



United States Department of Agriculture

Food and Nutrition Service



Trainer's Guide

Child and Adult Care Food Program Trainer's Tools:

Feeding Infants

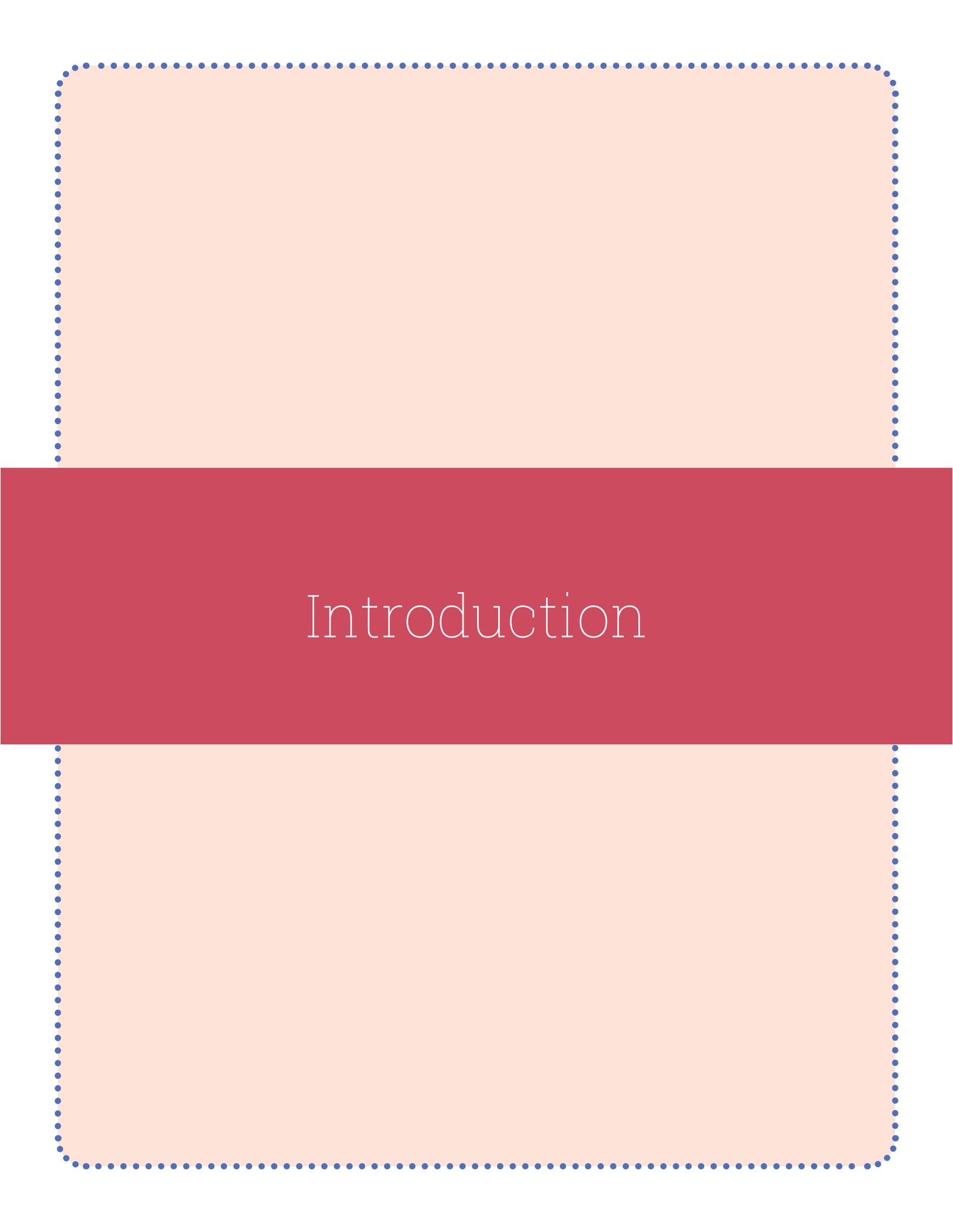
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Introduction

Project Overview

The Food and Nutrition Service (FNS) administers the nutrition assistance programs of the United States Department of Agriculture (USDA). The mission of FNS is to work with partners to provide food and nutrition education to people in need in a way that inspires public confidence and supports American agriculture. Among these programs is the Child and Adult Care Food Program (CACFP). The CACFP provides aid to child and adult care institutions and family or group day care homes for the provision of nutritious foods that contribute to the wellness, growth, and development of young children, as well as the health and wellness of older adults and chronically impaired disabled persons.

The *CACFP Trainer's Tools: Feeding Infants* kit was developed from the *Feeding Infants in the Child and Adult Care Food Program* guide to assist trainers in conducting trainings on the CACFP infant meal pattern. The trainer's kit includes:

- › This trainer's guide
- › Presentation slides and trainer notes
- › Training pre-test and post-test for each lesson
- › Videos
- › Digital interactive games
- › 10-question final assessment
- › Test question bank

All training resources have English and Spanish versions. You can find the full *CACFP Trainer's Tools: Feeding Infants* kit on the USB drive provided with this trainer's guide or at <https://teamnutrition.usda.gov>.

Note: All training participants will need a *Feeding Infants in the Child and Adult Care Food Program* guide for this training. All Team Nutrition materials, including the *Feeding Infants in the Child and Adult Care Food Program* guide, are available for free download and in print for all operators participating in the Child and Adult Care Food Program. State agencies, sponsoring organizations, and other CACFP operators may request free printed copies while supplies last. For assistance in ordering larger quantities of the guides, please contact TeamNutrition@usda.gov.

Training Goal

The goal of the *CACFP Trainer's Tools: Feeding Infants* training curriculum is twofold:

1. Increase participant understanding of CACFP infant meal pattern requirements and how the infant meal pattern supports the growth and development of babies during their first year; and
2. Communicate best practices for feeding infants.

Target Population

The target audience for the trainer's kit is trainers working at State agencies, sponsoring organizations, and independent child care centers that provide training for CACFP operators. The CACFP operators have infants enrolled at their child care center or family child care home or plan to enroll infants in their care.

Training Environment

It is anticipated that the training will occur in a classroom setting with access to a projection system for showing presentation slides and playing videos and digital interactive games. The number of participants can range from a small group of 8 to a larger group of 50. Ideally, the training site should contain round tables to facilitate participant discussion during group activities.

Length of Training

The curriculum includes 10 lessons. On average, a lesson contains 18 to 25 minutes of instruction. This does not include the optional pre-test/post-test. If the tests are administered, this will add 4 to 6 minutes to a lesson. The lesson topics include:

- › Lesson 1: *Overview of the CACFP Infant Meal Pattern*
- › Lesson 2: *Identifying and Responding to Hunger and Fullness Signs*
- › Lesson 3: *Creating a Breastfeeding-Friendly Environment in a Child Care Site*
- › Lesson 4: *Storing and Handling Breastmilk in a Child Care Site*
- › Lesson 5: *Selecting, Storing, and Handling Infant Formula in a Child Care Site*
- › Lesson 6: *Bottle Feeding and Introducing a Cup*
- › Lesson 7: *Developmental Readiness for Solid Foods*
- › Lesson 8: *Infant Feeding Skills and Modifying Food Textures*
- › Lesson 9: *Creditable Infant Foods: Part 1*
- › Lesson 10: *Creditable Infant Foods: Part 2*

Note: The expected training time is about 5 hours for all 10 lessons. If you do not have enough time to cover all of these lessons in one training session, see page 13 for suggestions for lessons you may want to cover for 1-, 2-, 3-, and 4-hour training sessions.

CACFP Trainer's Tools: Feeding Infants

The trainer's kit includes this trainer's guide, 10 PowerPoint files, 5 videos, 2 digital interactive games, a 10-question final assessment, and an assessment question bank. All training resources are available in both English and Spanish.

All materials in the *CACFP Trainer's Tools: Feeding Infants* kit are available on the USB drive provided with this trainer's guide or can be accessed from the USDA Team Nutrition website at <https://teamnutrition.usda.gov>.

Trainer's Guide

This trainer's guide is designed to accommodate various teaching and training styles and allow each trainer to adapt activities to best suit the training environment, participant needs, and their personal training style.

Each lesson in this trainer's guide includes presentation slides designed to help you lead participants in a discussion and cue you to the key point(s) you need to address for each topic. There are five videos that can be used to support the instruction and two digital interactive games that can be used as end-of-training review activities. Each digital interactive game is presented in a game format in which participants earn points for correct responses.

It is recommended that you review the lesson requirements and content in each lesson before a training session, adjusting your preparation based on your level of knowledge and training expertise. Pay close attention to steps you need to take to prepare for and facilitate each unique session. Make notes or comments in the margins of the trainer's guide, or in the Notes section at the end of each lesson, or on a hard copy of the PowerPoint slides to help you comfortably present the material.



Presentation Slides

Each lesson has accompanying PowerPoint slides and notes. Information in the notes section of each slide is the same information that appears in each lesson later in this trainer's guide.

Note: The slides contain information specific to the CACFP infant meal pattern for all participating States and territories. Please avoid modifying the slides. If you wish to include State-specific information in your training, please add blank slides to the presentation. The added slide must not contain the USDA logo or name. If an existing slide is modified, please remove the USDA logo and name from that slide.



Pre-Test and Post-Test

Each lesson includes a pre-test and post-test. The questions are the same in the pre-test and post-test. The questions and answers appear at the end of each lesson in this trainer's guide and in Appendix B. Each lesson's PowerPoint presentation includes a slide for each pre-test and post-test question.

You have options for using the test associated with each lesson.

- › Use the pre-test and post-test as a formal assessment of participant learning.
 - ›› At the beginning of the lesson, give participants a hard copy of the pre-test and ask them to answer each question. Collect the completed tests.
 - ›› At the end of the lesson, give participants a hard copy of the post-test and ask them to answer each question. Collect the completed tests.
- › Present the pre-test questions as an informal self-assessment.
 - ›› Using the slides, ask participants what they think the answer is for each question. Do not give the answer.
 - ›› Tell participants that the answers to the questions will be provided at the end of the lesson with the post-test slides.



Final Assessment

If you conduct all 10 lessons, you can use the 10-question final assessment contained on the USB drive for the *CACFP Trainer's Tools: Feeding Infants* kit. It can also be accessed on the USDA Team Nutrition website at <https://teamnutrition.usda.gov>. The questions and answers are located in Appendix C.

If you conduct only some of the lessons, you can create your own final assessment by choosing questions from those located in Appendix B (assessment question bank) or from the Word document version of the assessment question bank on the USB drive for the *CACFP Trainer's Tools: Feeding Infants* kit. It can also be accessed on the USDA Team Nutrition website at <https://teamnutrition.usda.gov>.

Videos

There are a few options for playing the videos. (1) The videos are embedded in the PowerPoint presentations. You can use your mouse to select the video on the slide to start the video. (2) You can play the video from the USB drive provided with this trainer's kit. Or, (3) If you have an internet connection, you can play the video directly from the USDA Team Nutrition website at <https://teamnnutrition.usda.gov>.

- › *Overview of the Child and Adult Care Food Program Infant Meal Pattern*
 - » Runtime is 2 minutes and 51 seconds.
 - » Use this video with Lesson 1.
 - » The video describes how CACFP meals and snacks support infant growth and development.

- › *Identifying Signs of Hunger and Fullness*
 - » Runtime is 2 minutes and 14 seconds.
 - » Use this video with Lesson 2.
 - » The video helps child care providers learn to identify and respond to a baby's hunger and fullness signs.

- › *Supporting Breastfeeding Mothers in a Child Care Site*
 - » Runtime is 3 minutes and 2 seconds.
 - » Use this video with Lesson 3.
 - » The video contains suggestions for creating a breastfeeding-friendly environment, best practices parents can follow for labeling and transporting breastmilk to a child care site, and it introduces the *Breastfed Babies Welcome Here! A Mother's Guide* as a resource for breastfeeding mothers.

- › *Handling and Storing Breastmilk and Infant Formula in a Child Care Site*
 - » Runtime is 2 minutes and 34 seconds.
 - » Use this video with Lesson 4.
 - » The video describes best practices for handling and storing breastmilk and infant formula at a child care site.

- › *Developmental Readiness for Solid Foods*
 - » Runtime is 1 minute and 56 seconds.
 - » Use this video with Lesson 7.
 - » The video helps child care providers identify when a baby is developmentally ready for solid foods.



Digital Interactive Games

Each game is described below. For more information about the games and how they are played, see Appendix A. There are a few options for launching the digital interactive games. (1) If you do not have internet access, you can launch the game from the *CACFP Trainer's Tools: Feeding Infants* kit USB drive. Or, (2) If you have internet access at your training site, you can launch the game from the slide or from the USDA Team Nutrition website at <https://teamn nutrition.usda.gov>.

Note: The digital interactive games can be played as a group activity during the training session and as a follow-up activity for participants to check their knowledge after the training.

Baby Food Line Up

In this game, participants create infant meals and snacks that are reimbursable in the CACFP. The game can be played individually or as a group (teams).

BABY FOOD LINE UP

The game can be used as a review activity after Lesson 1: *Overview of the CACFP Infant Meal Pattern*.

Feeding Babies Game Show

This is an end-of-course game in which participants answer questions to review information presented from all lessons. There are 15 questions organized into 5 categories on a game board. Two of the questions are designated as a “Baby Bonus” and are worth double points. The game can be played individually or as a group (teams). This game works best with two teams.



Lesson Layout

Each lesson includes the same sections and is designed to help you quickly see the information you need.

- › Learning Objectives
- › Lesson Description
- › Materials and Equipment
- › Lesson Content
- › Test Questions

Trainer Notes

Sections labeled *Trainer Note* provide suggestions for how to present the content and options for activities that provide practical application of key learning points. A *Trainer Note* may also contain additional information and/or resources related to the content.

Icons

The following icons are used throughout the guide:



Indicates a presentation slide is associated with the content.



Indicates a video is associated with the content.



Indicates an activity is associated with the content.



Indicates a pre-test or post-test is associated with the content.

Materials and Equipment

A laptop and projector are needed to project the PowerPoint presentation and play the videos and digital interactive games during the training session. You will also need the following items to conduct a training session:

- › PowerPoint presentation file for each lesson
- › Video files (if applicable to the lesson)
- › Digital interactive game files (if applicable to lessons presented)
- › Copies of the lesson pre-test (optional)
- › Copies of the lesson post-test (optional)
- › Pencils
- › Large chart paper or whiteboard (optional)
- › Markers (optional)
- › *Feeding Infants in the Child and Adult Care Food Program* guide (one per participant)
- › If conducting Lesson 3, *Breastfed Babies Welcome Here!* kit (one per participant)

Materials and Equipment (continued)

Note: This training covers hot topics addressed in the *Feeding Infants in the Child and Adult Care Food Program* guide. The training does not include all of the information found in the guide. During the training, you will ask participants to locate various handouts, tables, and appendixes within the guide. This will help participants familiarize themselves with this resource.

Note: All Team Nutrition materials, including the *Feeding Infants in the Child and Adult Care Food Program* guide, are available for free download and in print for all operators participating in the Child and Adult Care Food Program. State agencies, sponsoring organizations, and CACFP operators may request free printed copies while supplies last. For assistance in ordering larger quantities of the guides, please contact TeamNutrition@usda.gov.

Supplemental Materials

Supplemental materials may be needed for the participant activities and demonstration purposes to enhance the training and facilitate learning. Supplemental materials are optional but the following are suggested:

- › Various types of bottles, labeled with and without babies' full name and date (Lessons 4 & 5)
- › Various types of infant formula containers or Nutrition Facts labels (Lesson 5)
- › Various ready-to-eat cereal boxes or Nutrition Facts labels (Lesson 10)
- › Various empty yogurt containers or Nutrition Facts labels (Lesson 10)

Note: A list of training materials, including supplemental materials, can be found at the beginning of each lesson, starting on page 18.

Suggested Training Sessions

Lessons can be presented singly or in combination to create a 1-, 2-, 3-, or 4-hour training session. If all 10 lessons are presented, the expected training time is about 5 hours. Although there is no prescribed order for presenting the lessons, it is recommended that lessons be grouped logically based on the chronological progression of an infant's development or similarity of topics.

If you do not have 5 hours for a training session, below are suggested lesson combinations for a 1-, 2-, 3-, and 4-hour training session.

Note: You can tailor a training session by selecting the lessons that match participant's needs. Prior to the training date, ask participants about their current knowledge of the CACFP infant meal pattern. You can then develop your training based on their responses.



