

# Developmental Readiness for Complementary Feeding Facilitator Guide

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# Notes to Facilitator

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This guide is designed to help you manage the information for this module and to help increase consistency at all training locations.

## **Duration**

This is a 30-minute module that can be combined with other CACFP training modules.

## **Materials Needed**

- PowerPoint Slides
- Parent handout: *Is Your Baby Ready for Solid Foods?*

## **Equipment Needed**

- Computer with connection to project PowerPoint slides
- Screen
- Microphone

## **Participant Workbook**

Participant Workbook pages are noted throughout the facilitator guide. Use them to direct participants to summaries of classroom content. When providing page numbers, explain to participants they can follow along with classroom content, take notes, and/or use the content as a study aid after class. In some cases, additional details are listed in the Participant Workbook; this is supplemental “nice-to-know” information.

Remind participants that the space provided in the workbook should be used for notes.

At the end of each Participant Workbook, you will see Knowledge Checks pertaining to that section. Explain to participants that they can use these for self-study after class. Answers are provided on the pages following the questions.

# Module At-A-Glance



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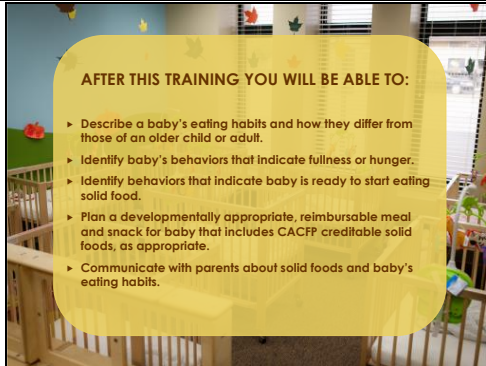
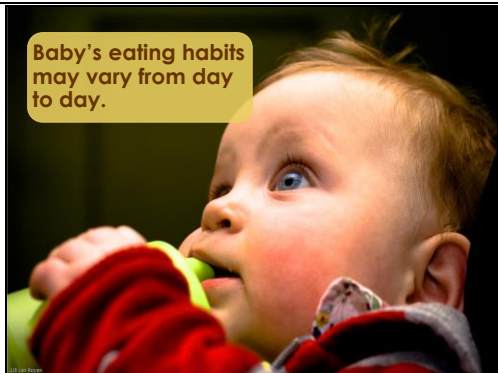
The timing in this guide is provided as a guideline and is estimated for an average class size of 10; modify as needed.



| Topic   | Activity   | Duration               |
|---|--|------------------------|
| Welcome                                       | <ul style="list-style-type: none"> <li>N/A</li> </ul>  |                        |
| Agenda  | <ul style="list-style-type: none"> <li>N/A</li> </ul>  | 1 min                  |
| Introduction                                  | <ul style="list-style-type: none"> <li>N/A</li> </ul>  | 2 min                  |
| Learning Objectives                           | <ul style="list-style-type: none"> <li>N/A</li> </ul>  | 1 min                  |
| Baby's Eating Habits                          | <ul style="list-style-type: none"> <li>Participants will learn about the differences between baby's eating habits and those of older children.</li> </ul>      | 1 min                  |
| Responsive Feeding                            | <ul style="list-style-type: none"> <li>Participants will learn what is meant by responsive feeding.</li> </ul>   | 1 min                  |
| Signs of Hunger/Fullness                      | <ul style="list-style-type: none"> <li>Participants will learn the signs of hunger and signs of fullness baby exhibits before and during feeding.</li> </ul>   | 2 min                  |
| Readiness of Solid Foods                      | <ul style="list-style-type: none"> <li>Participants will learn developmental signs that baby is ready for solid foods.</li> </ul>                              | 2 min                  |
| Talking to Parents About Baby's Eating Habits | <ul style="list-style-type: none"> <li>Participants will learn the importance of talking to parents about baby's eating habits.</li> </ul>                     | 2 mins                 |
| CACFP Infant Meal Pattern                     | <ul style="list-style-type: none"> <li>Participants will learn breakfast, lunch, dinner and snack requirements for reimbursable CACFP infant meals.</li> </ul> | 5 mins                 |
| Summary                                       | <ul style="list-style-type: none"> <li>N/A</li> </ul>  | 1 min                  |
| Activity & Discussion                         | <ul style="list-style-type: none"> <li>Create a CACFP infant meal plan</li> </ul>  | 10 mins                |
| Questions/Answers                             | <ul style="list-style-type: none"> <li>N/A</li> </ul>  | 2 min                  |
|   |  | Approximate time 30min |



