

## BF – Infant Feeding and Behavior - Spanish

Client-centered nutrition education (CCNE) uses methods like group discussions and activities to engage clients and facilitate learning. Use this template when planning your CCNE to be either in person or virtual.

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*Local Agency Name and Number*

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**Written and**

**Approved by:** **Adapted and approved by State Agency**

*Authors' names, including the Registered Dietitian who approved it.*

Planning and Preparation	
<b>CCNE Title</b>	BF- La alimentación y el comportamiento del bebé
<b>Description</b> Provide a brief description that can be used for promoting it to clients.	En esta clase hablaremos de la alimentación y el comportamiento de los bebés, los consejos para alcanzar metas de lactancia, las posiciones para amamantar, el agarre en los recién nacidos y las diferencias entre la leche materna y la fórmula. Además, explicaremos comportamientos importantes, como las señales de que tiene de hambre o está satisfecho, el sueño seguro y el llanto de los recién nacidos. Proporcionaremos recursos y beneficios a las participantes para instruir las en cómo buscar y obtener apoyo cuando salgan del hospital o centro de partos.
<b>Objectives</b> List what clients should expect to gain from this class.	<p><b>Las participantes aprenderán sobre los siguientes temas:</b></p> <ul style="list-style-type: none"> <li>• Las diferencias entre la fórmula y la leche materna.</li> <li>• Cómo produce el cuerpo la leche materna.</li> <li>• Los cambios en los senos durante el embarazo.</li> <li>• Cómo prepararse para amamantar con éxito.</li> <li>• Las señales del bebé de hambre y de que está satisfecho.</li> <li>• Cómo lograr un buen agarre.</li> <li>• Posiciones para amamantar.</li> <li>• Cómo saber si el bebé está tomando suficiente leche.</li> <li>• Dónde obtener ayuda para resolver preguntas e inquietudes.</li> </ul>
<b>Target Audience(s)</b> Who is this class designed for?	Pregnant and breastfeeding moms
<b>Format</b> Indicate how you plan to deliver this class.	<input type="checkbox"/> In person <input type="checkbox"/> Virtual - Live <input type="checkbox"/> Virtual - Pre-recorded <input checked="" type="checkbox"/> Both (Class can be delivered in person or virtually)

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<p><b>Promotion and Registration</b></p> <p>Indicate how clients will learn about and join the class.</p>	<p><b>This class will be promoted in the following ways:</b></p> <p><input type="checkbox"/> Verbally, such as during counseling</p> <p><input type="checkbox"/> Promotional push cards, flyers, etc.</p> <p><input type="checkbox"/> Text</p> <p><input type="checkbox"/> Email</p> <p><input type="checkbox"/> Social Media (give examples in the spaces below)</p> <input type="text"/> <input type="checkbox"/> Website <input type="checkbox"/> Other <input type="text"/> Local agencies may promote the class however is appropriate for their clients. <p><b>Select one:</b></p> <p><input type="checkbox"/> This class <i>will</i> require registration.</p> <p><input type="checkbox"/> This class <i>will not</i> require registration.</p> <p><b>Describe how clients will register for the class, including links to website or social media.</b> Local agencies may decide how to register clients for the class.</p>	
<p><b>Virtual Platform and Client Engagement</b></p> <p>If planning a virtual class, indicate which platform and features you will use to engage clients.</p>	<p><b>Which platform will you use to deliver your virtual class? (Check one.)</b></p> <p><input type="checkbox"/> Facebook Live</p> <p><input type="checkbox"/> Zoom</p> <p><input type="checkbox"/> WebEx</p> <p><input type="checkbox"/> GoToMeetings</p> <p><input type="checkbox"/> Skype</p> <p><input type="checkbox"/> Google Meet</p> <p><input type="checkbox"/> Microsoft Teams</p> <p><input checked="" type="checkbox"/> Other  <input type="text"/> Local agencies may decide to do the class in person or via a virtual platform of their choice.</p>	<p><b>Which engagement features will you use during your class? (Check all that apply.)</b></p> <p><input type="checkbox"/> Group chat</p> <p><input type="checkbox"/> Private chat or questions</p> <p><input type="checkbox"/> Poll questions</p> <p><input type="checkbox"/> Other response feedback (i.e. thumbs up, emoji, raised hand)</p> <p><input type="checkbox"/> File or screen sharing</p> <p><input type="checkbox"/> One-way audio with clients (they can hear you, but you cannot hear them)</p> <p><input type="checkbox"/> One-way video with clients (they can only see you, but you cannot see them)</p> <p><input type="checkbox"/> Two-way audio with clients (they can hear you and you can hear them)</p> <p><input type="checkbox"/> Two-way video with clients (they can see you and you can see them)</p> <p><input checked="" type="checkbox"/> Other  <input type="text"/> Depending on format of class</p>
<p><b>Follow-up</b></p> <p>Indicate your plans for offering follow-up information or resources to clients after the class is completed.</p>	<p><b>How will you follow-up with clients after the class? (Check all that apply.)</b></p> <p><input type="checkbox"/> Email</p> <p><input type="checkbox"/> Text</p> <p><input type="checkbox"/> Phone call</p> <p><input checked="" type="checkbox"/> Other  <input type="text"/> Local agencies may decide what works best.</p>	

