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Louisiana WIC

Creating  
Mealtime Magic



Supervisor's Guide to the  
Self-Instructional Manual

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# Supervisor's Guide to Self-Instructional Training

This supervisor's guide includes a general discussion of how to train with the manual, followed by the Post-test and Post-test Answers.

- **Intended audience:**

This Self-Instructional Training Manual is intended for WIC staff doing nutrition education.

- **Time required:**

It will take approximately 1.5 hour for an individual to complete the entire Self-Instructional Training Manual. The time will vary from individual to individual.

- **Materials needed:**

The only material needed is the Self-Instructional Training Manual and a pencil or pen for the Self-Checks.

- **Learning Objectives:**

Three learning objectives that are reflected in the successful completion of the Post-test are:

1. Learners will be able to identify what parents can expect at mealtime from infants, toddlers, and children ages 3 and 4.
2. Learners will know counseling tips that can help parents make family mealtimes pleasant in infancy and early childhood.
3. Learners will understand what the parent's responsibilities are at mealtime, and what the infant's and child's responsibilities are.

- **Self-Checks and Self-Check Answers:**

Each of the four self-instructional sections of the training manual has a Self-Check, with

Self-Check Answers on the following page. These serve as a review and also a short self-quiz.

If a staff member is able to answer the Self-Checks correctly, they will probably do well on the Post-test, as the questions are essentially the same.

Successfully completing the Post-test is getting two or fewer answers incorrect. If a staff member misses three or more answers to the Post-test, the staff member should review the material and re-take the Post-test.

- **Doing the training:**

How to present this training is something each supervisor can decide. The materials may be used to train a group or may be used to train an individual WIC staff member.

**This scenario may work when training a group:**

- At a staff meeting, introduce the topic and pass out the Self-Instructional Training Manual.
- Ask staff to complete the manual before the next meeting. Emphasize that the material is not difficult and that the Post-test will be composed of essentially the same questions contained in the Self-Checks.
- At a followup staff meeting, the group takes the Post-test. After taking the Post-test, they review the answers as a group, if desired, and then discuss practical applications. This could be done in the format of a WIC Sharing Session, led by a facilitator who has several open-ended questions ready and perhaps an activity or two.

## Post-test

Now that you have done the Self-checks, this Post-test will be easy. It is really just a review of what you have read and the Self-checks you have already done.

### True or False:

How infants and young children eat reflects their stage of development.	True	False
Becoming secure and bonded is one of the infant's first developmental "jobs."	True	False
The infant at 6 to 12 months has the developmental "job" of exploring.	True	False
Essential bonding between infants and parents takes place at feeding time.	True	False
Infants have built-in appetite mechanisms that tell them when they are hungry and when they are full.	True	False
Parents can trust their healthy full-term infants to know how much is enough at feeding time.	True	False
Infants develop trust when they are routinely fed when they are hungry.	True	False
Toddlers are busy proving to themselves and their parents that "I am a separate person!"	True	False
Toddlers don't eat as much as they did as infants because they are not growing as fast.	True	False
Children often must be exposed to a new food many times before actually eating it.	True	False
Parents are responsible for what foods are offered, and when and where the child eats.	True	False
Children are responsible for deciding whether to eat and how much to eat.	True	False
Using food to bribe, reward, punish or comfort a child can distort the child's relationship to food.	True	False
It is important that parents make mealtime pleasant.	True	False
Family mealtimes are more pleasant if parents do not force children to eat foods they don't want to eat.	True	False

At ages 3 and 4, children's main developmental "job" is to learn new skills, practice them, and become competent.	True	False
The best indicator of an adequate diet is growth--not how much a child eats.	True	False
A young child should be offered food every 2 to 3 hours, at a regularly scheduled meals and snacks.	True	False
If a child is energetic and growing, the child is probably eating enough.	True	False
Children are easily distracted. Avoiding distractions at mealtime, such as toys and television, can help them eat better.	True	False
It is normal for children to struggle with parents over food, in an attempt to make their own decisions and become independent.	True	False
To help children develop a good body image, parents should not criticize their own size or shape, or anyone else's.	True	False
The overall goal of feeding children is for them to be well nourished and to have a positive relationship to food and to eating.	True	False

# Post-test Answers

## True or False:

How infants and young children eat reflects their stage of development. True

Becoming secure and bonded is one of the infant's first developmental "jobs." True

The infant at 6 to 12 months has the developmental "job" of exploring. True

Essential bonding between infants and parents takes place at feeding time. True

Infants have built-in appetite mechanisms that tell them when they are hungry and when they are full. True

Parents can trust their healthy full-term infants to know how much is enough at feeding time. True

Infants develop trust when they are routinely fed when they are hungry. True

Toddlers are busy proving to themselves and their parents that "I am a separate person!" True

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