1-Hour Session

SUGGESTED TRAININGS	SUGGESTED LESSONS
<p>Training Option 1</p> <p>Theme: Developmental readiness for solid foods and hunger/fullness signs</p>	<p>Lesson 1: <i>Overview of the CACFP Infant Meal Pattern</i></p> <p>Digital Interactive Game: <i>Baby Food Line Up</i></p> <p>Lesson 2: <i>Identifying and Responding to Hunger and Fullness Signs</i></p> <p>Lesson 7: <i>Developmental Readiness for Solid Foods</i></p>
<p>Training Option 2</p> <p>Theme: Communicating with parents about baby's readiness for solid foods and introducing a cup</p>	<p>Lesson 1: <i>Overview of the CACFP Infant Meal Pattern</i></p> <p>Digital Interactive Game: <i>Baby Food Line Up</i></p> <p>Lesson 6: <i>Bottle Feeding and Introducing a Cup</i></p> <p>Lesson 7: <i>Developmental Readiness for Solid Foods</i></p>
<p>Training Option 3</p> <p>Theme: Modifying food textures based on a baby's readiness for solid foods</p>	<p>Lesson 1: <i>Overview of the CACFP Infant Meal Pattern</i></p> <p>Digital Interactive Game: <i>Baby Food Line Up</i></p> <p>Lesson 7: <i>Developmental Readiness for Solid Foods</i></p> <p>Lesson 8: <i>Infant Feeding Skills and Modifying Food Textures</i></p>
<p>Training Option 4</p> <p>Theme: Supporting breastfeeding families at a child care site</p>	<p>Lesson 2: <i>Identifying and Responding to Hunger and Fullness Signs</i></p> <p>Lesson 3: <i>Creating a Breastfeeding-Friendly Environment in a Child Care Site</i></p> <p>Lesson 4: <i>Storing and Handling Breastmilk in a Child Care Site</i></p>
<p>Training Option 5</p> <p>Theme: Feeding babies breastmilk and formula</p>	<p>Lesson 4: <i>Storing and Handling Breastmilk in a Child Care Site</i></p> <p>Lesson 5: <i>Selecting, Storing, and Handling Infant Formula in a Child Care Site</i></p> <p>Lesson 6: <i>Bottle Feeding and Introducing a Cup</i></p>
<p>Training Option 6</p> <p>Theme: Storing and handling breastmilk and infant formula at a child care site</p>	<p>Lesson 1: <i>Overview of the CACFP Infant Meal Pattern</i></p> <p>Digital Interactive Game: <i>Baby Food Line Up</i></p> <p>Lesson 4: <i>Storing and Handling Breastmilk in a Child Care Site</i></p> <p>Lesson 5: <i>Selecting, Storing, and Handling Infant Formula in a Child Care Site</i></p>
<p>Training Option 7</p> <p>Theme: CACFP creditable and non-creditable foods</p>	<p>Lesson 1: <i>Overview of the CACFP Infant Meal Pattern</i></p> <p>Digital Interactive Game: <i>Baby Food Line Up</i></p> <p>Lesson 9: <i>Creditable Infant Foods: Part 1</i></p> <p>Lesson 10: <i>Creditable Infant Foods: Part 2</i></p>

<p>Training Option 8</p> <p>Theme: CACFP creditable and non-creditable foods and modifying food textures</p>	<p>Lesson 8: <i>Infant Feeding Skills and Modifying Food Textures</i></p> <p>Lesson 9: <i>Creditable Infant Foods: Part 1</i></p> <p>Lesson 10: <i>Creditable Infant Foods: Part 2</i></p>
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 **2-Hour Session**

SUGGESTED TRAININGS	SUGGESTED LESSONS
<p>Training Option 1</p> <p>Theme: Feeding and storing breastmilk/infant formula at a child care site</p>	<p>Lesson 1: <i>Overview of the CACFP Infant Meal Pattern</i></p> <p>Digital Interactive Game: <i>Baby Food Line Up</i></p> <p>Lesson 2: <i>Identifying and Responding to Hunger and Fullness Signs</i></p> <p>Lesson 3: <i>Creating a Breastfeeding-Friendly Environment in a Child Care Site</i></p> <p>Lesson 4: <i>Storing and Handling Breastmilk in a Child Care Site</i></p> <p>Lesson 5: <i>Selecting, Storing, and Handling Infant Formula in a Child Care Site</i></p>
<p>Training Option 2</p> <p>Theme: Welcoming breastfeeding families in a child care site</p>	<p>Lesson 1: <i>Overview of the CACFP Infant Meal Pattern</i></p> <p>Digital Interactive Game: <i>Baby Food Line Up</i></p> <p>Lesson 2: <i>Identifying and Responding to Hunger and Fullness Signs</i></p> <p>Lesson 3: <i>Creating a Breastfeeding-Friendly Environment in a Child Care Site</i></p> <p>Lesson 4: <i>Storing and Handling Breastmilk in a Child Care Site</i></p>
<p>Training Option 3</p> <p>Theme: Introducing and feeding solid foods</p>	<p>Lesson 1: <i>Overview of the CACFP Infant Meal Pattern</i></p> <p>Digital Interactive Game: <i>Baby Food Line Up</i></p> <p>Lesson 2: <i>Identifying and Responding to Hunger and Fullness Signs</i></p> <p>Lesson 7: <i>Developmental Readiness for Solid Foods</i></p> <p>Lesson 8: <i>Infant Feeding Skills and Modifying Food Textures</i></p> <p>Lesson 9: <i>Creditable Infant Foods: Part 1</i></p> <p>Lesson 10: <i>Creditable Infant Foods: Part 2</i></p>

<p>Training Option 4 Theme: Preparing solid foods</p>	<p>Lesson 1: <i>Overview of the CACFP Infant Meal Pattern</i> Digital Interactive Game: <i>Baby Food Line Up</i> Lesson 7: <i>Developmental Readiness for Solid Foods</i> Lesson 8: <i>Infant Feeding Skills and Modifying Food Textures</i> Lesson 9: <i>Creditable Infant Foods: Part 1</i> Lesson 10: <i>Creditable Infant Foods: Part 2</i></p>
<p>Training Option 5 Theme: Handling and preparing breastmilk and infant formula, and introducing a cup</p>	<p>Lesson 1: <i>Overview of the CACFP Infant Meal Pattern</i> Digital Interactive Game: <i>Baby Food Line Up</i> Lesson 4: <i>Storing and Handling Breastmilk in a Child Care Site</i> Lesson 5: <i>Selecting, Storing, and Handling Infant Formula in a Child Care Site</i> Lesson 6: <i>Bottle Feeding and Introducing a Cup</i></p>

 **3-Hour Session**

SUGGESTED TRAININGS	SUGGESTED LESSONS
<p>Training Option 1 Theme: Feeding babies breastmilk and infant formula</p>	<p>Lesson 1: <i>Overview of the CACFP Infant Meal Pattern</i> Digital Interactive Game: <i>Baby Food Line Up</i> Lesson 2: <i>Identifying and Responding to Hunger and Fullness Signs</i> Lesson 3: <i>Creating a Breastfeeding-Friendly Environment in a Child Care Site</i> Lesson 4: <i>Storing and Handling Breastmilk in a Child Care Site</i> Lesson 5: <i>Selecting, Storing, and Handling Infant Formula in a Child Care Site</i> Lesson 6: <i>Bottle Feeding and Introducing a Cup</i></p>

 **4-Hour Session**

SUGGESTED TRAININGS	SUGGESTED LESSONS
<p>Training Option 1 Theme: Reimbursable infant meals and snacks in the CACFP</p>	<p>Lesson 1: <i>Overview of the CACFP Infant Meal Pattern</i> Digital Interactive Game: <i>Baby Food Line Up</i> Lesson 2: <i>Identifying and Responding to Hunger and Fullness Signs</i> Lesson 3: <i>Creating a Breastfeeding-Friendly Environment in a Child Care Site</i> Lesson 4: <i>Storing and Handling Breastmilk in a Child Care Site</i> Lesson 5: <i>Selecting, Storing, and Handling Infant Formula in a Child Care Site</i> Lesson 7: <i>Developmental Readiness for Solid Foods</i> Lesson 9: <i>Creditable Infant Foods: Part 1</i> Lesson 10: <i>Creditable Infant Foods: Part 2</i></p>
<p>Training Option 2 Theme: Handling and preparing breastmilk, infant formula, and solid foods</p>	<p>Lesson 1: <i>Overview of the CACFP Infant Meal Pattern</i> Digital Interactive Game: <i>Baby Food Line Up</i> Lesson 4: <i>Storing and Handling Breastmilk in a Child Care Site</i> Lesson 5: <i>Selecting, Storing, and Handling Infant Formula in a Child Care Site</i> Lesson 6: <i>Bottle Feeding and Introducing a Cup</i> Lesson 8: <i>Infant Feeding Skills and Modifying Food Textures</i> Lesson 9: <i>Creditable Infant Foods: Part 1</i> Lesson 10: <i>Creditable Infant Foods: Part 2</i></p>

Note: The *Feeding Babies Game Show* digital interactive game can be played during any combination of lessons, but questions posed may not have been covered during the training. However, playing the game can be an opportunity for participants to become familiar with the *Feeding Infants in the Child and Adult Care Food Program* guide by encouraging them to find the answers to the questions in the guide. Playing the *Feeding Babies Game Show* game will add 30 minutes to a training session. See Appendix A for more information on how to play the game.

Lesson 1:

Overview of the CACFP Infant Meal Pattern

Lesson 1:

Overview of the CACFP Infant Meal Pattern

Information in this lesson comes from Chapter 1: *Giving Babies a Healthy Start With the CACFP* in the *Feeding Infants in the Child and Adult Care Food Program* guide. This lesson provides participants with information about the CACFP infant meal pattern.

Learning Objectives

At the end of this lesson, participants should be able to:

- › Describe how a baby's usual eating habits fit within the CACFP infant meal pattern.

Lesson Description

The *Overview of the CACFP Infant Meal Pattern* lesson takes approximately 22 minutes to deliver. If the pre-test and post-test are administered, total session time will be approximately 28 minutes. Playing the *Baby Food Line Up* game will add approximately 20 minutes to the total training time.



TOPIC	 TIME REQUIRED
Introduction <ul style="list-style-type: none"> › Welcome and Trainer Introduction › Agenda 	2 minutes
Pre-Test (if applicable)	3 minutes
Feeding Infants in the CACFP Guide <ul style="list-style-type: none"> › <i>Overview of the Child and Adult Care Food Program Infant Meal Pattern</i> video › Feeding Infants in the CACFP Guide <ul style="list-style-type: none"> ›› The Team Nutrition Initiative ›› Words To Know 	5 minutes
CACFP Infant Meal Pattern <ul style="list-style-type: none"> › Infant Age Groups › Food Components <ul style="list-style-type: none"> ›› Food Component ›› Serving Sizes ›› Breakfast ›› Lunch/Supper ›› Snack ›› Timing of Meals and Snacks › Parent-Provided Food Component 	11 minutes
Communicating With Parents <ul style="list-style-type: none"> › Bite-Size Nutrition Messages 	2 minutes
Summary	2 minutes
Baby Food Line Up (optional)	20 minutes
Post-Test (if applicable)	3 minutes
TOTAL TIME	48 MINUTES

Materials and Equipment

Materials and equipment needed for the lesson:

- › Laptop
- › Projector/screen
- › *Overview of the CACFP Infant Meal Pattern* PowerPoint presentation file
- › *Overview of the Child and Adult Care Food Program Infant Meal Pattern* video file
- › *Baby Food Line Up* digital interactive game file (optional)

- › Pencils
- › Chart paper, easel or whiteboard, and markers (optional)

Forms needed for the lesson:

- › *Overview of the CACFP Infant Meal Pattern* Pre-Test
- › *Overview of the CACFP Infant Meal Pattern* Post-Test

Trainer Note:

Access the training files from the *CACFP Trainer's Tools: Feeding Infants* kit USB drive or from <https://teamnutrition.usda.gov>.

Lesson Content

Trainer Note: This information is the same as the trainer's notes in the PowerPoint presentation.

Introduction

Welcome and Trainer Introduction

Welcome participants to the training and introduce yourself by providing:

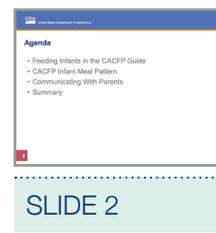
- › Your name
- › Your position title
- › Your experience with the CACFP, infant nutrition, and/or child care

Agenda

In this lesson, participants learn about the Child and Adult Care Food Program, or CACFP, infant meal pattern and some resources they can use to start conversations with parents about their baby's eating habits and development.



SLIDE 1



SLIDE 2

Pre-Test

Trainer Note: You can conduct the pre-test as a group activity or distribute a paper test. There are three question slides.

- › For a group activity, ask participants what they think the answer is for each question. Do not give the answer. Tell participants the answers will be provided at the end of the lesson in the post-test slides.
- › For paper-based testing, distribute the pre-test and pencils. Tell participants how much time they have to complete the assessment.
- › If you will not administer the test, skip the slide.



SLIDE 3



SLIDE 4



SLIDE 5



FORM



Feeding Infants in the CACFP Guide

Overview of the Child and Adult Care Food Program Infant Meal Pattern

Next, we will watch a short video that describes how CACFP meals and snacks support infant growth and development.

Trainer Note: The *Overview of the Child and Adult Care Food Program Infant Meal Pattern* video is embedded in the PowerPoint slide. Runtime is about 2 minutes and 51 seconds.

There are a few options for playing the video:

1. You can use your mouse to select the video on the slide or press “Enter” on your keyboard to start the video.
2. You can play the video from the USB drive provided with this trainer’s guide. Or,
3. If you have an internet connection, you can play the video directly from the USDA Team Nutrition website at <https://teamnnutrition.usda.gov>.

Trainer Note: After the video plays, summarize the information presented or ask participants the following questions. You can do this activity as a group discussion or break participants into smaller groups or pairs.

- › What is the CACFP infant meal pattern?
 - ›› The United States Department of Agriculture’s Child and Adult Care Food Program, also known as the CACFP, is a great way to help ensure the babies you care for get the nutrition they need for growth and development.
 - ›› The program provides for good nutrition—critical for the growth and development that occurs during a baby’s first year—and provides opportunities to introduce healthy eating habits.
 - ›› All operators participating in the CACFP need to follow the CACFP infant meal pattern and communicate with parents about types of foods the infant has eaten at home.
- › What are the three main ways (presented in the video) the CACFP infant meal pattern allows you to provide meals in a way that supports a baby’s development?
 - ›› Feed babies solid foods when they are developmentally ready.
 - ›› Feed babies when they show signs of being hungry, and stop the feeding when they show signs of being full.
 - ›› You can still be reimbursed for meals when the mother provides pumped breastmilk or stops in to breastfeed onsite, as long as you provide all other meal components when the baby is developmentally ready.



SLIDE 6



VIDEO 2:51



ACTIVITY

Feeding Infants in the CACFP Guide

The *Feeding Infants in the Child and Adult Care Food Program* guide is your go-to resource for understanding the CACFP infant meal pattern. Each baby in your care has his or her own eating abilities. This is because babies grow and develop at different rates. The guide contains information on how to offer meals that are reimbursable in the CACFP.

You will also find in the guide resources you can use to start a conversation with parents. This will help you learn about their baby's eating habits so you know when to give certain foods to a baby and which foods to avoid. You can make sure the babies are getting the best care possible by speaking with parents regularly and working together as a team.

The Team Nutrition Initiative

The Team Nutrition initiative supports the Child and Adult Care Food Program by:

- › Providing training and technical assistance to food service professionals that prepare meals for the programs,
- › Providing the programs with technical resources to support healthy school and child care environments, and
- › Developing nutrition education resources that help children learn about agriculture and become self-sufficient in making informed food choices.

To support the growth and development of the babies in your care, follow the CACFP infant meal pattern to prepare and serve nutritious meals.

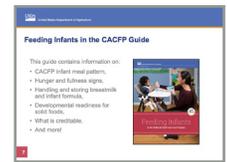
Words To Know

Trainer Note: Tell participants that there are some words they need to know. Ask them to choose the definition they think best matches each word. To reveal the answer for each word (starting at the top of the list), click your mouse or press the “Enter” key on your keyboard.

Trainer Note: After all words have been matched, invite participants to turn to the *Words To Know* chart on page 1 in their *Feeding Infants in the Child and Adult Care Program* guide. Provide the definition and explanation for each word.

Answers:

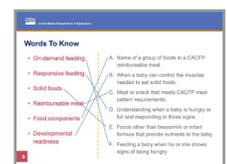
- › **On-demand feeding:** Feeding a baby when he or she shows signs of being hungry.
- › **Responsive feeding:** Understanding when a baby is hungry or full



SLIDE 7



SLIDE 8



SLIDE 9



ACTIVITY

and responding to those signs. Similar to on-demand feeding, you feed the baby when he or she is hungry and let the baby stop eating when he or she is full. This gives the baby control over how much he or she eats during a feeding and helps the baby learn when he or she is hungry and to stop when he or she is full.

- › **Solid foods:** Foods other than breastmilk or infant formula that provide nutrients to the baby.
- › **Reimbursable foods:** Meal or snack that meets CACFP meal pattern requirements. A meal or snack is reimbursable as long as all required food components are offered to the baby during the course of the day.
- › **Food components:** Name of a group of foods in a CACFP reimbursable meal. Each meal and snack under the infant meal pattern is made up of **food components**, such as breastmilk or formula and vegetables and fruits.
 - ›› **Vegetables and fruits** are considered **one food component** in the infant meal pattern.
- › **Developmental readiness:** When a baby can control the muscles needed to eat solid foods. A baby is “developmentally ready” to eat solid foods when he or she is able to open his or her mouth when foods come his or her way or reaches for food, sits in a high chair with good head control, and uses his or her tongue to move food from the spoon into his or her mouth.

CACFP Infant Meal Pattern

Infant Age Groups

The CACFP infant meal pattern reflects how babies grow and develop and when they are typically ready to eat solid foods. There are two infant age groups under the infant meal pattern. They are birth through 5 months and 6 through 11 months.

Food Components

Trainer Note: Refer participants to Table 3: *CACFP Infant Meal Pattern With Food Components* on page 15 in their *Feeding Infants in the Child and Adult Care Food Program* guide.

Explain the concept of a food component in the infant meal pattern and summarize the food components and serving sizes for each age group shown on the slide.



SLIDE 10

	Birth through 5 months	6 through 11 months	6 through 11 months
Food Component			
Breastmilk or infant formula	At least 24 ounces per day	At least 24 ounces per day	At least 24 ounces per day
Vegetables and fruits	At least 1/2 cup of vegetables and 1/2 cup of fruit	At least 1/2 cup of vegetables and 1/2 cup of fruit	At least 1/2 cup of vegetables and 1/2 cup of fruit
Grains	At least 1/2 cup of grains	At least 1/2 cup of grains	At least 1/2 cup of grains
Protein	At least 1/2 cup of protein	At least 1/2 cup of protein	At least 1/2 cup of protein
Dairy	At least 1/2 cup of dairy	At least 1/2 cup of dairy	At least 1/2 cup of dairy

SLIDE 11

Trainer Note: If you include Lesson 7: *Developmental Readiness for Solid Foods* in the training session, tell participants that you will discuss developmental readiness in the *Developmental Readiness for Solid Foods* lesson.

