

Level 2 Baby Behaviors

The Basics

Level 2	All CPA's must complete
Type	Online – Workday Learning Oregon
Completion time	2.5 hours
Complete	Within 6 months of hire
Certifiers Guide	Lesson 4-18
Posttest	Online – Workday Learning Oregon
Completion	Form



Course Objectives

The ***Baby Behaviors*** online course focuses on building knowledge and skills in recognizing and responding to the behaviors of health full term babies from birth to six months. The following objectives are organized by the modules in which they are covered within this course.

Upon completion of this course, the learner will be able to:

Introduction to Baby Behavior

- Explain how knowledge of baby behavior can help caregivers better interpret their baby's needs.
- Describe specific ways that babies communicate with caregivers.

Just Being Themselves

- Identify the six infant states.

Baby Cues and Crying

- Differentiate between engagement and disengagement cues.
- Identify the specific cues that babies use to indicate hunger and fullness.

Sleepy Time

- Identify the two types of infant sleep.

- Recognize how normal patterns of infant sleep affect a baby’s sleeping and waking behavior in the early weeks and months of life.

Physical Activity

- Identify the importance of physical activity on infant growth and development.

Infant Feeding Misinformation

- Examine how the misinterpretation of baby behavior negatively impacts feeding decisions.

Support for Caregivers

- Recognize the strategies and resources that assist parents in making informed decisions about feeding.

Caregiver-Infant Interactions

- Demonstrate ways to effectively share baby behavior information with parents.

WIC Essential Roles

- Examine the role you have in encouraging and promoting positive caregiver – infant interactions.

Learning activities



This course consists of nine modules that build upon one another. We recommend learners complete the course in multiple sittings. The time it takes to complete each individual module varies (see estimated times below).

Module #	Estimated time needed to complete
1	12 minutes
2	12 minutes
3	18 minutes
4	13 minutes
5	5 minutes
6	25 minutes
7	28 minutes
8	20 minutes
9	20 minutes

Module 3: Baby Cues and Crying - Promoting Positive Interactions

Here the learner has the opportunity to print out an activity sheet to identify specific cues and to practice finding the words they would use during their interactions with participants. Review with the learner their completed activity.

Module 8: Caregiver-Infant Reactions - Sleeping and Crying Tips

Sleeping and crying are critical concerns for parents and caregivers right after they bring their baby home. In order to effectively share baby behavior information with participants, the learner will need time to blend the information presented in this course with their participant centered skills. Here the learner has the opportunity to print out an activity sheet to complete over the course of the next month. We recommend you make a point of scheduling time to reconnect with the learner after a month's time to review this completed activity.

Resources:

The resources section of the course includes two links to more information on the work that the UC Davis Human Lactation Center has done with Baby Behaviors. In addition, there is a link to California's Baby Behavior Campaign where multiple resources exist. Encourage the learner to take some time to review these resources.

Posttest Questions and Answers



Scoring of the *Posttest* is online and scored automatically.

1. True or False: Infants typically start sleeping through the night by 6-8 weeks of age. **False**
2. True or False: Newborns fall asleep in the *Light Sleep State* and may wake easily during this time. **True**
3. True or False: The UC Davis Human Lactation Center Study found that the most common reason new moms decided to stop breastfeeding was because they believed they didn't produce enough milk due to their babies waking up and crying during the night. **True**
4. True or False: Infants show only one cue to indicate hunger or fullness. **False**
5. True or False: Physical activity helps infants with digestion and brain development, in addition to helping to develop muscle strength and coordination. **True**

6. True or False: Laying newborns on their stomach when they are awake (tummy time) is a good physical activity because it encourages them to lift their head, which strengthens their neck. **True**
7. True or False: Car seats restrict movement and discourage physical activity and therefore should only be used for safety when in a car. **True**
8. True or False: Responding to cues quickly before a baby starts to fuss may help the baby cry less. **True**
9. True or False: Babies need to wake up often and feed. **True**
10. True or False. Babies do not show cues when they feel full. **False.**
11. Infant states are groups of behaviors that occur together and include:
All of the above.
12. Which infant state is the best time for the baby to learn, play and feed?
c. **Quiet Alert**
13. Which of the following are early hunger cues?
c. **Clenched fingers, fists over their chest and tummy, bringing hands to their face, sucking noises or motions**
14. What are some of the ways WIC staff can help parents respond to their baby's cues?
e. **All of the above.**
15. Knowledge of baby behaviors provides insights into all of the following, EXCEPT:
c. **How smart babies will be.**
16. Which of the following is **NOT** a method to soothe a crying baby?
b. **Offering a variety of toys as a distraction.**
17. Which of the following is **NOT** a disengagement cue?
c. **Smiling**
18. _____ cues tell caregivers, "I want to be near you," or, "I want to learn and play."

b. Engagement cues

19. Hannah is a new mother of a calm and alert 2-month-old baby boy, Joshua, who has been looking around the clinic during her appointment. You notice that the baby puts his head down on her shoulder for a moment, looks up, then opens and closes his eyes. What do you expect Joshua to do in the next few minutes?
- a. He will show more cues that indicate he needs to rest, because being alert is hard work for babies.**
20. Fatima enters your office carrying Ahmed, her 5 month old, in his car seat. Ahmed is pushing against the straps of the car seat as his mother places it down on the floor beside her. Fatima tells you that Ahmed has been squirming a lot in his car seat and she worries that he has a stomach ache. How would you respond?
- b. “You are concerned Ahmed has a stomach ache and you are wondering whether the car seat might be causing it. Let’s have you hold him and we can explore what is going on with him now that he is at the age of wanting to sit up and practice new motor skills.”**
21. Madeline calls you from her hospital room on the second day after her baby was born to tell you that her newborn is refusing to breastfeed. How would you respond?
- b. “What is making you feel your baby is refusing the breast?”**
22. Blanca tells you that she is worried that her 2-month-old son Luis doesn’t like “tummy-time” when she puts him down while she folds laundry nearby. She tells you that he starts crying within a couple of minutes. How do you respond?
- c. Luis wants to learn and play with you whenever he can. He might be crying because he can’t see your face. Would you like to hear more about that?**
23. Match the infant state with the infant cues:

Crying	Tears, muscle tension, jerky movements, rapid breathing
Irritable	Movements becoming faster and stiffer, irregular breathing, eyes open but not focused, may be fussy
Quiet Alert	Little body movement, eyes wide open, steady regular breathing, responsive

Drowsy	Tired eyes, opens and closes eyes, variable movement, delayed reaction time
Light Sleep (Active Sleep)	Eyes closed with rapid eye movement, moves now and then, irregular breathing, easily awakened and startled
Deep Sleep (Quiet Sleep)	Not easily awakened, no body movement, regular breathing, bursts of sucking

24. Which of the following may explain an infant's persistent crying?

All of the above.