

MODULE 5: Conversation Grid

Steps/Suggested Approaches	Knowledge Needed	Skills Needed
<p>Introduction:</p> <p>When babies come home they need to sleep, eat and have their diapers changed. That is a lot of work and they don't sleep like we do. When parents are tired from not getting much sleep and when other people keep asking if the baby is sleeping through the night, they may make decisions that they might not have planned. Begin by sharing some information about how babies eat and sleep, because it affects what happens when families get home. Ask how they plan to feed and sleep their baby.</p>	<p>Infant sleep and eating patterns— Module 2</p>	<p>Providing information in respectful and sensitive ways—Module 5</p>
<p>Eliciting reaction to information:</p> <p>Ask if they have heard this information; what do they think; what have others told them. How do they think this will affect them and their decisions about sleeping and feeding their baby?</p> <p>Keep their responses in mind as you continue the conversation and move to creating a plan.</p> <p>They will need to build some actions into their plan to support them with lack of sleep.</p>	<p>Infant sleep and eating patterns— Module 2</p>	<p>Asking open-ended questions, Using a strengths-based perspective and affirming statements, and Listening to deepen understanding—Module 5</p>
<p>Ask how they plan to feed and sleep their baby—have they thought about it; have others talked to you about it?</p> <p>Listen for plans that align with the recommendations and those that do not. Listen for any reasons they give for their intentions.</p>	<p>Safe sleep and breastfeeding recommendations—Module 3</p>	<p>Asking open-ended questions, Using a strengths-based perspective and affirming statements, and Listening to deepen understanding—Module 5</p>

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<p>Next, indicate that you will share some important information about sleeping and feeding babies that they might want to know as they plan to take their baby home. Name and explain recommendations. You can group them or you can share them one at a time. In either case, ask if they have heard about these recommendations before and if they need you to clarify anything about what is recommended and why.</p>	<p>Safe sleep and breastfeeding recommendations—Module 3</p>	<p>Asking open-ended questions, Using a strengths-based perspective and affirming statements, and Listening to deepen understanding—Module 5</p>
<p>Ask if they think that they might follow the recommendations—any or all? Do they have any concerns, questions, reluctance? These concerns may be practical barriers, personal or cultural beliefs, pressure from others, etc. If they seem reluctant to share their concerns, you can prompt them by mentioning common concerns others may have.</p>	<p>Common reluctance and concerns with implementing safe sleep and breastfeeding—Module 4</p>	<p>Providing information in respectful and sensitive ways, Asking open-ended questions, Using a strengths-based perspective and affirming statements, and Listening to deepen understanding—Module 5</p>
<p>As they share a concern, ask if you can share some additional information with them about that concern. If they agree, share that information and elicit their thoughts and feelings about what you have shared. You may want to ask: What have they heard? Do you know anyone who is implementing the recommendations? What do those people say?</p>	<p>Common reluctance and concerns with implementing safe sleep and breastfeeding—Module 4</p>	<p>Providing information in respectful and sensitive ways, Asking open-ended questions, Using a strengths-based perspective and affirming statements, and Listening to deepen understanding—Module 5</p>
<p>Return to the question about what are they thinking of doing when they take their baby home. Discuss with them what the most important factors are in making that decision (resources—can help them get crib, pumps, etc., what others think—cultural issues, safety, closeness to baby, etc.). Reaffirm the reasons for the recommendations and ask how that information aligns with their decisions. If they are not sure, offer another conversation or refer them to resources that can help them continue their decision-making process. Remember, it is not your purpose to convince them to follow the recommendations.</p>	<p>Common reluctance and concerns with implementing safe sleep and breastfeeding—Module 4</p>	<p>Providing information in respectful and sensitive ways, Asking open-ended questions, Using a strengths-based perspective and affirming statements, and Listening to deepen understanding—Module 5</p>

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<p>Once they have articulated their planned behaviors, suggest that you (or someone you can connect them to) can help them make a plan that will help them succeed with their choices and also take into account reducing risk (sleep issues) and maximizing health (feeding issues). Explain that both safe sleep and breastfeeding need some preparation (engaging important others to support you, physical preparations, planning for bumps in the road, and figuring out who can help with those challenges). Remind them that they can always change the plan. Let them know that making decisions that support their initial plans help when things get tough and they are tired, sleep deprived or worried about what is happening to their baby. If they agree, help them work on a plan or connect them with that resource.</p>	<p>Safe sleep and breastfeeding recommendations—Module 3</p>	<p>Providing information in respectful and sensitive ways, Asking open-ended questions, Using a strengths-based perspective and affirming statements, and Listening to deepen understanding—Module 5 Creating an integrated family plan for sleeping and feeding their baby—Module 6</p>

This handout has been developed as a component of the Building on Campaigns with Conversations: An Individualized Approach to Helping Families Embrace Safe Sleep & Breastfeeding online curriculum. To view the entire curriculum, please visit: <https://www.ncemch.org/learning/building>.

Suggested Citation: Bronheim, S. (2017). Building on campaigns with conversations: An individualized approach to helping families embrace safe sleep and breastfeeding. Washington, DC: National Center for Education in Maternal and Child Health.

Information is based on the American Academy of Pediatrics (AAP) technical report: Moon, R. Y., & AAP Task Force on Sudden Infant Death Syndrome. (2016). SIDS and other sleep-related infant deaths: Evidence base for 2016 updated recommendations for a safe infant sleeping environment. *Pediatrics*, 138(5) e20162940 and the AAP policy statement: Eidelman, A. I., Schanler, R. J., Johnston, M., Landers, S., Noble, L., Szucs, K., & Viehmann, L. (2012). Breastfeeding and the use of human milk. *Pediatrics*, 129(3), e827-e841.

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This project was supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number UF7MC26937 for \$1,500,000. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.