Food Component

- › Each meal and snack under the infant meal pattern is made up of **food components**, such as breastmilk or formula and vegetables and fruits.
 - ›› **Vegetables and fruits** are considered **one food component** in the infant meal pattern.

Serving Size

- › The infant meal pattern lists minimum serving sizes of breastmilk, infant formula, and solid foods as a **range of numbers**, rather than one specific number.

EXAMPLE: For vegetables and fruits, the serving size for infants 6 through 11 months is 0–2 tablespoons. This is because infants may not be developmentally ready for solid foods or all of the components exactly at 6 months, and infants who have just started eating solids may not eat much.

- › A baby that has not yet started solid foods would receive a serving size of 0 tablespoons. A baby that has just started eating a food may be served 1 tablespoon. A baby that has been introduced to the food multiple times would receive the full 2 tablespoons. In all of these instances, the meals would be reimbursable.
- › Infants that are just beginning to eat solid foods may not eat all of the required food components at meals and snacks. The baby **does not have to eat the entire amount served** for the meal to be reimbursed.

Breakfast

In some cases, there are several foods you may offer to meet the food component; these are indicated by the use of the word “or” after each component in the table.

For example, under the Grains/Meat/Meat Alternates component, you may offer:

- › 0–4 tablespoons of infant cereal, meat, fish, poultry, whole eggs, cooked dry beans or peas; or
- › 0–2 ounces of cheese; or

	0 through 5 Months	6 through 11 Months
Breakfast or other meal/snack	0-4 oz. breastmilk or formula	0-4 oz. breastmilk or formula
Infant or toddler formula	0-4 oz. infant cereal, meat, fish, poultry, whole eggs, cooked dry beans or peas, or cheese	0-4 oz. infant cereal, meat, fish, poultry, whole eggs, cooked dry beans or peas, or cheese
Vegetables, fruit, or grains	0-2 Tbsp. vegetables, fruit, or grains	0-2 Tbsp. vegetables, fruit, or grains

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	Breakfast	0 through 5 Months	6 through 11 Months
Breakfast or other meal/snack	0-4 oz. breastmilk or formula	0-4 oz. breastmilk or formula	0-4 oz. breastmilk or formula
Infant or toddler formula	0-4 oz. infant cereal, meat, fish, poultry, whole eggs, cooked dry beans or peas, or cheese	0-4 oz. infant cereal, meat, fish, poultry, whole eggs, cooked dry beans or peas, or cheese	0-4 oz. infant cereal, meat, fish, poultry, whole eggs, cooked dry beans or peas, or cheese
Vegetables, fruit, or grains	0-2 Tbsp. vegetables, fruit, or grains	0-2 Tbsp. vegetables, fruit, or grains	0-2 Tbsp. vegetables, fruit, or grains

SLIDE 13

- › 0–4 ounces of cottage cheese; or
- › 0–4 ounces of yogurt

Lunch/Supper

What are the food components for a lunch or supper for a 6- to 11-month-old baby?

Just like at breakfast, they are: breastmilk or iron-fortified infant formula; infant cereal; and/or meat or meat alternates; and vegetables and fruits, or both. The serving sizes are also the same.

	0 through 11 Months	12 through 17 Months
Meat or meat alternate	2.0 oz. cooked meat, poultry, fish, or shellfish	2.0 oz. cooked meat, poultry, fish, or shellfish
Vegetables	2.0 oz. cooked vegetables	2.0 oz. cooked vegetables
Fruits	2.0 oz. cooked fruit	2.0 oz. cooked fruit
Grains	2.0 oz. cooked grains	2.0 oz. cooked grains
Dairy	2.0 oz. milk, yogurt, or cheese	2.0 oz. milk, yogurt, or cheese
Beverages	2.0 oz. water	2.0 oz. water

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Snack

What are the food components at snack?

They are breastmilk or iron-fortified infant formula; grains; and vegetables and fruits, or both. This is different from breakfast, lunch, and supper. A meat/meat alternate is not an option at snack.

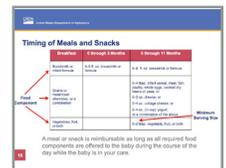
	0 through 11 Months	12 through 17 Months
Meat or meat alternate	Not allowed	Not allowed
Vegetables	2.0 oz. cooked vegetables	2.0 oz. cooked vegetables
Fruits	2.0 oz. cooked fruit	2.0 oz. cooked fruit
Grains	2.0 oz. cooked grains	2.0 oz. cooked grains
Dairy	2.0 oz. milk, yogurt, or cheese	2.0 oz. milk, yogurt, or cheese
Beverages	2.0 oz. water	2.0 oz. water

SLIDE 15

At snack only, certain grains may be offered, such as bread or bread-like items including pancakes and tortilla strips; crackers; and ready-to-eat breakfast cereals that meet the CACFP sugar limit.

Timing of Meals and Snacks

Recall from the Words To Know slide earlier that responsive feeding is “understanding when a baby is hungry or full and responding to those signs.”



SLIDE 16

A meal or snack is reimbursable as long as all of the required food components and amounts are offered to the baby during the course of the day while the baby is in your care. So, if the baby is not hungry for breakfast at 9 a.m. but is hungry and is provided a reimbursable breakfast at 10:15 a.m., you can still claim that meal as breakfast.

Parent-Provided Food Component

Parents may bring in **one creditable food component** for their baby that can count towards a reimbursable meal or snack in the CACFP. For the meal or snack to be reimbursable, the child care provider must offer the baby all of the other food components.

Parents can provide one creditable food component to count towards a reimbursable meal.
Parents: breastmilk or creditable infant formula
You: all other solid food components
Parents: one creditable solid food component
You: breastmilk or creditable iron-fortified infant formula
OR
all other solid food components

SLIDE 17

For babies who are eating solid foods, there are two options to claim reimbursement:

1. If the parent provides breastmilk or a creditable infant formula for the baby, then the child care site must provide all of the other solid food components in order for the meal or snack to be reimbursable. Remember, if the parent brings in formula for the child, it must be a creditable iron-fortified formula in the CACFP for it to count towards the reimbursable meal or snack.
2. If the parent provides a creditable solid food component for the baby, then the child care site must provide a creditable iron-fortified infant formula and all other solid food components in order for the meal or snack to be reimbursable.

Communicating With Parents

Developing positive relationships with parents is critical to providing the best care possible for their baby. Frequent communication is one way to foster this relationship. The *Feeding Infants in the Child and Adult Care Food Program* guide contains a number of tools you can use to start a conversation.

There are several parent handouts in the *Feeding Infants in the Child and Adult Care Food Program* guide. As a best practice, you can use the handouts to communicate with parents on a variety of topics such as a baby's eating habits and developmental readiness for solid foods.

Trainer Note: Ask participants to turn to the *Handouts and Tables* page towards the front of their *Feeding Infants in the Child and Adult Care Food Program* guide. All of the parent handouts have a title that starts with "For Parents" to make it clear which handouts are specifically designed for child care providers to share with parents.

Trainer Note: Tell participants that the handouts are also available for free download from the USDA Team Nutrition website at <https://teamnutrition.usda.gov>.

Bite-Size Nutrition Messages

As a busy child care provider, sometimes you want to make sure you're getting the same message out to parents at the same time. Short nutrition messages can be used to engage parents using bite-size information. Some ways to connect with parents are through your child care site's social media page, tweets, emails, bulletin boards, flyers, or other parent communication systems.



SLIDE 18



SLIDE 19

Trainer Note: Have participants turn to page 136 in Chapter 12: *Partnering With Families of their Feeding Infants in the Child and Adult Care Food Program* guide to see some sample bite-size nutrition messages they can use.

Summary

Trainer Note: Review the key concepts covered in the lesson. Allow participants to ask questions.

- › The CACFP infant meal pattern provides for good nutrition—critical for the growth and development that occurs during a baby’s first year—and provides opportunities to introduce healthy eating habits.
- › All operators participating in the CACFP need to follow the CACFP infant meal pattern and communicate with parents about types of foods the infant has eaten at home.
- › Each meal and snack under the infant meal pattern is made up of **food components**, such as breastmilk or formula and vegetables and fruits.
- › The infant meal pattern lists minimum **serving sizes** of breastmilk, infant formula, and solid foods as a **range of numbers**, rather than one specific number.
- › You can offer a baby food outside of regular meal times and still receive reimbursement for the meal—as long as all food components are offered to the baby during the day.
 - ›› The baby does not have to eat the entire amount served for the meal to be reimbursed.
 - ›› Offer solid foods when the parent tells you their baby is developmentally ready and eating solid foods at home.
- › Look for creative ways to communicate with parents about their baby.
 - ›› You can use the tools in the *Feeding Infants in the Child and Adult Care Food Program* guide: Handouts and Bite-Sized Nutrition Messages.
 - ›› The **For Parents** handouts are available for free download from the USDA Team Nutrition website at <https://teammnutrition.usda.gov>.



SLIDE 20

Baby Food Line Up

Trainer Note: You can now play the *Baby Food Line Up* digital interactive game.

There are a few options for playing the game:

- › You can use your mouse to select the game on the slide or press “Enter” on your keyboard to start the game.
- › You can play the game from the USB drive provided with this trainer’s guide. Open the *Baby Food Line Up* game folder. Double click the “Play Baby Food Line Up” file.
- › If you have an internet connection, you can play the game directly from the USDA Team Nutrition website at <https://teamn nutrition.usda.gov>.
- › If you will not play the game, use your mouse to select any part of the screen outside of the game image. This will advance the slide to the first post-test question.

Post-Test

Trainer Note: You can conduct the post-test as a group activity or distribute a paper test. There are three question slides.

- › For a group activity, ask participants what they think the answer is for each question. Allow time for multiple responses before you give the answer.
 - ›› To reveal the answer, click your mouse or press the “Enter” key on your keyboard.
- › For paper-based testing, distribute the post-test and pencils. Tell participants how much time they have to complete the assessment.
 - ›› After you have collected the tests, you can show participants the answers.
- › If you will not administer the test, skip the slide.



SLIDE 21



ACTIVITY



SLIDE 22



SLIDE 23



SLIDE 24



FORM

Lesson 1

Test Questions

Trainer Note: The questions for the pre-test and post-test are the same. The questions are shown below with the correct response in boldface and circled.

- 1** True or False: Responsive feeding means that you feed a baby when he or she shows signs of being hungry and stop feeding when the baby shows signs of being full.
- a. **True**
 - b. False
- 2** A father brings in organic pureed carrots for his 6-month-old baby to have at lunch. The baby is eating foods from all food components. As the child care provider, what foods do you need to offer to the baby to claim reimbursement for lunch?
- a. Iron-fortified infant formula
 - b. Crackers
 - c. Iron-fortified infant cereal and/or a meat/meat alternate
 - d. **a and c**
- 3** Yes or No: A mother breastfeeds her 3-month-old baby before she brings him to child care. He is asleep when he arrives and stays asleep until 10 a.m. You did not offer him breakfast since he was asleep. At 10:15 a.m. he shows signs of hunger. Can you claim the breakfast meal if you offer the baby 4-6 fluid ounces of breastmilk at 10:15 a.m.?
- a. **Yes**
 - b. No

If the baby shows signs of being hungry when he wakes up at 10 a.m., offer him or her the breakfast you would have offered earlier that morning. Babies do not eat on a set schedule, so feeding them when they are hungry is okay. As long as you offer the breastmilk or infant formula once the baby shows signs of being hungry, you can claim reimbursement for the breakfast meal.

Lesson 2:

Identifying and Responding to Hunger and Fullness Signs

Lesson 2:

Identifying and Responding to Hunger and Fullness Signs

Information in this lesson comes from Chapter 1: *Giving Babies a Healthy Start With the CACFP in the Feeding Infants in the Child and Adult Care Food Program* guide. This lesson provides participants with information about recognizing when a baby is hungry or full.

Learning Objectives

At the end of this lesson, participants should be able to:

- › Recognize when a baby is hungry or full.

Lesson Description

The *Identifying and Responding to Hunger and Fullness Signs* lesson takes approximately 20 minutes to deliver. If the pre-test and post-test are administered, total session time will be approximately 25 minutes.



TOPIC	TIME REQUIRED
Introduction	
› Welcome and Trainer Introduction	
› Agenda	2 minutes
Pre-Test (if applicable)	3 minutes
Responsive Feeding	1 minute
How Can I Tell When a Baby Is Hungry or Full?	
› <i>Identifying Signs of Hunger and Fullness</i> video	
› How Can I Tell If a Baby Is Hungry?	
› How Can I Tell If a Baby Is Full?	11 minutes
Communicating With Parents	
› Scenario	
› <i>For Parents: Breastfeeding? Tell Us About Your Breastfed Baby!</i> handout	3 minutes
Summary	2 minutes
Post-Test (if applicable)	3 minutes
TOTAL TIME	25 MINUTES

Materials and Equipment

Materials and equipment needed for the lesson:

- › Laptop
- › Projector/screen
- › *Identifying and Responding to Hunger and Fullness Signs* PowerPoint presentation file
- › *Identifying Signs of Hunger and Fullness* video file
- › Pencils
- › Chart paper, easel or whiteboard, and markers (optional)

Forms needed for the lesson:

- › *Identifying and Responding to Hunger and Fullness Signs* Pre-Test
- › *Identifying and Responding to Hunger and Fullness Signs* Post-Test

Trainer Note:

Access the training files from the *CACFP Trainer's Tools: Feeding Infants* kit USB drive or from <https://teammnutrition.usda.gov>.

Lesson Content

Trainer Note: This information is the same as the trainer’s notes in the PowerPoint presentation.

Introduction

Welcome and Trainer Introduction

Welcome participants to the training and introduce yourself by providing:

- › Your name
- › Your position title
- › Your experience with the CACFP, infant nutrition, and/or child care

Agenda

In this lesson, participants learn about a baby’s hunger and fullness signs and ways they can communicate with parents about their baby’s eating habits.

Pre-Test

Trainer Note: You can conduct the pre-test as a group activity or distribute a paper test. There are three question slides.

- › For a group activity, ask participants what they think the answer is for each question. Do not give the answer. Tell participants that the answers will be provided at the end of the lesson in the post-test slides.
- › For paper-based testing, distribute the pre-test and pencils. Tell participants how much time they have to complete the assessment.
- › If you will not administer the test, skip the slide.



SLIDE 1



SLIDE 2



SLIDE 3



SLIDE 4



SLIDE 5



FORM

Responsive Feeding

Trainer Note: This topic was briefly discussed in Lesson 1: *Overview of the CACFP Infant Meal Pattern*. Describe responsive feeding.

Responsive feeding or feeding “on demand” means feeding a baby when he or she shows signs of being hungry and stopping the feeding when the baby shows signs of being full. You can help a baby feel comforted and understood when you quickly respond to his or her hunger and fullness signs.

If a baby shows signs of being hungry, prepare the breastmilk, infant formula, or solid foods for feeding. Feed the baby and let the baby stop eating when he or she is full. This gives the baby control over how much he or she eats during a feeding. It also helps the baby learn to eat when hungry and stop when full. Later in life, this will be an important skill for the child to have. Babies usually consume enough food to grow and develop when following this eating practice.

How Can I Tell When a Baby Is Hungry or Full?

Next, we will watch a short video that describes signs that can tell you a baby is hungry or full.

Trainer Note: The *Identifying Signs of Hunger and Fullness* video is embedded in the PowerPoint slide. Runtime is 2 minutes and 14 seconds.

There are a few options for playing the video:

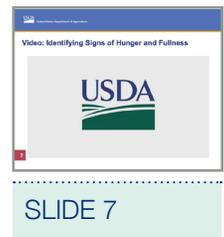
1. You can use your mouse to select the video on the slide or press “Enter” on your keyboard to start the video.
2. You can play the video from the USB drive provided with this trainer’s guide. Or,
3. If you have an internet connection, you can play the video directly from the USDA Team Nutrition website at <https://teamnutrition.usda.gov>.

Trainer Note: After the video plays, advance to the next slide.

Trainer Note: To “test” participant’s ability to recognize hunger and fullness signs, click through the baby pictures on the slide. For each picture, ask participants if the baby is hungry or full. Allow for responses before providing the answer.

Answers:

- › Baby 1: Hungry
- › Baby 2: Full
- › Baby 3: Full
- › Baby 4: Hungry
- › Baby 5: Hungry



How Can I Tell If a Baby Is Hungry?

Trainer Note: Refer participants to Table 1: *How Can I Tell If a Baby Is Hungry?* on page 8 in their *Feeding Infants in the Child and Adult Care Food Program* guide and use the pictures to review the signs of hunger.

Trainer Note: Review the signs that indicate hunger.

- › A baby may show one sign or a combination of signs.
- › Signs a baby is hungry:
 - ›› Gets excited when he or she sees food
 - ›› Rooting. When a baby's mouth, lips, cheek, or chin are touched by an object, the baby turns his or her head towards the object and opens his or her mouth.
 - ›› Makes sucking noises and motions, or sucks on lips, hands, fingers, toes, toys, or clothing
 - ›› Moves head toward the spoon or tries to bring food to his or her mouth
 - ›› Reaches or points to food
 - ›› Opens and closes mouth
 - ›› Cries. This is a late sign of hunger.

Trainer Note: Review the concept that crying is a late sign of hunger.

- › Many people think that a baby cries when he or she is hungry.
 - ›› Crying is a late sign of hunger.
 - ›› Crying can mean other things besides hunger:
 - Wanting to be held
 - Needing a new diaper
 - Having gas pains
 - Having other sources of pain or discomfort
- › Instead of waiting for a baby to cry, look for earlier signs that a baby is hungry.



SLIDE 9

How Can I Tell If a Baby Is Full?

Trainer Note: Refer participants to Table 2: *How Can I Tell If a Baby Is Full?* on page 9 in their *Feeding Infants in the Child and Adult Care Food Program* guide and use the pictures to review the signs of fullness.