# Presentation

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|                |   |   |
|----------------|---|---|
| <p>Slide 1</p> |   | <p><b>Do:</b> Click to bring each object onto the screen.</p> <p><b>Say:</b> Welcome participants to the class.</p> |
| <p>Slide 2</p> |  | <p><b>Do:</b> Click to bring each point onto the screen.</p> <p><b>Say:</b> Introduce the agenda.</p>               |

|                |   |  |
|----------------|---|--|
| <p>Slide 3</p> |    | <p><b>Do:</b> Click to bring each object onto the screen.</p> <p><b>Say:</b> Orient participants to the building, including exits, bathrooms, snacks or drinks, length of training.</p>  |
| <p>Slide 4</p> |  <p><b>AFTER THIS TRAINING YOU WILL BE ABLE TO:</b></p> <ul style="list-style-type: none"> <li>▶ Describe a baby's eating habits and how they differ from those of an older child or adult.</li> <li>▶ Identify baby's behaviors that indicate fullness or hunger.</li> <li>▶ Identify behaviors that indicate baby is ready to start eating solid food.</li> <li>▶ Plan a developmentally appropriate, reimbursable meal and snack for baby that includes CACFP creditable solid foods, as appropriate.</li> <li>▶ Communicate with parents about solid foods and baby's eating habits.</li> </ul> | <p><b>Do:</b> Click to bring each learning objective onto the screen.</p> <p><b>Say:</b> Introduce the learning objectives.</p>  |
| <p>Slide 5</p> |    | <p><b>Do:</b> Click to bring each object onto the screen.</p> <p><b>Say:</b></p> <ul style="list-style-type: none"> <li>•Baby's eating habits are different than those of older children.</li> <li>•Baby may eat several times a day, not just morning, noon, and night.</li> <li>•Baby may eat more or less than older children.</li> <li>•Baby's intake may vary day to day. Some days she will eat more, other days she will eat less. That's why it's important to feed baby on demand.</li> </ul> |

|                |  |  |
|----------------|--|--|
| <p>Slide 6</p> |   | <p><b>Do:</b> Click to bring each object onto the screen.</p> <p><b>Say:</b></p> <ul style="list-style-type: none"> <li>• <i>Responsive feeding is when you feed baby when she is showing behaviors that indicate hunger and stopping when she shows behaviors indicating fullness...even if the bottle, dish or plate is not empty.</i></li> <li>• <i>Feeding baby when she is hungry helps her learn to regulate her own eating. She learns to stop when she's full and eat when she's hungry.</i></li> <li>• <i>Most babies will usually eat enough food to continue to grow.</i></li> </ul>  |
| <p>Slide 7</p> |  | <p><b>Do:</b> Click to bring in <i>Signs of Hunger</i> text and the picture that goes with it.</p> <p><b>Say:</b> <i>What are some ways you know baby is hungry?</i></p> <p>Make sure each sign of hunger listed below is named. Be sure to point out that crying is a late sign.</p> <p><b>Say:</b> <i>Signs of hunger include:</i></p> <ul style="list-style-type: none"> <li>• <i>Making sucking noises</i></li> <li>• <i>Opening or closing the mouth</i></li> <li>• <i>Sucking on lips, hands, clothing</i></li> <li>• <i>Reaching or pointing to food</i></li> <li>• <i>Rooting for the nipple</i></li> <li>• <i>Getting excited when seeing food</i></li> <li>• <i>Crying is a late sign of hunger</i></li> </ul> <p><b>Do:</b> Click to bring in <i>Signs of Fullness</i> and the picture that goes with it.</p> <p><b>Say:</b> <i>What are some ways baby communicates that he is full?</i></p> <p>Be sure each sign of fullness listed below is named. Point out that these signs usually occur in combination.</p> <p><b>Say:</b> <i>Signs of fullness include:</i></p> |

|         |   |   |
|---------|---|---|
|         |   | <ul style="list-style-type: none"> <li>• <i>Sucking slowly</i></li> <li>• <i>Stops sucking</i></li> <li>• <i>Looking around</i></li> <li>• <i>Not paying attention to feeding</i></li> <li>• <i>Turning head away</i></li> <li>• <i>Pushing food away</i></li> <li>• <i>Sealing lips together</i></li> <li>• <i>Falling asleep</i></li> </ul>   |
| Slide 8 |   | <p><b>Do:</b> Click to bring each object onto the screen.</p> <p><b>Say:</b> <i>Baby is ready for solid food when:</i></p> <ul style="list-style-type: none"> <li>• <i>She opens her mouth when food comes her way</i></li> <li>• <i>She reaches for food</i></li> <li>• <i>She can sit in a highchair with good head control</i></li> <li>• <i>She uses her tongue to move food from the spoon to her mouth</i></li> <li>• <i>Her tongue does not automatically push food out of her mouth</i></li> <li>• <i>She is around six months old</i></li> </ul> |
| Slide 9 |  | <p><b>Do:</b> Click to bring each object onto the screen.</p> <p><b>Say:</b> <i>It's important to discuss baby's eating habits with parents.</i></p> <p><i>Make sure you find out:</i></p> <ul style="list-style-type: none"> <li>• <i>If baby is being breast or formula fed</i></li> <li>• <i>When and how much baby eats at home</i></li> <li>• <i>If baby has started eating solid food</i></li> <li>• <i>How long she has been eating solid food</i></li> </ul>  |



- When new foods are introduced at home
- If baby has any food allergies
- If there are foods the family doesn't eat due to religious or other reasons.

