa.gov">myFULFILLMENT.wa.gov</a> (WIC→Nutrition Education Materials→Baby Behavior Materials)</p>	<p><b>Non-WIC Staff:</b> Request additional copies from <a href="mailto:Ashley.Sutherland@doh.wa.gov">Ashley.Sutherland@doh.wa.gov</a></p>
<p>Staff Refresher Training Facilitator's Guide: <i>Baby Cues</i></p> <p>Item No. 961-1031</p>	<p>Facilitator's Guide for conducting staff refresher training Module 1: <i>Baby Cues</i></p>	<p>WA WIC Website <a href="#">Baby Behavior Materials</a></p>	
<p><b>Handout:</b> Infant States/Cues – birth to 6 Months</p> <p>Item No. 961-984</p>	<p>Training handout for staff. Printed at local agency, one each per staff member.</p>	<p>WA WIC Website <a href="#">Baby Behavior Materials</a></p>	
<p><b>Handout:</b> Conversation Starters and Affirmations</p> <p>Item No. 961-982</p>	<p>Training handout for staff. Printed at local agency, one each per staff member.</p>	<p>WA WIC Website <a href="#">Baby Behavior Materials</a></p>	
<p><b>Worksheets:</b> Promoting Positive Interactions</p> <ul style="list-style-type: none"> <li>• Example</li> <li>• Four scenarios</li> </ul> <p>Item No. 961-1033</p>	<p>Staff training worksheets. Printed at local agency, one each per staff member.</p>	<p>WA WIC Website <a href="#">Baby Behavior Materials</a></p>	
<p>Staff Refresher Training Evaluation</p> <p>Item No. 961-977</p>	<p>Half-sheet printed at local agency, one per staff member.</p>	<p>WA WIC Website <a href="#">Baby Behavior Materials</a></p>	

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