Trainer Note: Review the signs that indicate fullness.

- › Signs a baby is full:
 - ›› Sucks slowly or stops sucking during a feeding
 - ›› Turns head away
 - ›› Falls asleep
 - ›› Pushes food away
 - ›› Seals lips together
 - ›› Looks around and does not pay attention

You will normally see more than one of these signs together. When you see more than one sign, it may be time to stop the feeding. This gives the baby control over how much he or she eats during a feeding.

Communicating With Parents

Trainer Note: Present the scenario and ask participants what they would do in this situation. You can do this activity in small groups or pairs. Tell participants that they have 1 or 2 minutes to discuss the scenario after you read it out loud. At the end of the 1 or 2 minutes, ask participants to share their ideas.

SCENARIO: Baby Talia is 2 months old and is new to your family child care home. She drinks breastmilk. You want to get to know Baby Talia and what her usual eating habits are throughout the day. You want to know how Baby Talia will let you know when she is hungry and how much breastmilk she usually drinks in a feeding. What can you do?



SLIDE 10



SLIDE 11



ACTIVITY

For Parents: Breastfeeding? Tell Us About Your Breastfed Baby!

Trainer Note: Refer participants to the *For Parents: Breastfeeding? Tell Us About Your Breastfed Baby!* handout on page 26 in the *Feeding Infants in the Child and Adult Care Food Program* guide.

- › Baby Talia’s parents can share information on the handout, like how they know when Talia is hungry and how much breastmilk she usually drinks during each feeding.
- › This handout also lets Baby Talia’s mom know there is a space where she can breastfeed her baby at your child care site.
- › It includes a reminder to label bottles of breastmilk with Baby Talia’s **full name** and the **date mom pumped the breastmilk** for safe storage.

Trainer Note: Your State’s child care licensing regulations or local health codes may have different requirements for labeling bottles. Mention that here. Proper storage and handling of breastmilk, including labeling of bottles will be covered in Lesson 4: *Storing and Handling Breastmilk in a Child Care Site*.

Summary

Trainer Note: Briefly review the key concepts covered in the lesson. Allow participants to ask questions.

- › Responsive feeding means you feed a baby on demand.
 - ›› Feed the baby when he or she is hungry and let the baby stop eating when he or she is full.
 - ›› This gives the baby control over how much he or she eats during a feeding and helps the baby learn when he or she is hungry and to stop eating when he or she is full.
- › Babies show a variety of signs that they are hungry and full. A baby may show one sign or a combination of signs.
- › Crying is a late sign of hunger.
- › Use parent handouts to start a conversation:
 - ›› *For Parents: Breastfeeding? Tell Us About Your Breastfed Baby!*

Trainer Note: Tell participants that handouts are available for free download from the USDA Team Nutrition website at <https://teamnutrition.usda.gov>.



SLIDE 12



SLIDE 13

Post-Test

Trainer Note: You can conduct the post-test as a group activity or distribute a paper test. There are three question slides.

- › For a group activity, ask participants what they think the answer is for each question. Allow time for multiple responses before you give the answer.
 - ›› To reveal the answer, click your mouse or press the “Enter” key on your keyboard.
- › For paper-based testing, distribute the post-test and pencils. Tell participants how much time they have to complete the assessment.
 - ›› After you have collected the tests, you can show participants the answers.
- › If you will not administer the test, skip the slide.



SLIDE 14



SLIDE 15



SLIDE 16



FORM

Lesson 2

Test Questions

Trainer Note: The questions for the pre-test and post-test are the same. The questions are shown below with the correct response in boldface and circled.

1 True or False: Crying is one of the first signs that a baby is hungry.

- a. True
- b. False**

2 All of these pictures show a baby giving a sign that he or she is hungry, **except** (circle one):



Makes sucking noises



Opens mouth for bottle



Sucks slowly or Stops sucking



Rooting

3 All of these pictures show a baby giving a sign that he or she is full, **except** (circle one):



Pushing food away



Turns head away



Rooting



Seals lips together

Lesson 3:

Creating a Breastfeeding-Friendly Environment in a Child Care Site

Lesson 3:

Creating a Breastfeeding-Friendly Environment in a Child Care Site

Information in this lesson comes from Chapter 2: *Feeding the Breastfed Baby* in the *Feeding Infants in the Child and Adult Care Food Program* guide. This lesson describes the benefits of breastfeeding and suggests ways CACFP operators can support breastfeeding mothers.

Learning Objectives

At the end of this lesson, participants should be able to:

- › Describe the benefits of breastfeeding for babies, mothers, and their families.
- › List at least three ways to support breastfeeding mothers.

Lesson Description

The *Creating a Breastfeeding-Friendly Environment in a Child Care Site* lesson takes approximately 20 minutes to deliver. If the pre-test and post-test are administered, total session time will be approximately 25 minutes.



TOPIC	TIME REQUIRED
Introduction	
› Welcome and Trainer Introduction	
› Agenda	2 minutes
Pre-Test (if applicable)	2 minutes
Why Support Breastfeeding?	
› CACFP Supports Breastfeeding Families	2 minutes
Creating a Breastfeeding-Friendly Environment	
› <i>Supporting Breastfeeding Mothers in a Child Care Site</i> video	
› A Breastfeeding-Friendly Environment	14 minutes
Communicating With Parents	1 minute
Summary	2 minutes
Post-Test (if applicable)	2 minutes
TOTAL TIME	25 MINUTES

Materials and Equipment

Materials and equipment needed for the lesson:

- › Laptop
- › Projector/screen
- › *Creating a Breastfeeding-Friendly Environment in a Child Care Site* PowerPoint presentation file
- › *Supporting Breastfeeding Mothers in a Child Care Site* video file
- › Pencils
- › Chart paper, easel or whiteboard, and markers (optional)
- › *Breastfed Babies Welcome Here! A Mother's Guide*
- › *Breastfed Babies Welcome Here!* poster and message graphic

Forms needed for the lesson:

- › *Creating a Breastfeeding-Friendly Environment in a Child Care Site* Pre-Test
- › *Creating a Breastfeeding-Friendly Environment in a Child Care Site* Post-Test

Trainer Note: The *Breastfed Babies Welcome Here! A Mother's Guide* and *Breastfed Babies Welcome Here!* poster and message graphic are available for free download and in print for all operators participating in the Child and Adult Care Food Program. State agencies, sponsoring

Trainer Note:

Access the training files from the CACFP Trainer's Tools: *Feeding Infants* kit USB drive or from <https://teammnutrition.usda.gov>.

organizations, and CACFP operators may request free printed copies while supplies last. For assistance in ordering larger quantities of the guides, please contact TeamNutrition@usda.gov. Consider ordering copies of these items to distribute to participants or have one copy available for participants to view at the training.

Lesson Content

Trainer Note: This information is the same as the trainer’s notes in the PowerPoint presentation.

Introduction

Welcome and Trainer Introduction

Welcome participants to the training and introduce yourself by providing:

- › Your name
- › Your position title
- › Your experience with the CACFP, infant nutrition, and/or child care

Agenda

In this lesson, participants will learn about the benefits of breastfeeding for babies, mothers, and their families, as well as ways to support breastfeeding mothers at their child care site.

Pre-Test

Trainer Note: You can conduct the pre-test as a group activity or distribute a paper test. There are two question slides.

- › For a group activity, ask participants what they think the answer is for each question. Do not give the answer. Tell participants that the answer to each question will be provided during the lesson and the answers will be provided at the end of the lesson in the post-test slides.
- › For paper-based testing, distribute the pre-test and pencils. Tell participants how much time they have to complete the assessment.
- › If you will not administer the test, skip the slide.



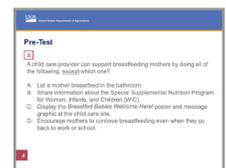
SLIDE 1



SLIDE 2



SLIDE 3



SLIDE 4



FORM

Why Support Breastfeeding?

Breastmilk is the best source of nutrition for babies. It is the only food healthy babies need for about the first 6 months of their lives. Breastmilk is easy to digest and helps keep babies healthy by boosting the baby's immune system.

- › Breastmilk helps a baby's immune system fight infections.
- › Mothers that breastfeed may have a lower risk of Type 2 diabetes.

A mother's breastmilk is made for her baby and contains just the right amounts of nutrients. As the baby grows and changes, the mother's breastmilk also changes. This helps the baby get the nutrients he or she needs to stay healthy and grow.

- › Babies taste different flavors in breastmilk, which may help babies accept new flavors later when they start eating solid foods.

Breastmilk is still important for babies even after they start eating solid foods. If a mother chooses to give her baby breastmilk, let her know that she is welcome to breastfeed at your child care site.

These are just some of the benefits of breastfeeding. There are more! Turn to Table 4: *Benefits of Breastfeeding for Babies, Mothers, and Families* on page 21 in the *Feeding Infants in the Child and Adult Care Food Program* guide to see a full list of benefits for babies, mothers, and families.

CACFP Supports Breastfeeding Families

Breastmilk can be claimed as part of a reimbursable meal or snack when:

- › Pumped breastmilk is offered. If a parent provides pumped breastmilk for the baby, the meal is still reimbursable as long as you provide all other required food components.
- › Mother breastfeeds her child at the child care site. You may claim that breastfeeding session as part of a reimbursable meal or snack as long as you provide all other required food components.

Breastmilk can credit towards the fluid milk component at any age. For infants and children age 1 year and older, breastmilk can be used to meet the CACFP fluid milk component of a meal or snack. A written request from the parent is not required.



CACFP Best Practice

Offer mothers a clean, quiet place to breastfeed their baby. This is not a requirement in the CACFP, but it is considered a best practice. A welcoming environment for breastfeeding mothers can help them breastfeed longer.

Trainer Note: The following slides will give ideas on how to create a breastfeeding-friendly environment.

Creating a Breastfeeding-Friendly Environment

Next, we will watch a short video that describes how you can support breastfeeding mothers.

Trainer Note: The *Supporting Breastfeeding Mothers in a Child Care Site* video is embedded in the PowerPoint slide. Runtime is 3 minutes and 2 seconds.

There are a few options for playing the video:

1. You can use your mouse to select the video on the slide or press “Enter” on your keyboard to start the video.
2. You can play the video from the USB drive provided with this trainer’s guide. Or,
3. If you have an internet connection, you can play the video directly from the USDA Team Nutrition website at <https://teamnutrition.usda.gov>.

Trainer Note: After the video plays, advance to the next slide for a discussion activity.

A Breastfeeding-Friendly Environment

Trainer Note: You can do this activity in small groups or pairs. Ask participants to share what they currently provide breastfeeding mothers at their child care site and what they might do differently to support breastfeeding mothers. Tell participants that they have 2 or 3 minutes to talk about the topic. After the 2 or 3 minutes, ask participants to share their ideas. You can ask for a volunteer to write participants’ suggestions on chart paper or a whiteboard.

Suggestions include:

- › Offer a welcoming space for the mother to breastfeed her baby that is:
 - ›› Private, quiet
 - ›› Comfortable
 - ›› Clean



SLIDE 7



VIDEO 3:02



SLIDE 8



ACTIVITY

- › Items to include in the space:
 - ›› Comfortable chair (rocking chair)
 - ›› Stool for mom's feet to help support her back while nursing
 - ›› Pillow to support the baby
 - ›› Table to place pumping equipment on if mom chooses to pump breastmilk
 - ›› Electrical outlet for the breast pump
 - ›› Sink for mom to wash her hands and pumping equipment
 - ›› Disinfectant wipes
 - ›› Drinking water for mom
- › Tell mothers they can breastfeed their baby at your child care site.
- › Display the *Breastfed Babies Welcome Here!* poster and message graphic.
- › Offer mom a copy of *Breastfed Babies Welcome Here! A Mother's Guide*.

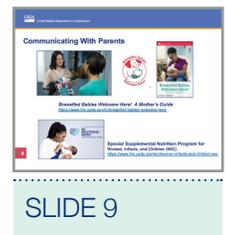
A breastfeeding space does not have to be a separate room. A small space, like a rocking chair in the corner of the infant classroom, having a privacy screen or barrier available, director's office, etc., can be offered to a breastfeeding mother if a separate room is not available. It is important to make breastfeeding mothers feel welcome.

Trainer Note: Refer participants to Chapter 2: *Feeding the Breastfed Baby* on page 20 in their *Feeding Infants in the Child and Adult Care Food Program* guide for information about supporting families of breastfed babies. Tell participants that the *Breastfed Babies Welcome Here! A Mother's Guide*, poster, and message graphic are available for free download and in print at <https://www.fns.usda.gov/tn/breastfed-babies-welcome-here>.

Communicating With Parents

To start a conversation and support breastfeeding, you can:

- › Display the *Breastfed Babies Welcome Here!* poster and message graphic to let families know your child care site is breastfeeding-friendly.
- › Offer parents a copy of *Breastfed Babies Welcome Here! A Mother's Guide*.
- › Encourage mothers to continue breastfeeding even when they go back to work or school. Let mothers know that your child care site will support their breastfeeding efforts.
- › Share information about Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) resources for breastfeeding mothers.



Summary

Trainer Note: Review the key points covered in the lesson. Allow participants to ask questions.

- › Breastfeeding has many benefits for babies, mothers, and families.
 - ›› Breastmilk helps a baby’s immune system to fight infections.
 - ›› Mothers that breastfeed may have a lower risk of Type 2 diabetes.
 - ›› Babies taste different flavors in breastmilk, which may help babies accept new flavors later when they start eating solid foods.

Remember, a full list of benefits can be found in Table 4: *Benefits of Breastfeeding for Babies, Mothers, and Families* on page 21 in the *Feeding Infants in the Child and Adult Care Food Program* guide.

- › We can support breastfeeding mothers by:
 - ›› Creating a welcoming space for mothers to breastfeed their baby.
 - ›› Offering a private area to breastfeed.
 - ›› Encouraging mothers to continue breastfeeding after they return to work or school.
 - ›› Displaying the *Breastfed Babies Welcome Here!* poster and message graphic to let families know your child care site is breastfeeding-friendly.
 - ›› Sharing information about breastfeeding:
 - *Breastfed Babies Welcome Here!* kit
<https://www.fns.usda.gov/tn/breastfed-babies-welcome-here>
 - Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) resources
<https://www.fns.usda.gov/wic/women-infants-and-children-wic>



Post-Test

Trainer Note: You can conduct the post-test as a group activity or distribute a paper test. There are two question slides.

- › For a group activity, ask participants what they think the answer is for each question. Allow time for multiple responses before you give the answer.
 - ›› To reveal the answer, click your mouse or press the “Enter” key on your keyboard.
- › For paper-based testing, distribute the post-test and pencils. Tell participants how much time they have to complete the assessment.
 - ›› After you have collected the tests, you can show participants the answers.
- › If you will not administer the test, skip the slide.



SLIDE 11



SLIDE 12



FORM



Lesson 3

Test Questions

Trainer Note: The questions for the pre-test and post-test are the same. The questions are shown below with the correct response in boldface and circled.

- 1** All of the following statements about the benefits of breastfeeding are true, except which one?
- a. Breastmilk helps a baby's immune system fight infections, like ear infections.
 - b. Mothers that breastfeed may have a lower risk of Type 2 diabetes.
 - c. Families cannot help with feeding a breastfed baby.**
 - d. Babies taste different flavors in breastmilk, which may help babies accept new flavors later when they start eating solid foods.
- 2** A child care provider can support breastfeeding mothers by doing all of the following, except which one?
- a. Let a mother breastfeed in the bathroom.**
 - b. Share information about the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).
 - c. Display the *Breastfed Babies Welcome Here!* poster and message graphic at the child care site.
 - d. Encourage mothers to continue breastfeeding even when they go back to work or school.

Lesson 4:

Storing and Handling Breastmilk in a Child Care Site

Lesson 4:

Storing and Handling Breastmilk in a Child Care Site

Information in this lesson comes from Chapter 2: *Feeding the Breastfed Baby* and Chapter 4: *Handling and Storing Breastmilk and Infant Formula* in the *Feeding Infants in the Child and Adult Care Food Program* guide. This lesson provides participants with information about how to properly store and handle breastmilk at a child care site.

Trainer Note: Your State's child care licensing regulations or local health codes on storing and handling breastmilk may be stricter than what is covered during this lesson. Consider speaking with your State's child care licensing specialists to help clarify your State-specific regulations on this topic prior to the training.

Learning Objectives

At the end of this lesson, participants should be able to:

- › Describe how to safely store breastmilk.
- › Identify how to prepare breastmilk for feeding.

Lesson Description

The *Storing and Handling Breastmilk in a Child Care Site* lesson takes approximately 22 minutes to deliver. If the pre-test and post-test are administered, total session time will be approximately 28 minutes.



TOPIC	TIME REQUIRED
Introduction	
<ul style="list-style-type: none"> › Welcome and Trainer Introduction › Agenda 	2 minutes
Pre-Test (if applicable)	3 minutes
Storing and Handling Breastmilk	
<ul style="list-style-type: none"> › Breastmilk—Look and Smell › <i>Handling and Storing Breastmilk and Infant Formula in a Child Care Site</i> video › Best Practices for Handling Fresh Breastmilk › Breastmilk Storage Times and Temperature › Best Practices for Storing Fresh Breastmilk <ul style="list-style-type: none"> ›› Let's Practice › Preparing Breastmilk for Feeding 	14 minutes
Communicating With Parents	
<ul style="list-style-type: none"> › Minimum Serving Size of Breastmilk 	4 minutes
Summary	2 minutes
Post-Test (if applicable)	3 minutes
TOTAL TIME	28 MINUTES

Materials and Equipment

Materials and equipment needed for the lesson:

- › Laptop
- › Projector/screen
- › *Storing and Handling Breastmilk in a Child Care Site* PowerPoint presentation file
- › *Handling and Storing Breastmilk and Infant Formula in a Child Care Site* video file
- › Pencils
- › Chart paper, easel or whiteboard, and markers (optional)

Forms needed for the lesson:

- › *Storing and Handling Breastmilk in a Child Care Site* Pre-Test
- › *Storing and Handling Breastmilk in a Child Care Site* Post-Test

Supplemental Materials (optional):

- › Various types of bottles, labeled with and without babies' full name and date

Trainer Note:

Access the training files from the CACFP *Trainer's Tools: Feeding Infants* kit USB drive or from <https://teamnutrition.usda.gov>.