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<p>This could be a good place to offer additional classes, gather feedback about the class and provide a certificate of completion.</p>	<p><b>What information or resources do you plan to share with clients when you follow-up after the class?</b></p> <ul style="list-style-type: none"> <li>• Local agency Breastfeeding Client Resource List in Spanish</li> <li>• Línea de Ayuda con la Lactancia en Texas al 855-550-6667</li> <li>• CadaOnzaCuenta.com</li> <li>• TexasWIC.org/es/clases-en-linea</li> </ul>
<p><b>Staff</b></p> <p>Describe the role of each staff, including whether they are presenting in person, on screen or conducting technical tasks or other roles.</p>	<p>This class will have one trained staff presenting the class content. Staff members who have completed the modules to teach breastfeeding classes would be appropriate to lead this class.</p>
<p><b>Location and Set Up</b></p> <p>Describe the location of your class. What kind of set up is needed?</p>	<p>Virtual or in person <b>In person:</b> projector, screen or space (i.e. blank wall) to project PowerPoint, chairs lined up in rows, demo table for instructor <b>In person/Virtual:</b> quiet room with a closed door or space with minimal background noise and distractions, demo table for instructor</p>
<p><b>Materials and Resources</b></p> <p>List what you will need for your class (i.e. laptops, projector, flip chart, props, food, audiovisuals, handouts, etc.)</p>	<p>To view and download the class for your use, please request the PowerPoint lesson from your LA State Agency Partner.</p> <p>Materials: laptop, projector, props — breast model, doll, BF Education kit (optional) Suggested resources can be found throughout the Notes sections of the slide deck. The images used in the presentation are the property of HHS/WIC and may not be used in other materials or presentations without exclusive permission from HHS/WIC</p>
<p><b>Notes/Script</b></p>	
<p><b>Opening and Introduction</b></p> <p>Introduce facilitators or guests and the topic.</p> <p>Encourage clients to share their demographic information.</p> <p>Review any relevant technical details and ground rules with clients.</p>	<p>See power point slide #1.</p>

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<p><b>Icebreaker</b></p> <p>Anchor the class topic to the clients' lives. Use a visual, do an activity or ask a question to engage with clients.</p> <p>The icebreaker should go beyond where clients are from (location) and their basic demographics.</p>	<p>See power point slide #3.</p>
<p><b>Activities and Discussion</b></p> <p>Make sure to include activities and open-ended questions throughout the class to engage clients.</p> <p>Keep in mind that activities and conversations should enable clients to meet all of the learning objectives.</p>	<p>Power point slides provide talking points and discussion information. It also includes recommended handouts and optional activities.</p>
<p><b>Closing and Evaluation</b></p> <p>Review key points and tie in the icebreaker activity.</p> <p>Invite clients to share how they will use what they learned in the future.</p> <p>Let clients know you will follow-up with them via email, text or other method.</p> <p>Thank everyone for attending and participating.</p>	<p>Evaluation question:</p> <p>¿Qué es algo nuevo que has aprendido sobre alimentación o el comportamiento del bebé?</p>

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<p>Cover any additional resources or reminders, before ending the class.</p>	
<p><b>Supplemental Information</b></p> <p>Describe attachments and other needed information.</p>	<p>If you have questions, please contact Betzy Botello at <a href="mailto:Betzabel.Botello@hhs.texas.gov">Betzabel.Botello@hhs.texas.gov</a> or Lindsey Gray at <a href="mailto:Lindsey.Gray@hhs.texas.gov">Lindsey.Gray@hhs.texas.gov</a></p>