Slide 10

| CACFP Infant Meal Plan   |   |
|--|---|
| Birth through 5 months   | 6 through 11 months   |
| 4-6 fluid ounces breastmilk <sup>1</sup> or formula <sup>2</sup> | 6-8 fluid ounces breastmilk <sup>1</sup> or formula <sup>2</sup> ; and                        |
|  | 0-4 tablespoons infant cereal <sup>3,4</sup>  |
|  | meat, fish, poultry, whole egg, cooked dry beans, or cooked dry peas; or                      |
|  | 0-2 ounces of cheese; or  |
|  | 0-4 ounces (volume) of cottage cheese; or   |
|  | 0-4 ounces or ½ cup of yogurt <sup>5</sup> ; or a combination of the above <sup>6</sup> ; and |
|  | 0-2 tablespoons vegetable or fruit or a combination of both <sup>5,6</sup>                    |

**Do:** Click to bring each object onto the screen.

**Say:** This is the CACFP infant meal pattern for breakfast, lunch, and dinner. We will look at the meal pattern for snacks on the next slide.

It is divided between infants, birth through five months and infants six months through 11 months.

**Infants birth through five months are fed:**

- Only 4-6 oz of breast milk or formula per feeding
- On-demand, not at set times

**Infants six months through 11 months are fed:**

- 6-8 oz of breastmilk or formula and
- 0-4 tablespoons infant cereal, meat, fish, poultry, egg, cooked dry beans or cooked dry peas or
- 0-2 oz of cheese or
- 0-4 oz of cottage cheese or 0-4 oz or ½ cup of yogurt
- or a combination of the above
- 0-2 tablespoons of vegetables or fruits or a combination
- Yogurt may not contain more than 23 g sugar/6 oz

- *Grains must be whole grain or enriched*
- *Cereal must not contain more than 6 g sugar/1 dry oz*

Slide 11

| Birth through 5 months   | 6 through 11 months  |
|--|--|
| 4-6 fluid ounces breastmilk <sup>1</sup> or formula <sup>2</sup> | 2-4 fluid ounces breastmilk <sup>2</sup> or formula <sup>2</sup> ; and<br>0-1/2 slice bread <sup>3,4</sup> ; or<br>0-2 crackers <sup>3,5</sup> ; or<br>0-4 tablespoons infant cereal <sup>2,3,4</sup> or ready-to-eat breakfast cereal <sup>3,4,5,6</sup> ; and<br>0-2 tablespoons vegetable or fruit, or a combination of both <sup>6,7</sup> |

**Do:** Click to bring each object onto the screen.




**Say:** This is the CACFP Infant Meal Plan for snacks.

***Infants birth through five months are fed:***

- *Only 4-6 oz of breast milk or formula per feeding*
- *On-demand, not at set times*

***Infants six through 11 months are fed:***

- 2-4 oz of breastmilk or formula and
- 0-1/2 slice of bread or
- 0-2 crackers or 0-4 tablespoons of infant cereal or ready-to-eat breakfast cereal with less than 6 grams of sugar per dry ounce, and
- 0-2 tablespoons of vegetables or fruit or a combination of both.

|                 |  |   |
|-----------------|--|---|
| <p>Slide 12</p> |  <p><b>SUMMARY</b></p> <ul style="list-style-type: none"> <li>▶ Baby's eating may change from day to day, so remember to feed baby on demand.</li> <li>▶ Don't insist that baby finish all of the bottle or food in the bowl.</li> <li>▶ Be aware of signs of hunger. Remember that crying is a late sign of hunger.</li> <li>▶ Be aware of signs of fullness.</li> <li>▶ Baby will be ready for solids at around 6 months old.</li> <li>▶ Talk to parents about baby's eating habits.</li> <li>▶ Include all food components in CACFP reimbursable meals.</li> </ul> | <p><b>Do:</b> Click to bring each point onto the screen.</p> <p><b>Say:</b> Summarize each point that you have covered in this lesson.</p>  |
| <p>Slide 13</p> |  <p><b>ACTIVITY<br/>PLAN A CACFP<br/>REIMBURSABLE MEAL</b></p>   | <p><b>Do:</b> Click to bring each object onto the screen.</p> <p><b>Say:</b> Explain that participants are going to plan a CACFP reimbursable meal.</p> <p><b>Time:</b> Allow about 10 minutes for this activity.</p> <p><b>Note:</b> If the group is small enough, you can plan one meal as a group.</p> <p>For larger groups, break into pairs or into small groups of three or four, or by table.</p> <p>Circulate and answer questions from groups during the activity.</p> |
| <p>Slide 14</p> |  <p><b>Q &amp; A</b></p>  | <p><b>Do:</b> Click to bring the objects onto the screen.</p> <p><b>Say:</b> Ask participants for questions and review as needed.</p> <p>Remind participants to complete the survey prior to leaving and pick up certificate of completion.</p>   |