Lesson Content

Trainer Note: This information is the same as the trainer's notes in the PowerPoint presentation.

Introduction

Welcome and Trainer Introduction

Welcome participants to the training and introduce yourself by providing:

- › Your name
- › Your position title
- › Your experience with the CACFP, infant nutrition, and/or child care

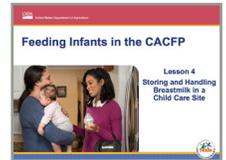
Agenda

In this lesson, participants will learn best practices for handling and storing breastmilk at a child care site and ways they can communicate with parents about how to transport breastmilk.

Pre-Test

Trainer Note: You can conduct the pre-test as a group activity or distribute a paper test. There are three question slides.

- › For a group activity, ask participants what they think the answer is for each question. Do not give the answer. Tell participants that the answers will be provided at the end of the lesson in the post-test slides.
- › For paper-based testing, distribute the pre-test and pencils. Tell participants how much time they have to complete the assessment.
- › If you will not administer the test, skip the slide.



SLIDE 1



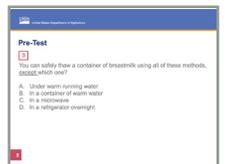
SLIDE 2



SLIDE 3



SLIDE 4



SLIDE 5



FORM

Storing and Handling Breastmilk

Breastmilk—Look and Smell

Breastmilk is the best source of nutrition for babies. It is the only food healthy babies need for about the first 6 months of their lives. Breastmilk is easy to digest and helps keep babies healthy by boosting the baby's immune system.

Breastmilk may look different from day to day, and that is okay! The color of breastmilk can change based on what the mother eats and what the baby needs. It is normal for breastmilk to look slightly blue, yellow, or even green in color. Breastmilk may look thinner than infant formula, especially if the fat, or creamy part, has separated from the breastmilk and has risen to the top of the bottle.

Proper storage and handling of breastmilk will help ensure breastfed babies have food available when they are hungry and will help preserve the important nutrients in the breastmilk.

Handling and Storing Breastmilk and Infant Formula in a Child Care Site

Next, we will watch a short video that describes best practices for handling and storing breastmilk and infant formula.

Trainer Note: The *Handling and Storing Breastmilk and Infant Formula in a Child Care Site* video is embedded in the PowerPoint slide. Runtime is 2 minutes and 34 seconds.

There are a few options for playing the video:

1. You can use your mouse to select the video on the slide or press “Enter” on your keyboard to start the video.
2. You can play the video from the USB drive provided with this trainer's guide. Or,
3. If you have an internet connection, you can play the video directly from the USDA Team Nutrition website at <https://teamnutrition.usda.gov>.

Trainer Note: After the video plays, advance to the next slide.



SLIDE 6



SLIDE 7



VIDEO 2:34

Best Practices for Handling Fresh Breastmilk

Trainer Note: This is a good time to pass around the supplemental materials: various types of bottles, labeled with and without baby's full name and date. Discuss the best practices for handling fresh breastmilk.

- › Do not accept an unlabeled bottle from a parent.
- › Do not use an unlabeled bottle.
- › Keep breastmilk refrigerated until it is time to feed the baby.
- › Bottles can be served cold from the refrigerator and do not have to be warmed. If you choose to warm a bottle, hold it under warm running water or place the bottle in a bowl of warm water.
- › If breastmilk is pumped at the child care site, this breastmilk can be served with refrigerated breastmilk during a feeding. If you want to serve them together in one bottle, the freshly pumped breastmilk should be cooled in the refrigerator before it is mixed with the refrigerated breastmilk.
- › Check the **name and date** on a bottle before you feed the baby.
 - ›› Make sure the name matches the baby's name.
 - ›› Do not use **fresh** breastmilk that has been in the refrigerator for more than **72 hours** (3 days).
 - ›› **Thawed** breastmilk stored in the refrigerator must be used **within 24 hours**.
- › Do not use the unused breastmilk left in the bottle **2 hours** after the baby has finished a feeding.

Trainer Note: Tell participants that if their State or local authorities, including child care licensing, have stricter health and safety regulations for handling and storing breastmilk, then follow those regulations.

Trainer Note: Child care providers participating in the Child and Adult Care Food Program may only store breastmilk in the refrigerator for 3 days (72 hours). This is stricter than the guidelines for storing breastmilk at home. Breastmilk may be stored in the refrigerator at home for up to 4 days.

Breastmilk Storage Times and Temperatures

Turn to Table 5: *Maximum Storage Time and Temperature for Breastmilk at a Child Care Site* on page 44 in the *Feeding Infants in the Child and Adult Care Food Program* guide to learn more about proper temperature and storage times.



SLIDE 8

	Refrigerated (41°F or colder / 5°C)	Refrigerated (41°F to 49°F / 5°C to 9°C)	Room temperature (68°F or warmer / 20°C)
Freshly Pumped Breastmilk	Up to 48 hours	Up to 24 hours	Up to 4 hours
Thawed Breastmilk	Up to 24 hours	Up to 24 hours	Up to 2 hours
Expressed Breastmilk	Up to 24 hours	Up to 24 hours	Up to 2 hours
Expressed Breastmilk (from a parent)	Up to 24 hours	Up to 24 hours	Up to 2 hours

SLIDE 9

Trainer Note: If State or local authorities, including child care licensing, have stricter health and safety regulations for handling and storing breastmilk, participants should follow those regulations.

Best Practices for Storing Fresh Breastmilk

Trainer Note: Explain best practices for storing breastmilk at a child care site.

- › Store breastmilk in the back of the refrigerator where the temperature is always cold. The front of the refrigerator can be warmer because the door is opened frequently.
- › Refrigerate breastmilk at **40 °F** (or below) for up to **72 hours** (3 days) from the date the breastmilk was pumped.
 - ›› If it is past the 3-day mark, ask the parents what they want you to do with the breastmilk.

Trainer Note: If State or local authorities, including child care licensing, have stricter health and safety regulations for handling and storing breastmilk, participants should follow those regulations.

Let's Practice

Trainer Note: Tell participants that the breastmilk in the picture is stored in a refrigerator at 40 °F. The bottles and some of the breastmilk bags have been in the refrigerator for 4 days. Ask participants what they think is correct or incorrect about how the breastmilk is stored.

Answers:

Correct storage:

- › The refrigerator temperature is 40 °F. Breastmilk should be refrigerated at 40 °F (or below).

Incorrect storage:

- › Breastmilk bottle and bags are not properly labeled. Containers should be labeled with the baby's full name and the date the breastmilk was pumped.
- › In the CACFP, breastmilk should not be stored in the refrigerator for longer than 72 hours (3 days).
 - ›› Refrigerate breastmilk for up to 72 hours (3 days) from the date the breastmilk was pumped.
 - ›› If it is past the 3-day mark, talk with parents about what they want you to do with the breastmilk.



SLIDE 10



SLIDE 11



ACTIVITY

- › Breastmilk should not be stored in the door compartment or at the front of the refrigerator. Breastmilk should be stored in the back of the refrigerator where the temperature is always cold.

Trainer Note: If State or local authorities, including child care licensing, have stricter health and safety regulations for handling and storing breastmilk, participants should follow those regulations.

Preparing Breastmilk for Feeding

Trainer Note: Explain the best practices for thawing breastmilk.

- › To prevent or reduce waste, thaw only the amount of breastmilk that is needed for one feeding.
 - ›› Thaw additional breastmilk if the infant is hungry and shows signs of wanting more.
- › Thaw the container of breastmilk in the refrigerator overnight, under warm running water, or in a container of warm water.
 - ›› Write the date the milk was thawed on the bottle or container.
- › Do not thaw breastmilk by placing it at room temperature; mixing it with warm breastmilk, placing the bottle in boiling water, or heating the bottle in a microwave.
 - ›› The breastmilk may become very hot when heated in a microwave, which could burn the baby even though the bottle may feel cool. Also, heating damages some of the important nutrients in breastmilk.

Trainer Note: If State or local authorities, including child care licensing, have stricter health and safety regulations for handling and storing breastmilk, participants should follow those regulations.

Communicating With Parents

Trainer Note: Discuss the information that child care providers can share with parents about how to prepare and safely transport labeled breastmilk to the child care site to prevent spoilage and waste.

- › Label each bottle with the baby's full name and the date the breastmilk was pumped.
- › Refrigerate or freeze breastmilk.
- › If possible, fill bottles with at least the minimum amount of breastmilk required in the CACFP infant meal pattern.



SLIDE 12



SLIDE 13

- » For breakfast, lunch, and supper:
 - Babies 0 through 5 months need 4 to 6 fluid ounces
 - Babies 6 through 11 months need 6 to 8 fluid ounces
- » For snack:
 - Babies 0 through 5 months need 4 to 6 fluid ounces
 - Babies 6 through 11 months need 2 to 4 fluid ounces
- › Bring bottles of breastmilk in smaller amounts (1 to 2 fluid ounces) to reduce waste in case the baby wants more after a feeding.

Minimum Serving Size of Breastmilk

Trainer Note: Tell participants that by sharing with parents the amount of breastmilk their baby consumes each day, they can help families know the amount of breastmilk they should bring each day to the child care site.

- › If the baby usually drinks less than the minimum amount of breastmilk required in the CACFP, parents can make a bottle with only the amount of breastmilk the baby usually drinks in one feeding to prevent or reduce waste.
- › Transporting breastmilk in a cooler with an ice pack to keep it cold will also help prevent waste.

Trainer Note: Discuss the information that child care providers can share with parents. Refer participants to the *For Parents: Breastfeeding? Tell Us About Your Breastfed Baby!* handout on page 26 in their *Feeding Infants in the Child and Adult Care Food Program* guide. They can use the handout to start a conversation with parents about how much breastmilk their baby usually drinks and what parents want the child care provider to do when the baby is still hungry, but there is no more breastmilk. Tell participants that the handout is available for free download from the USDA Team Nutrition website at <https://teamnutrition.usda.gov>.

Trainer Note: Tell participants that information on storing and transporting breastmilk to a child care site can also be shared with breastfeeding mothers through USDA's Team Nutrition *Breastfed Babies Welcome Here! A Mother's Guide* found at <https://www.fns.usda.gov/tn/breastfed-babies-welcome-here>.

Summary

Trainer Note: Review the key concepts covered in the lesson. Allow participants to ask questions.

- › Breastmilk is the best source of nutrition for babies.
- › Know how to properly handle and store fresh and frozen breastmilk.



SLIDE 14



SLIDE 15



SLIDE 16

- › Refer to Table 5: *Maximum Storage Time and Temperature for Breastmilk at a Child Care Site* on page 44 in the *Feeding Infants in the Child and Adult Care Food Program* guide for the maximum storage time and temperature for breastmilk at your child care site.
- › Provide parents with information about how to safely bring labeled breastmilk to the child care site to help prevent spoilage and waste. Share resources:
 - ›› *Breastfed Babies Welcome Here! A Mother’s Guide*
 - ›› *For Parents: Breastfeeding? Tell Us About Your Breastfed Baby!* handout

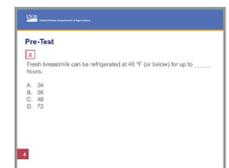
Post-Test

Trainer Note: You can conduct the post-test as a group activity or distribute a paper test. There are three question slides.

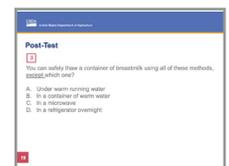
- › For a group activity, ask participants what they think the answer is for each question. Allow time for multiple responses before you give the answer.
 - ›› To reveal the answer, click your mouse or press the “Enter” key on your keyboard.
- › For paper-based testing, distribute the post-test and pencils. Tell participants how much time they have to complete the assessment.
 - ›› After you have collected the tests, you can show participants the answers.
- › If you will not administer the test, skip the slide.



SLIDE 17



SLIDE 18



SLIDE 19



FORM

Lesson 4

Test Questions

Trainer Note: The questions for the pre-test and post-test are the same. The questions are shown below with the correct response in boldface and circled.

1 True or False: Bottles of breastmilk can be served cold from the refrigerator and do not have to be warmed.

- a. True
- b. False

2 Fresh breastmilk can be refrigerated at 40 °F (or below) for up to _____ hours.

- a. 24
- b. 36
- c. 48
- d. **72***

3 You can safely thaw a container of breastmilk using all of these methods, except which one?

- a. Under warm running water
- b. In a container of warm water
- c. **In a microwave**
- d. In a refrigerator overnight

Trainer Note:

If State child care licensing regulations or local health codes for labeling and storing bottles of infant formula are stricter, child care providers should follow those regulations.

**72 hours (3 days). Per policy memorandum CACFP 02-2018: Feeding Infants and Meal Pattern Requirements in the Child and Adult Care Food Program; Questions and Answers, this is the storage time for breastmilk in a child care setting.*

Lesson 5:
**Selecting, Storing, and Handling
Infant Formula in a Child Care Site**

Lesson 5:

Selecting, Storing, and Handling Infant Formula in a Child Care Site

Information in this lesson comes from Chapter 3: *Feeding the Formula-Fed Baby* and Chapter 4: *Handling and Storing Breastmilk and Infant Formula* in the *Feeding Infants in the Child and Adult Care Food Program* guide. In this lesson, participants learn about best practices for selecting, storing, and handling infant formula.

Learning Objectives

At the end of this lesson, participants should be able to:

- › Describe how to select an iron-fortified infant formula to offer at their child care site.
- › Describe how to safely store infant formula.
- › Identify how to prepare infant formula for feeding.

Lesson Description

The *Selecting, Storing, and Handling Infant Formula in a Child Care Site* lesson takes approximately 20 minutes to deliver. If the pre-test and post-test are administered, total session time will be approximately 25 minutes.



TOPIC	 TIME REQUIRED
Introduction	
› Welcome and Trainer Introduction	
› Agenda	2 minutes
Pre-Test (if applicable)	3 minutes
Selecting Infant Formula	
› Purchasing Iron-Fortified Formula	
› Babies With Special Dietary Needs	
›› Medical Statement	3 minutes
Handling and Storing Infant Formula	
› Preparing Formula	
› Storing Formula	
› Storage Times and Temperature	10 minutes
Communicating With Parents	2 minutes
Summary	2 minutes
Post-Test (if applicable)	3 minutes
TOTAL TIME	25 MINUTES

Materials and Equipment

Materials and equipment needed for the lesson:

- › Laptop
- › Projector/screen
- › *Selecting, Storing, and Handling Infant Formula in a Child Care Site* PowerPoint presentation file
- › Pencils
- › Chart paper, easel or whiteboard, and markers (optional)

Trainer Note:

Access the training files from the *CACFP Trainer's Tools: Feeding Infants* kit USB drive or from

<https://teamnutrition.usda.gov>

Forms needed for the lesson:

- › *Selecting, Storing, and Handling Infant Formula in a Child Care Site* Pre-Test
- › *Selecting, Storing, and Handling Infant Formula in a Child Care Site* Post-Test

Supplemental Materials (optional):

- › Various types of bottles, labeled with and without baby's full name and date
- › Various types of iron-fortified infant formula containers or Nutrition Facts labels

Lesson Content

Trainer Note: This information is the same as the trainer’s notes in the PowerPoint presentation.

Introduction

Welcome and Trainer Introduction

Welcome participants to the training and introduce yourself by providing:

- › Your name
- › Your position title
- › Your experience with the CACFP, infant nutrition, and/or child care

Agenda

In this lesson, participants will learn best practices for selecting, storing, and handling infant formula at a child care site and ways they can share and gather information from parents about iron-fortified infant formula.

Pre-Test

Trainer Note: You can conduct the pre-test as a group activity or distribute a paper test. There are three question slides.

- › For a group activity, ask participants what they think the answer is for each question. Do not give the answer. Tell participants that the answers will be provided at the end of the lesson in the post-test slides.
- › For paper-based testing, distribute the pre-test and pencils. Tell participants how much time they have to complete the assessment.
- › If you will not administer the test, skip the slide.



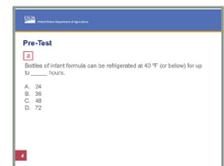
SLIDE 1



SLIDE 2



SLIDE 3



SLIDE 4



SLIDE 5



FORM

Selecting Infant Formula

To ensure infants are getting the nutrients they need for healthy growth, the U.S. Food and Drug Administration (FDA) has strict nutrition and safety standards for infant formula. In the CACFP infant meal pattern, you must offer at least one iron-fortified infant formula that is regulated by the FDA to babies who are not breastfed or are partially breastfed. All infant formulas sold in the United States are regulated by the FDA. If an infant formula is bought from a place online or in person outside of the United States, it is probably not regulated by the FDA and should not be used.

Although you must offer at least one **iron-fortified infant formula**, the type of infant formula fed to a baby is a decision that should be made by the baby's parents and health care provider.

Purchasing Iron-Fortified Formula

Trainer Note: This is a good time to pass around the supplemental materials: various types of containers of iron-fortified infant formula or Nutrition Facts labels. Discuss what child care providers should look for on container labels when purchasing infant formula.

- › Look for “Infant Formula with Iron” or a similar statement on the front of the formula container.
- › Use the Nutrition Facts label as a guide to make sure the formula has enough iron.
 - » To be considered iron-fortified, an infant formula must have 1 milligram (mg) of iron or more per 100 calories of formula when prepared using the label directions.

Babies With Special Dietary Needs

There are different reasons for parents to choose a specific formula. Parents may choose to provide a formula because of an allergy or intolerance, for religious reasons, or if they want a vegan diet for their baby.

TrainerNote: Refer participants to the *Soy-Based, Low Lactose, and Lactose-Free Formulas* section in Chapter 3: *Feeding the Formula-Fed Baby* of their *Feeding Infants in the Child and Adult Care Food Program* guide on page 36 for more information about soy-based formulas.



SLIDE 6



SLIDE 7



SLIDE 8

If a baby will be fed a formula that is not iron-fortified or is a low- or no-iron formula, the substitution must be supported by a signed medical statement for it to be creditable in the CACFP.

Medical Statement

The medical statement must include the name of the infant formula to be avoided, explain how the infant formula affects the baby, and be signed by the baby's health care provider. Recommended substitutions of infant formula can also be included on the medical statement. Keep the medical statement on file in a secure location at your child care site.



Handling and Storing Infant Formula

Preparing Formula

Trainer Note: This is a good time to pass around the supplemental materials: various types of bottles, labeled with and without baby's full name and date.

- › Prepare, use, and store infant formula according to the product instructions on the container or as directed by the baby's health care provider.
- › The instructions for preparing infant formula are different for each product.
 - » For powdered formula, measure the amount of formula using the scoop provided with the container.
- › The water used for preparing infant formula should be routinely tested for lead and other unsafe contaminants.
- › Fill bottles with at least the minimum amount of infant formula required in the CACFP infant meal pattern.
 - » For breakfast, lunch, and supper:
 - Babies 0 through 5 months need 4 to 6 fluid ounces.
 - Babies 6 through 11 months need 6 to 8 fluid ounces.
 - » For snack:
 - Babies 0 through 5 months need 4 to 6 fluid ounces.
 - Babies 6 through 11 months need 2 to 4 fluid ounces.



Storing Formula

Properly storing infant formula minimizes spoilage and waste and helps preserve the nutrients in the formula.

- › Store unopened containers of infant formula in a cool, dry indoor place—not in a refrigerator or freezer. Exposure to moisture and temperature changes can affect the quality of the formula.
- › Refrigerate bottles of formula at 40 °F (or below) until ready to use.
- › Do not take prepared formula out of the refrigerator more than 2 hours before a feeding.
- › Store bottles of prepared formula in the back of the refrigerator where the temperature is always cold. The front of the refrigerator can be warmer because the door is opened frequently.
- › Use formula that has been in the refrigerator within 24 hours after it is prepared.

Trainer Note: Tell participants that if their State or local authorities, including child care licensing, have stricter health and safety regulations for labeling and storing bottles of infant formula, then follow those regulations.

Storage Times and Temperature

Turn to Table 6: *Storing and Handling Infant Formula* on page 47 in the *Feeding Infants in the Child and Adult Care Food Program* guide for more information about proper temperature and storage times.

Trainer Note: Review the information found in Table 6 on the slide.

Communicating With Parents

Remember, your child care site must offer at least one iron-fortified infant formula, but if parents choose not to use it, then you can give parents information on how to prepare and transport bottles to the child care site. Let's practice with this scenario.



SLIDE 11



SLIDE 12



SLIDE 13



SLIDE 14

SCENARIO: Baby Michael drinks infant formula at home, and his mom brought it in on his first day at child care. You are happy to give Baby Michael the infant formula his mom brought in, but you also want to let her know you have some at the center. How can you have this conversation with Baby Michael's mom?



ACTIVITY

Trainer Note: Present the scenario and ask participants what they would do in this situation. You can do this activity in small groups or pairs. Tell participants that they have 1 or 2 minutes to discuss the scenario after you read it out loud. At the end of the 1 or 2 minutes, ask participants to share their ideas.

Turn to the *For Parents: Feeding Your Baby Infant Formula? Tell Us More!* handout on page 34 in their *Feeding Infants in the Child and Adult Care Food Program* guide. Baby Michael's mom can fill out the handout to let the child care provider know if she would like to provide her own infant formula, breastmilk and infant formula, or if she would like the child care provider to give Baby Michael the iron-fortified infant formula the child care site provides. The handout also helps child care providers explain that if mom brings in infant formula for Baby Michael, it must contain iron.

Trainer Note: Tell participants that the handout is available for free download from the USDA Team Nutrition website at <https://teamnutrition.usda.gov>.

Summary

Trainer Note: Review the key concepts in the training. Allow participants to ask questions.

- › You must offer at least one type of iron-fortified infant formula regulated by the FDA at your child care site.
- › If an infant needs an infant formula that is not iron-fortified or is not regulated by the FDA, the parent must provide a medical statement signed by the baby's health care provider for the formula to be creditable in the CACFP.
- › Refer to Table 6: *Storing and Handling Infant Formula* on page 47 in the *Feeding Infants in the Child and Adult Care Food Program* guide for the maximum storage time and temperature for infant formula at your child care site.
- › Use the *For Parents: Feeding Your Baby Infant Formula? Tell Us More!* handout on page 34 in the *Feeding Infants in the Child and Adult Care Food Program* guide to share information about iron-fortified infant formula and gather information from parents.



SLIDE 15

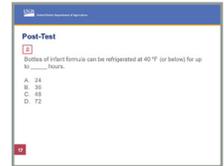
Post-Test

Trainer Note: You can conduct the post-test as a group activity or distribute a paper test. There are three question slides.

- › For a group activity, ask participants what they think the answer is for each question. Allow time for multiple responses before you give the answer.
 - ›› To reveal the answer, click your mouse or press the “Enter” key on your keyboard.
- › For paper-based testing, distribute the post-test and pencils. Tell participants how much time they have to complete the assessment.
 - ›› After you have collected the tests, you can show participants the answers.
- › If you will not administer the test, skip the slide.



SLIDE 16



SLIDE 17



SLIDE 18



FORM

Lesson 5

Test Questions

Trainer Note: The questions for the pre-test and post-test are the same. The questions are shown below with the correct response in boldface and circled.

1 Yes or No: A child care provider has been busy watching all of the children in his care and accidentally leaves a bottle of infant formula out on the counter for 2½ hours. Can he put it back in the refrigerator and use it later?

a. Yes

b. No

The child care provider should not put the bottle of infant formula that he left out on the counter for 2 ½ hours back into the refrigerator. Once you begin feeding a baby infant formula, it should be consumed within 1 hour. Any leftover formula should be thrown away. The baby's saliva can get into the bottle of formula during a feeding. This can cause bacteria to grow and can make the baby sick.

2 Bottles of prepared infant formula can be refrigerated at 40 °F (or below) for up to _____ hours.

a. 24

b. 36

c. 48

d. 72

3 Yes or No: A mother brings in a new iron-fortified infant formula for her baby. The child care provider has worked with babies for years and prepares the infant formula the same way she does with all other formulas. Is the child care provider preparing the infant formula correctly?

a. Yes

b. No

The child care provider is not preparing the infant formula the correct way. She should always follow the instructions on the container to make sure she is adding the correct amount of water to the powdered infant formula.

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Lesson 6:

Bottle Feeding and Introducing a Cup

Lesson 6:

Bottle Feeding and Introducing a Cup

Information in this lesson comes from Chapter 5: *Feeding a Baby Using a Bottle and Cup* in the *Feeding Infants in the Child and Adult Care Food Program* guide. This lesson describes best practices for bottle feeding and introducing a cup.

Learning Objectives

At the end of this lesson, participants should be able to:

- › Describe the proper way to bottle feed.
- › State when a child should switch from a bottle to a cup.
- › List beverages that are appropriate to serve babies in a bottle or cup.

Lesson Description

The *Bottle Feeding and Introducing a Cup* lesson takes approximately 20 minutes to deliver. If the pre-test and post-test are administered, total session time will be approximately 25 minutes.



TOPIC	 TIME REQUIRED
Introduction <ul style="list-style-type: none"> › Welcome and Trainer Introduction › Agenda 	2 minutes
Pre-Test (if applicable)	2 minutes
Bottle Feeding <ul style="list-style-type: none"> › What Should Babies Drink? › Transitioning Baby from Formula to Unflavored Whole Milk › Prevent Choking When Bottle Feeding › How To Bottle Feed 	9 minutes
Introducing a Cup <ul style="list-style-type: none"> › When To Transition a Baby to a Cup › Ways To Transition a Baby to a Cup › Preventing Babies From Drinking From the Wrong Bottle or Cup 	7 minutes
Communicating With Parents	1 minute
Summary	2 minutes
Post-Test (if applicable)	2 minutes
TOTAL TIME	25 MINUTES

Materials and Equipment

Materials and equipment needed for the lesson:

- › Laptop
- › Projector/screen
- › *Bottle Feeding and Introducing a Cup* PowerPoint presentation file
- › Pencils
- › Chart paper, easel or whiteboard, and markers (optional)

Forms needed for the lesson:

- › *Bottle Feeding and Introducing a Cup* Pre-Test
- › *Bottle Feeding and Introducing a Cup* Post-Test

Trainer Note:

Access the training files from the *CACFP Trainer's Tools: Feeding Infants* kit USB drive or from <https://teamnutrition.usda.gov>.

Lesson Content

Trainer Note: This information is the same as the trainer’s notes in the PowerPoint presentation.

Introduction

Welcome and Trainer Introduction

Welcome participants to the training and introduce yourself by providing:

- › Your name
- › Your position title
- › Your experience with the CACFP, infant nutrition, and/or child care

Agenda

In this lesson, participants will learn best practices for bottle feeding and introducing a cup.

Pre-Test

Trainer Note: You can conduct the pre-test as a group activity or distribute a paper test. There are two question slides.

- › For a group activity, ask participants what they think the answer is for each question. Do not give the answer. Tell participants that the answers will be provided at the end of the lesson in the post-test slides.
- › For paper-based testing, distribute the pre-test and pencils. Tell participants how much time they have to complete the assessment.
- › If you will not administer the test, skip the slide.



SLIDE 1



SLIDE 2



SLIDE 3



SLIDE 4



FORM

What Should Babies Drink?

Trainer Note: You can present this learning activity in which participants use Chapter 5: *Feeding a Baby Using a Bottle and Cup* in their *Feeding Infants in the Child and Adult Care Food Program* guide to find the answer to the following questions. You can do this as a small group activity or in pairs. Allow participants 2–3 minutes to locate the answer in their guides. When the 2–3 minutes are over, ask volunteers to give their answer(s) to each question. Answers can be found in Table 7: *What Should Babies Drink?* on page 55 in the *Feeding Infants in the Child and Adult Care Food Program* guide.

Question: What should babies ages 0–11 months drink?

Answer: Breastmilk and/or iron-fortified infant formula

Trainer Note: Tell participants that they should never put cereal in a bottle. If cereal is mixed in a bottle with breastmilk or infant formula then the breastmilk or formula would not be creditable.

Question: What is the recommended age at which you can offer baby water?

Answer: Around 6 months when a baby is developmentally ready to start eating solid foods.

Breastmilk and/or iron-fortified infant formula are the only liquids that can be offered to a baby as part of a reimbursable meal or snack. Juice, cow’s milk, goat’s milk, sodas, sports drinks, sugar water, fruit drinks, tea, and coffee are not creditable as part of a reimbursable meal or snack for infants.

Trainer Note: If participants have questions about offering juice, cow’s milk, or other beverages to a baby refer them to Table 7: *What Should Babies Drink?* on page 55 in their *Feeding Infants in the Child and Adult Care Food Program* guide.

Transitioning Baby from Formula to Unflavored Whole Milk

The CACFP allows a transition time between 12 and 13 months to help babies get used to unflavored whole milk. During this 1-month transition time, you can offer breastmilk, iron-fortified formula, and/or unflavored whole milk and still claim it as part of a reimbursable meal.



SLIDE 5



ACTIVITY



SLIDE 6

Breastmilk may be used to meet the fluid milk component in the meal pattern for children at any age. Mothers may breastfeed onsite or parents can provide pumped breastmilk for their child. If a parent wants the child (1 year old or older) to be served breastmilk in place of fluid milk, a written request by the parent is not required.

Prevent Choking When Bottle Feeding

Let's discuss best practices for feeding a baby to prevent choking.

There are things you can do before feeding a baby a bottle to help prevent choking. You can:

1. Hold the bottle upside down over a sink or other container.
 - » Make sure falling drops from the nipple follow each other closely but do not fall in a stream.
 - » A stream means the opening in the nipple is too big and could allow the liquid to come out too quickly, increasing the chance that the baby could choke.
2. Hold the baby almost upright.

Holding the baby almost upright:

- › Keeps the baby secure.
- › Can help prevent the baby from choking or getting too much liquid at once.
- › Helps you see if the baby is showing signs of hunger or fullness.

Never prop a bottle with a pillow or other item. This can lead to tooth decay and possibly cause choking.

How To Bottle Feed

When feeding a baby a bottle, remember to:

- › Hold the bottle mostly sideways, not straight up.
 - » Make sure the tip of the nipple is filled with breastmilk or infant formula and not air. This will lower the amount of air the baby swallows.
 - » Holding the bottle mostly sideways is used in paced bottle feeding.
- › Hold the baby during feeding.
 - » Feed a baby while he or she is awake.
 - » Do not prop the bottle up on a pillow or other item for the baby to feed himself or herself. Propping a bottle may cause choking or suffocation, as well as ear infections and tooth decay.



SLIDE 7



SLIDE 8



SLIDE 9

- › Hold the baby in the cradle of your arm, so that he or she is almost upright.
 - ›› This keeps the baby secure, helps you see if the baby is showing signs of hunger or fullness, and it can help prevent the baby from choking or getting too much liquid at once.
- › Switch which arm you use to hold the baby.
 - ›› Every so often when feeding a bottle, switch the baby from one arm to the other so the baby has different things to look at. This can also help the baby continue to enjoy feeding on both sides; something that is important when breastfeeding.
- › Burp during natural breaks in the feeding or at the end of the feeding.
 - ›› Burp the baby by gently patting or rubbing the baby's back while he or she is resting on your shoulder or sitting on your lap.
- › Use a slow flow bottle nipple.
 - ›› This helps the baby control how much he or she eats and can reduce spit ups.
- › Brush the nipple of the bottle across the baby's upper lip.
 - ›› Wait for the baby's mouth to open before feeding.

Trainer Note: Refer participants to Chapter 5: *Feeding a Baby Using a Bottle and Cup* in their *Feeding Infants in the Child and Adult Care Food Program* guide for best practices for feeding a baby a bottle.

Introducing a Cup

When to Transition a Baby to a Cup

Many babies are able to drink small amounts from a cup held by another person around 6 months of age or later. Babies are usually developmentally ready to drink from a cup when they can sit without support and seal their lower lip on the rim of the cup.



It is recommended that babies stop using a bottle entirely and use only cups no later than 18 months, or as developmentally appropriate. Children still drinking from a bottle beyond 18 months of age may:

- › Be more likely to develop tooth decay.
- › Drink so much milk that they do not eat enough solid foods.
- › Not get enough nutrients.
- › Not develop or may delay the development of important feeding skills.

Cups with lids that help prevent spilling, such as sippy cups, should only be used as a training tool to help a baby learn to drink from a cup.

Ways To Transition a Baby to a Cup

Let's discuss some ways you can help a baby learn to drink from a cup.

- › Start with small amounts (2 to 3 fluid ounces) of breastmilk or infant formula in a cup.
- › Make sure the baby is seated in a high chair during a feeding or hold the baby.
 - ›› This can lower the baby's risk of choking.
 - ›› It can also help prevent another child from drinking from the same cup.
- › Hold the cup for the baby.
 - ›› Let the baby drink very slowly by tilting the cup slightly.
- › Introduce a cup in place of a bottle at mealtime when older children may be drinking from cups.
- › Allow the baby to practice drinking from a cup before you stop using a bottle completely.



SLIDE 11

Preventing Babies From Drinking From the Wrong Bottle or Cup

It is important to prevent babies from drinking from the wrong bottle or cup.

- › Do not let babies or children carry around bottles or cups.
- › If a baby drops a bottle:
 - ›› Pick it up immediately.
 - ›› Place it out of reach of other children.
 - ›› Clean up any spilled breastmilk or formula with soap and water.
- › Clearly label each bottle and cup with the baby's or child's full name.
- › If possible, give each baby and child his or her own distinct-looking cup.
- › At the end of the day, send all bottles and cups home with the parent who brought them.

Although the risk of transmission of HIV or other diseases is small if a baby or child drinks from another baby's bottle or cup of breastmilk, you must inform the parents of both babies of the incident and follow guidance from the Centers for Disease Control and Prevention (CDC).

Trainer Note: Refer participants to the “How to Prevent Babies or Children From Drinking Another Child's Bottle (or Cup)” topic on page 53 in their *Feeding Infants in the Child and Adult Care Food Program* guide for information about what they should do if a baby or child accidentally drinks from the wrong bottle or cup of breastmilk.

Communicating With Parents

Start conversations with parents about what babies should drink and ways to introduce a cup. One way to start a conversation is to use bite-size nutrition messages in your child care site's social media page, tweets, emails, bulletin boards, flyers, food menus, or other parent communication systems.

Sample message:

“Not sure how to transition your baby from a bottle to a cup? Ask us how we can help!”



SLIDE 12



SLIDE 13

Summary

Trainer Note: Review the key concepts covered in the lesson. Allow participants to ask questions.

- › Breastmilk and iron-fortified infant formula are the only liquids that can be offered to a baby as part of a reimbursable meal or snack.
- › The CACFP allows a transition time between 12 and 13 months to help babies get used to unflavored whole milk.
 - ›› During that 1-month transition time, you can offer breastmilk, iron-fortified formula, and/or unflavored whole milk and still claim it as part of a reimbursable meal.
- › Ways to prevent a baby from choking when feeding the baby a bottle include:
 - ›› Before feeding the baby, hold the bottle upside down over a sink or other container.
 - ›› Make sure falling drops from the nipple follow each other closely but do not fall in a stream.
 - ›› Hold baby almost upright.
 - This can help prevent the baby from choking or getting too much liquid at once.
 - Holding a baby almost upright also helps you see if the baby is showing signs of hunger or fullness.
 - ›› Chapter 5: *Feeding a Baby Using a Bottle and Cup* in your *Feeding Infants in the Child and Adult Care Food Program* guide contains best practices for feeding a baby a bottle and cup.
- › Babies are usually developmentally ready to drink from a cup when they can sit without support and seal their lower lip on the rim of the cup.
 - ›› It is important for a baby to learn to drink from a cup before the age of 18 months or as developmentally appropriate. Children still drinking from a bottle beyond 18 months of age may:
 - Be more likely to develop tooth decay.
 - Drink so much milk that they do not eat enough solid foods and not get enough nutrients.
 - Not develop or may delay the development of important feeding skills.
- › One way to start a conversation with parents about what their baby should drink and ways to introduce a cup is to use bite-size nutrition messages in your child care site's social media page, tweets, emails, bulletin boards, flyers, food menus, or other parent communication systems.



SLIDE 14

Post-Test

Trainer Note: You can conduct the post-test as a group activity or distribute a paper test. There are two question slides.

- › For a group activity, ask participants what they think the answer is for each question. Allow time for multiple responses before you give the answer.
 - ›› To reveal the answer, click your mouse or press the “Enter” key on your keyboard.
- › For paper-based testing, distribute the post-test and pencils. Tell participants how much time they have to complete the assessment.
 - ›› After you have collected the tests, you can show participants the answers.
 - ›› If you will not administer the test, skip the slide.



SLIDE 15



SLIDE 16



FORM

Lesson 6

Test Questions

Trainer Note: The questions for the pre-test and post-test are the same. The questions are shown below with the correct response in boldface and circled.

1 True or False: It is okay to prop the bottle up on a pillow or other items for the baby to feed himself or herself.

a. True

b. False

Never prop a bottle with a pillow or other item. This can lead to tooth decay and possibly cause choking.

2 A 19-month-old baby is enrolled at your child care site and is still drinking from a bottle even though he is developmentally ready to drink from a cup. Which of the following are some issues that may come from using a bottle at this age?

a. Because it is easier to drink from a bottle than a cup, the child may drink so much milk that he is not hungry for other foods.

b. Drinking from a bottle regularly may lead to tooth decay.

c. Not drinking from a cup may mean that some important feeding skills may not develop or may be delayed.

d. All of the above.

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Lesson 7:
**Developmental Readiness
for Solid Foods**

Lesson 7:

Developmental Readiness for Solid Foods

Information in this lesson comes from Chapter 1: *Giving Babies a Healthy Start With the CACFP* and Chapter 6: *Feeding Solid Foods* in the *Feeding Infants in the Child and Adult Care Food Program* guide. This lesson provides participants with information about babies' developmental readiness for eating solid foods.

Learning Objectives

At the end of this lesson, participants should be able to:

- › Describe when a baby is developmentally ready to start eating solid foods.

Lesson Description

The *Developmental Readiness for Solid Foods* lesson takes approximately 18 minutes to deliver. If the pre-test and post-test are administered, the total session time will be approximately 22 minutes.



TOPIC	TIME REQUIRED
Introduction <ul style="list-style-type: none"> › Welcome and Trainer Introduction › Agenda 	2 minutes
Pre-Test (if applicable)	2 minutes
Establishing Healthy Eating Habits	1 minute
Developmental Readiness <ul style="list-style-type: none"> › <i>Developmental Readiness for Solid Foods</i> video 	8 minutes
Communicating With Parents <ul style="list-style-type: none"> › Scenario 	5 minutes
Summary	2 minutes
Post-Test (if applicable)	2 minutes
TOTAL TIME	22 MINUTES

Materials and Equipment

Materials and equipment needed for the lesson:

- › Laptop
- › Projector/screen
- › *Developmental Readiness for Solid Foods* PowerPoint presentation file
- › *Developmental Readiness for Solid Foods* video file
- › Pencils
- › Chart paper, easel or whiteboard, and markers (optional)

Trainer Note:

Access the training files from the *CACFP Trainer's Tools: Feeding Infants* kit USB drive or from

<https://teamnutrition.usda.gov>.

Forms needed for the lesson:

- › *Developmental Readiness for Solid Foods* Pre-Test
- › *Developmental Readiness for Solid Foods* Post-Test

Lesson Content:

Trainer Note: This information is the same as the trainer’s notes in the PowerPoint presentation.

Introduction

Welcome and Trainer Introduction

Welcome participants to the training and introduce yourself by providing:

- › Your name
- › Your position title
- › Your experience with the CACFP, infant nutrition, and/or child care

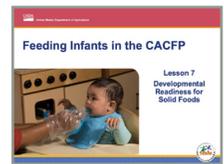
Agenda

This lesson provides information about babies’ developmental readiness for solid foods and ways participants can communicate with parents.

Pre-Test

Trainer Note: You can conduct the pre-test as a group activity or distribute a paper test. There are two question slides.

- › For a group activity, ask participants what they think the answer is for each question. Do not give the answer. Tell participants that the answers will be provided at the end of the lesson in the post-test slides.
- › For paper-based testing, distribute the pre-test and pencils. Tell participants how much time they have to complete the assessment.
- › If you will not administer the test, skip the slide.



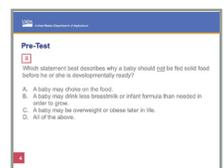
SLIDE 1



SLIDE 2



SLIDE 3



SLIDE 4



FORM

Establishing Healthy Eating Habits

Taste preferences and eating habits are formed early in a child's life, making your child care site an important part of children's experiences with food. As a child care provider, you support the development of children's eating habits and can help them get a healthy start. During the first year of life, infants' mouths change from being able to only suck and swallow breastmilk or infant formula to being able to chew solid foods. Babies also go from relying on you to feed them to starting to learn how to feed themselves. As babies continue to grow, they can eat different kinds of foods. Feeding babies the right foods at the right times helps them enjoy new tastes and textures, get the nutrition they need, and avoid choking.

All babies develop at their own rate. The foods that are fed to a baby at different times during their first year are based on the baby's developmental readiness. Readiness for solid food is related to how well the baby can control his or her muscles. Although age and size are often related to developmental readiness, these should not be used as the only factors in deciding what and how to feed a baby.

Developmental Readiness

Next, we will watch a short video that describes the developmental skills that indicate a baby may be ready to eat solid foods.

Trainer Note: The *Developmental Readiness for Solid Foods* video is embedded in the PowerPoint slide. Runtime is 1 minute and 56 seconds.

There are a few options for playing the video:

1. You can use your mouse to select the video on the slide or press "Enter" on your keyboard to start the video.
2. You can play the video from the USB drive provided with this trainer's guide. Or,
3. If you have an internet connection, you can play the video directly from the USDA Team Nutrition website at <https://teamnutrition.usda.gov>.

Trainer Note: After the video plays, summarize the information presented or ask participants the following question.

What developmental skills indicate that a baby may be ready to eat solid foods?

- › Sits in a high chair with good head control.
- › Opens mouth when foods come his or her way.
- › Reaches for food.
- › Uses tongue to move food from spoon into his or her mouth; baby has lost the reflex to spit out a spoon or any food put in his or her mouth.



SLIDE 5



SLIDE 6



VIDEO 1:56



ACTIVITY

Communicating With Parents

Share with parents that feeding a baby solid foods before he or she is developmentally ready may increase the chance that the baby will choke on the food, drink less breastmilk or infant formula than is needed to grow, or may be overweight or obese later in life. Feeding solid foods before a baby is ready, which includes adding infant cereal to the baby's bottle, does not help the baby sleep through the night or make the baby eat fewer times in a day.

Let's discuss some ways to communicate with parents about a baby's readiness for solid foods.

- › Talk with the baby's parent(s) if you feel that the baby is developmentally ready to start eating solid foods.
 - ›› Serve solid foods once the parents tell you the baby is developmentally ready and eating solid foods at home.
- › If a baby is not developmentally ready but parents think the baby should start solid foods, explain that the baby is not ready for solid foods if he or she:
 - ›› Needs help holding his or her head up.
 - ›› Cannot sit on his or her own without support throughout feeding.
 - ›› Is not interested in food when it is offered or it is close by.
- › Use parent handouts to start a conversation:
 - ›› *For Parents: Is Your Baby Ready for Solid Foods?* on page 12 in the *Feeding Infants in the Child and Adult Care Food Program* guide.
 - ›› This handout is available for free download from the USDA Team Nutrition website at <https://teammnutrition.usda.gov>.
- › It is the parents' decision when their baby is ready for solid foods.



SLIDE 7



SLIDE 8

Scenario

Let's practice with this scenario.

SCENARIO: Baby Emily still needs help holding her head up. She does not seem interested when food is around her. Emily's mom wants to start feeding her solid foods, but you do not think Emily is ready. What can you do?

Think about the communication tools in the *Feeding Infants in the Child and Adult Care Food Program* guide that can help you talk to parents. An example is the parent handout discussed earlier in this lesson: *For Parents: Is Your Baby Ready for Solid Foods?* on page 12 of the guide.

Trainer Note: Present the scenario and ask participants what they would do in this situation. You can do this activity in small groups or in pairs. Tell participants that they have 1 or 2 minutes to discuss the scenario after you read it out loud. At the end of the 1 or 2 minutes, ask participants to share their ideas. Correct any misunderstanding of developmental readiness for solid foods.

Summary

Trainer Note: Review the key concepts covered in the lesson. Allow participants to ask questions.

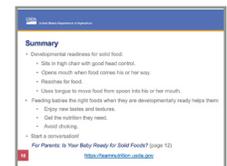
- › Developmental skills that indicate a baby's readiness for solid foods:
 - ›› Sits in high chair with good head control.
 - ›› Opens mouth when food comes his or her way.
 - ›› Reaches for food.
 - ›› Uses tongue to move food from spoon into his or her mouth.
- › Feeding babies the right foods when they are developmentally ready helps them:
 - ›› Enjoy new tastes and textures.
 - ›› Get the nutrition they need.
 - ›› Avoid choking.
- › To start a conversation with parents, share the *For Parents: Is Your Baby Ready for Solid Foods?* handout.



SLIDE 9



ACTIVITY



SLIDE 10

Post-Test

Trainer Note: You can conduct the post-test as a group activity or distribute a paper test. There are two question slides.

- › For a group activity, ask participants what they think the answer is for each question. Allow time for multiple responses before you give the answer.
 - ›› To reveal the answer, click your mouse or press the “Enter” key on your keyboard.
- › For paper-based testing, distribute the post-test and pencils. Tell participants how much time they have to complete the assessment.
 - ›› After you have collected the tests, you can show participants the answers.
- › If you will not administer the test, skip the slide.



SLIDE 11



SLIDE 12



FORM

Lesson 7

Test Questions

Trainer Note: The questions for the pre-test and post-test are the same. The questions are shown below with the correct responses in boldface and circled.

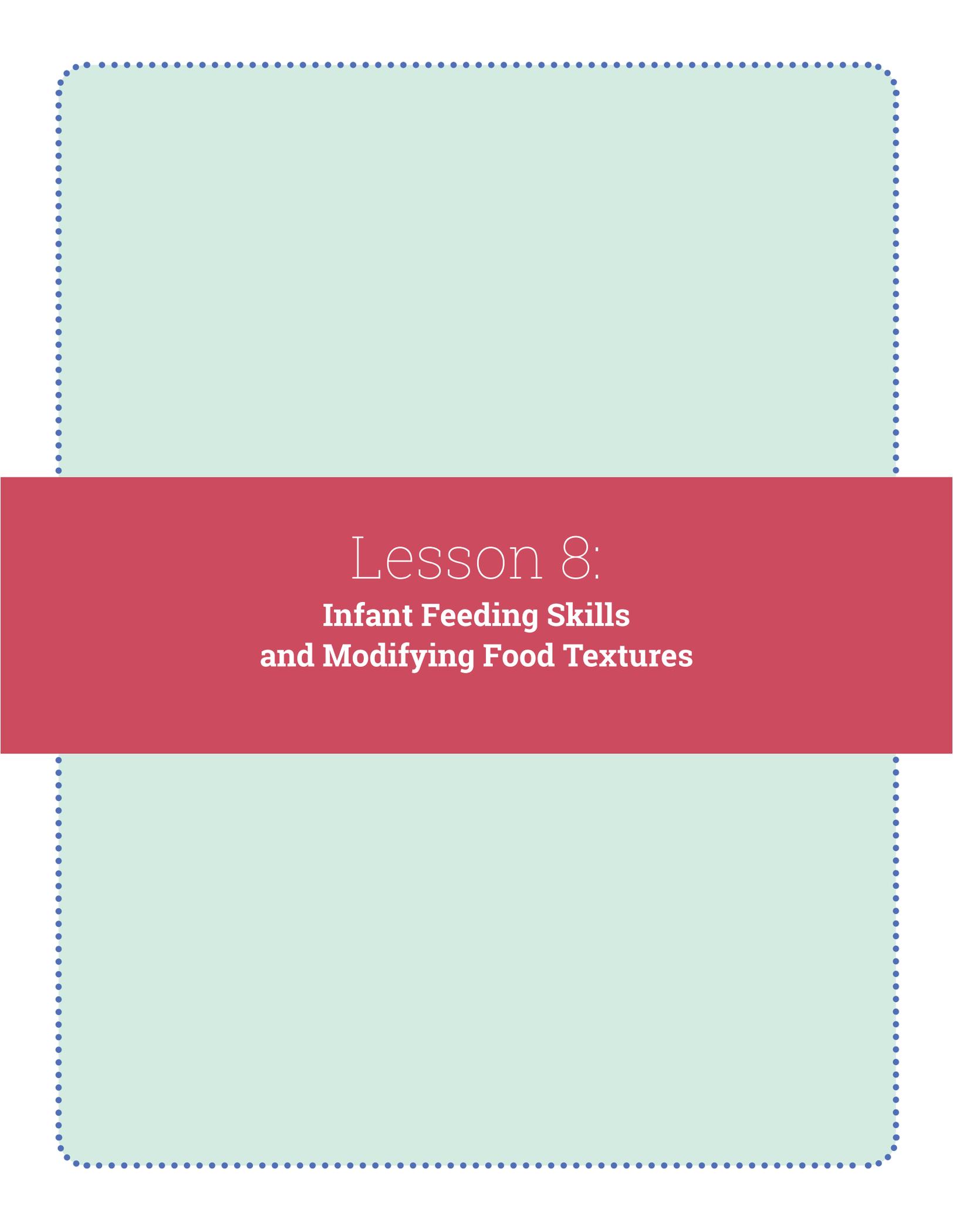
- 1** True or False: Babies are always ready for solid foods at exactly 6 months of age.
- a. True
 - b. False**

Babies are developmentally ready for solid foods when they can:

- › *Sit in a high chair with good head control.*
- › *Open mouth when food comes his or her way.*
- › *Reach for food.*
- › *Use tongue to move food from spoon into his or her mouth.*

You can start offering a baby solid foods when his or her parents tell you the baby is developmentally ready and is eating solid foods at home. This is usually around 6 months of age. Talking with the baby's parents is key to knowing when to start feeding solid foods and if a baby has any food allergies or intolerances.

- 2** Which statement best describes why a baby should not be fed solid foods before he or she is developmentally ready?
- a. A baby may choke on the food.
 - b. A baby may drink less breastmilk or infant formula than needed in order to grow.
 - c. A baby may be overweight or obese later in life.
 - d. All of the above.**

The graphic features a light teal background with a blue dotted border. A dark red horizontal band is centered across the middle, containing the lesson title in white text. The teal background is visible above and below the red band.

Lesson 8:
**Infant Feeding Skills
and Modifying Food Textures**

Lesson 8:

Infant Feeding Skills and Modifying Food Textures

Information in this lesson comes from Chapter 6: *Feeding Solid Foods*, Chapter 7: *Buying and Preparing Baby Foods*, and Chapter 9: *Choking Prevention in the Feeding Infants in the Child and Adult Care Food Program* guide. This lesson provides participants best practices for preparing baby foods and how to prevent choking.

Trainer Note: It is recommended that this lesson be taught with Lesson 7: *Developmental Readiness for Solid Foods*.

Learning Objectives

At the end of this lesson, participants should be able to:

- › Explain how to prepare foods to lower choking risk.

Lesson Description

The *Infant Feeding Skills and Modifying Food Textures* lesson takes approximately 20 minutes to deliver. If the pre-test and post-test are administered, total session time will be approximately 25 minutes.



TOPIC	 TIME REQUIRED
Introduction	
› Welcome and Trainer Introduction	
› Agenda	2 minutes
Pre-Test (if applicable)	3 minutes
Feeding Skills	
› Developmental Readiness	
› What Is a Feeding Skill?	
› Which Food Texture Is Best?	10 minutes
Preparing Food To Prevent Choking	5 minutes
Communicating With Parents	1 minute
Summary	2 minutes
Post-Test (if applicable)	3 minutes
TOTAL TIME	25 MINUTES

Materials and Equipment

Materials and equipment needed for the lesson:

- › Laptop
- › Projector/screen
- › *Infant Feeding Skills and Modifying Food Textures* PowerPoint presentation file
- › Pencils
- › Chart paper, easel or whiteboard, and markers (optional)

Trainer Note:

Access the training files from the *CACFP Trainer's Tools: Feeding Infants* kit USB drive or from <https://teamnnutrition.usda.gov>.

Forms needed for the lesson:

- › *Infant Feeding Skills and Modifying Food Textures* Pre-Test
- › *Infant Feeding Skills and Modifying Food Textures* Post-Test

Lesson Content

Trainer Note: This information is the same as the trainer's notes in the PowerPoint presentation.

Introduction

Welcome and Trainer Introduction

Welcome participants to the training and introduce yourself by providing:

- › Your name
- › Your position title
- › Your experience with the CACFP, infant nutrition, and/or child care

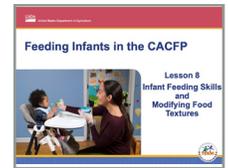
Agenda

In this lesson, participants will learn about best practices for preparing baby foods to prevent choking. They will be reminded of the importance of communicating with parents about their baby's development as well as the foods and textures parents are introducing at home.

Pre-Test

Trainer Note: You can conduct the pre-test as a group activity or distribute a paper test. There are three question slides.

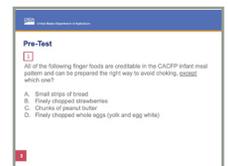
- › For a group activity, ask participants what they think the answer is for each question. Do not give the answer. Tell participants that the answers will be provided at the end of the lesson in the post-test slides.
- › For paper-based testing, distribute the pre-test and pencils. Tell participants how much time they have to complete the assessment.
- › If you will not administer the test, skip the slide.



SLIDE 1



SLIDE 2



SLIDE 3



SLIDE 4



SLIDE 5



FORM

Feeding Skills

Developmental Readiness

As a reminder from Lesson 7: *Developmental Readiness for Solid Foods*, the CACFP infant meal pattern includes solid foods for babies who are ages 6 through 11 months. But not all babies are ready for solid foods at exactly 6 months. Babies develop at their own rate. Foods fed to a baby are based on the baby's developmental readiness and feeding skills. Readiness for solid foods is related to how well the baby can control his or her muscles and digest certain foods. A baby's feeding skills are a good clue of what food textures the baby may be ready to eat.

- › After introducing purees, babies should progress to new textures, from a puree with some soft lumps up to thicker mashed foods to soft, chopped solid foods. It is important to continue introducing new textures so that babies continually build the chewing and feeding skills that will eventually allow them to eat table foods.
 - ›› This also helps the baby get used to the feel of different textures of foods in his or her mouth.
- › At around 8 to 12 months, babies develop a pincer grasp to feed themselves small, soft pieces of food.

What Is a Feeding Skill?

Babies are born with feeding skills that allow them to drink breastmilk or infant formula. As babies get older, they develop new skills to eventually help them feed themselves with your supervision. Offering babies different textures of food as they get older helps them learn or strengthen different feeding skills.

Feeding skills include when a baby can:

- › Suck/swallow.
- › Move food from spoon to back of mouth and swallow.
- › Pick up pieces of food with hands.
- › Pick up pieces of food with fingers.



SLIDE 6



SLIDE 7

Shown on the slide are feeding skills that may indicate a baby is ready to try different foods.

What foods do you think a baby with the palmar grasp, shown on the left, may be ready to try?

- › **Palmar grasp**—when a baby uses his or her whole hand to pick up larger pieces of food or objects.
 - ›› Baby may be ready to try strips of bread or crackers.

What foods do you think a baby with the pincer grasp, shown on the right, may be ready to try?

- › **Pincer grasp**—when a baby begins to use his or her thumb and index finger to pick up smaller pieces of food or objects.
 - ›› Baby may be ready to try ready-to-eat cereals, such as whole grain cereal O's.

Which Food Texture Is Best?

When serving food, make sure it is in a form that a baby can easily swallow and/or chew based on the baby's feeding skills.

Trainer Note: Click through the three baby images and ask participants to choose which food is best for each feeding skill.

Answers:

- › First baby (suck/swallow): Breastmilk or iron-fortified infant formula
- › Second baby (move food from spoon to back of mouth and swallow): pureed, soft cooked foods such as pureed carrots or sweet potatoes
- › Third baby (pick up pieces of foods with hands or fingers): thin slices or small pieces (**no larger than ½ inch**) of bread

Preparing Food To Prevent Choking

Introducing new food textures, as the baby is developmentally ready, builds the baby's skills while reducing the risk of choking. Some foods are harder for babies to eat and present a choking risk.

To prevent choking:

- › Cook or steam foods until they are soft enough to easily pierce with a fork.
- › Modify the texture by pureeing, mashing, grinding, or finely chopping.



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SLIDE 9



ACTIVITY



SLIDE 10

- › Cut foods into thin slices or small pieces (no larger than ½ inch).
 - ›› Do not feed foods or pieces of food that are the size or shape of a small marble. Foods this size can be swallowed whole and could get caught in a baby’s throat.
 - ›› Cut round foods into short strips (lengthwise) rather than round pieces.
 - ›› Cut grapes and cherry tomatoes into quarters.
 - ›› Remove pits, seeds, and tough skins or peels from ripe fruit and cut into small pieces.
- › Avoid serving small, sticky, or hard foods that are difficult to chew or are easy to swallow whole.
 - ›› For example, chunks of nut or seed butters are sticky and pose a choking risk. Nut and seed butters are also not creditable towards a reimbursable meal or snack under the infant meal pattern.



SLIDE 11



SLIDE 12

Trainer Note: Tell participants that a full list of ways to reduce the risk of choking can be found in Chapter 9: *Choking Prevention* on page 114 in the *Feeding Infants in the Child and Adult Care Food Program* guide.

Communicating With Parents

Talk with parents about their baby’s development as well as the foods and textures parents are introducing at home. You can use handouts from the *Feeding Infants in the Child and Adult Care Food Program* guide to help you start a conversation.

Examples of handouts you can use include:

- › *For Parents: Is Your Baby Ready for Solid Foods?* (page 12)
- › *For Parents: What Is Your Baby Eating? Let Us Know!* (page 63)
- › *For Parents: Varying Your Baby’s Veggies* (page 88)



SLIDE 13

Trainer Note: These handouts, and more, are also available for free download from the USDA Team Nutrition website at <https://teamnutrition.usda.gov>.

Summary

Trainer Note: Review the key points covered in the lesson. Allow participants to ask questions.

- › The CACFP infant meal pattern includes solid foods for babies that are developmentally ready (around 6 months).
- › When serving solid foods, make sure they are in a form that a baby can easily swallow and chew based on the baby’s feeding skills.
 - ›› When babies are developmentally ready for solid foods, textures can progress from thin purees to thicker purees and mashed foods to larger pieces of soft solid foods they can feed themselves with a palmar grasp.
 - ›› At around 8 to 12 months, babies develop a pincer grasp to feed themselves small, soft pieces of food.



SLIDE 14

Post-Test

Trainer Note: You can conduct the post-test as a group activity or distribute a paper test. There are three question slides.

- › For a group activity, ask participants what they think the answer is for each question. Allow time for multiple responses before you give the answer.
 - ›› To reveal the answer, click your mouse or press the “Enter” key on your keyboard.
- › For paper-based testing, distribute the post-test and pencils. Tell participants how much time they have to complete the assessment.
 - ›› After you have collected the tests, you can show participants the answers.
- › If you will not administer the test, skip the slide.



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SLIDE 17



FORM

Lesson 8

Test Questions

Trainer Note: The questions for the pre-test and post-test are the same. The questions are shown below with the correct response in boldface and circled.

- 1** All of the following finger foods are creditable in the CACFP infant meal pattern and can be prepared the right way to avoid choking, except which one?
- a. Small strips of bread
 - b. Finely chopped strawberries
 - c. Chunks of peanut butter**
 - d. Finely chopped whole eggs (yolk and egg white)
- 2** Which is a best practice for preparing baby foods?
Choose all that apply.
- a. Modify the texture by pureeing, mashing, grinding, or finely chopping.
 - b. Cut round foods into short strips (lengthwise) rather than round pieces.
 - c. Remove pits, seeds, skins, and tough peels from fruits and vegetables.
 - d. All of the above.**
- 3** To prepare foods that can be easily chewed by a baby, cut soft foods into small pieces: no larger than _____ or into thin slices or strips.
- a. 1/2 inch**
 - b. 2/3 inch
 - c. 3/4 inch
 - d. 1 inch

The graphic features a central red rectangular banner with rounded corners. Above and below this banner are two large, light teal rectangular areas, also with rounded corners. The entire composition is framed by a dotted blue border that follows the rounded edges of the teal areas.

Lesson 9:
Creditable Infant Foods: Part 1

Lesson 9:

Creditable Infant Foods: Part 1

Information in this lesson comes from Chapter 6: *Feeding Solid Foods* in the *Feeding Infants in the Child and Adult Care Food Program* guide. This lesson covers solid foods that are creditable towards a reimbursable meal and snack in the CACFP infant meal pattern.

Learning Objectives

At the end of this lesson, participants should be able to:

- › Identify solid foods that are creditable as part of a reimbursable meal or snack in the CACFP infant meal pattern.

Lesson Description

The *Creditable Infant Foods: Part 1* lesson takes approximately 25 minutes to deliver. If the pre-test and post-test are administered, total session time will be approximately 30 minutes.



TOPIC	TIME REQUIRED
Introduction	
› Welcome and Trainer Introduction	
› Agenda	2 minutes
Pre-Test (if applicable)	3 minutes
Reimbursable Infant Meals and Snacks	1 minute
Solid Foods	
› Infant Meal Pattern	
› What Are Solid Foods?	
› Solid Foods in the Infant Meal Pattern	2 minutes
Food Components	
› Grains	
› Meat and Meat Alternates	
› Vegetables and Fruits	
› Which Food Is Not Creditable?	17 minutes
Summary	2 minutes
Post-Test (if applicable)	3 minutes
TOTAL TIME	30 MINUTES

Materials and Equipment

Materials and equipment needed for the lesson:

- › Laptop
- › Projector/screen
- › *Creditable Infant Foods: Part 1* PowerPoint presentation file
- › Pencils
- › Chart paper, easel or whiteboard, markers (optional)

Forms needed for the lesson:

- › *Creditable Infant Foods: Part 1* Pre-Test
- › *Creditable Infant Foods: Part 1* Post-Test

Trainer Note:

Access the training files from the *CACFP Trainer's Tools: Feeding Infants* kit USB drive or from <https://teammnutrition.usda.gov>.

Lesson Content

Trainer Note: This information is the same as the trainer's notes in the PowerPoint presentation.

Introduction

Welcome and Trainer Introduction

Welcome participants to the training and introduce yourself by providing:

- › Your name
- › Your position title
- › Your experience with the CACFP, infant nutrition, and/or child care

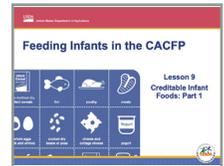
Agenda

In this lesson, participants will learn about solid foods that are creditable towards a reimbursable meal and snack in the CACFP infant meal pattern.

Pre-Test

Trainer Note: You can conduct the pre-test as a group activity or distribute a paper test. There are three question slides.

- › For a group activity, ask participants what they think the answer is for each question. Do not give the answer. Tell participants that the answers will be provided at the end of the lesson in the post-test slides.
- › For paper-based testing, distribute the pre-test and pencils. Tell participants how much time they have to complete the assessment.
- › If you will not administer the test, skip the slide.



SLIDE 1



SLIDE 2



SLIDE 3



SLIDE 4



SLIDE 5



FORM

Reimbursable Infant Meals and Snacks

Before we get started, let's define food components, a reimbursable infant meal or snack, and a creditable food.

- › Each meal and snack under the infant meal pattern is made up of **food components**: breastmilk or iron-fortified infant formula, meat and meat alternates, vegetables and fruits, and grains.
- › A meal or snack is **reimbursable** as long as all required food components are offered to the baby during the course of the day.
 - ›› Babies do not need to eat the entire meal offered for the meal to be reimbursable.
- › **Creditable foods** are those that may be counted towards meeting the CACFP meal pattern requirements for a reimbursable meal or snack.
 - ›› Creditable foods include: iron-fortified infant cereals, meats, fish, beans, peas, eggs, yogurt, cheese, fruits, and vegetables.
 - ›› At snack, creditable options include breads and crackers, and ready-to-eat cereals.

Turn to Appendix F: *Infant Foods List* on page 149 in the *Feeding Infants in the Child and Adult Care Food Program* guide for a list of creditable and non-creditable foods. Note that the list is not all-inclusive. Appendix F contains only those foods commonly served to infants in child care programs.

Trainer Note: These definitions were provided in Lesson 1 and serve as a review.

Solid Foods

Infant Meal Pattern

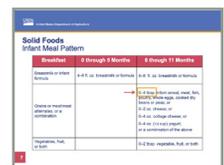
Trainer Note: The following concepts were introduced in Lesson 1 and serve as a review before you discuss foods that can credit towards a reimbursable meal or snack.

The CACFP infant meal pattern allows for solid foods starting around 6 months of age. The term “around” is used because not all babies are **developmentally ready** for solid foods at exactly 6 months of age. Some babies may be ready for solid foods at 5 months, others at 6½ months.

The amounts of solid foods listed in the infant meal pattern are provided as a range, such as 0–2 tablespoons. This provides the flexibility to offer the right amount of solid foods based on a baby's developmental readiness. You might offer a baby less than 1 tablespoon of a food



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if a baby just started eating solid foods. Once the baby has tried and accepted a certain food, you would then offer him or her the full 2 tablespoons of the solid food.

What Are Solid Foods?

Solid foods are foods that are easy to digest and safe for a baby to eat once he or she is developmentally ready, usually around 6 months of age. Solid foods can be pureed, mashed, ground, or finely chopped to allow a baby to swallow the food without choking.

As a child care provider, you can start offering a baby solid foods after the parents have told you that the baby is developmentally ready and is eating solid foods at home.

Solid Foods in the Infant Meal Pattern

For babies 6 through 11 months, the CACFP infant meal pattern includes solid foods, such as: iron-fortified infant cereals, meats, fish, beans, peas, eggs, yogurt, cheese, fruits, and vegetables. At snack, creditable options include breads and crackers, and ready-to-eat cereals.

Food Components

Grains

Grains in the infant meal pattern include:

- › Iron-fortified dry infant cereal
- › Breads and crackers (creditable only if offered as a snack, not with a meal)
- › Ready-to-eat cereals (creditable only if offered as a snack, not with a meal)

Grains served must be made with enriched or whole-grain meal or flour. Ready-to-eat breakfast cereals and infant cereals that are iron-fortified are also creditable. There is no whole grain-rich requirement in the CACFP infant meal pattern.



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Ready-to-eat cereals include flakes, rounds, and puffed cereals that older babies can pick up and eat.

- › Ready-to-eat cereals are creditable only towards snacks, not meals.
- › For a ready-to-eat cereal to be creditable, the amount of sugar must be no more than 6 grams of sugar per dry ounce of cereal and the cereal must be iron-fortified.
- › Almost all infant cereals meet the sugar limit, and there are many types of ready-to-eat cereal that meet this sugar limit too.

Some ready-to-eat cereals may be a choking hazard. When purchasing cereals, choose ones that dissolve easily in the mouth and do not include nuts, dried fruits, or other hard food items.

Choose Breakfast Cereals That Are Lower in Added Sugars

There are a couple of ways to determine if a cereal meets the sugar limit.

- › Use any cereal that is listed on any State agency's Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)-approved cereal list, found as part of the State's approved food lists.
- › Use the chart in Appendix D: *Choose Breakfast Cereals That Are Lower in Added Sugars* located on page 145 in the *Feeding Infants in the Child and Adult Care Food Program* guide.

Trainer Note: If you include Lesson 10: *Creditable Infant Foods: Part 2* in this training session, tell participants that you will discuss the sugar requirement in more detail in the next lesson.

A recorded webinar is offered on this topic through USDA Team Nutrition's *CACFP Halftime: Thirty on Thursdays* webinar series. The *Choose Breakfast Cereals That Are Lower in Added Sugars* recorded webinar can be accessed at <https://teamnutrition.usda.gov>.

Iron-Fortified Infant Cereal

Dry iron-fortified infant cereal is cereal that has iron added to it. Iron is an important nutrient for babies. Both single-grain infant cereal, such as wheat, oat, and barley, as well as mixed-grain infant cereal are creditable as long as they are iron-fortified.

Babies should be given the single grain iron-fortified infant cereal first to make sure they do not have an allergic reaction. If the baby does not have a reaction, then mixed-grain iron-fortified infant cereal can be offered.



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You can tell if an infant cereal is “iron-fortified” by looking at the cereal package.

The cereal package may say “iron-fortified.” Also, look at the ingredient list on the back of the cereal package. As long as one of the ingredients listed is “iron,” “ferric fumarate,” “electrolytic iron,” or “iron (electrolytic),” then the cereal is iron-fortified.

Meat and Meat Alternates

Meats and poultry, including: beef, pork, lamb, veal, chicken, and turkey, are creditable in the CACFP infant meal pattern. Like iron-fortified infant cereals, meats and poultry are good first foods for babies because they provide iron and zinc that babies need starting around 6 months of age.

Fin fish and shellfish purchased from a commercial source may be offered to babies 6 through 11 months old when they are developmentally ready for solid foods.

- › Home caught fish is only creditable if it meets State or local public health policies regarding food safety.
- › According to the American Academy of Pediatrics, there is no evidence that waiting to introduce common allergens, such as fish or shellfish, beyond 4 to 6 months of age will prevent a food allergy.
- › Remove any bones or shells and modify the texture of the fish and shellfish based upon the feeding skills of the baby.

Meat Alternates

Eggs, beans and peas, cheese, cottage cheese, and yogurt are creditable as meat alternates.

- › The whole egg, including both the egg yolk and the egg white, must be served in order for it to be creditable.
- › Any cooked dry beans and peas, such as lentils, black beans, pinto beans, or chickpeas, may be served to babies who are developmentally ready to eat them. This includes canned beans and peas.
 - ›› Look for those labeled “reduced sodium.”
 - ›› Puree or mash beans and peas to avoid choking.
 - ›› Green peas are not considered a meat alternate.
- › Pasteurized cheeses are allowed under the infant meal pattern.
 - ›› Cheese food, cheese spread, and cheese product are not creditable because they are generally higher in salt and lower in protein.



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- › Store-bought low-fat, reduced-fat, and whole milk yogurts are creditable under the infant meal pattern.
 - ›› To be creditable, the yogurt must contain no more than 23 grams of sugar per 6 ounces of yogurt.
 - ›› Homemade yogurts are not creditable.

Choose Yogurts That Are Lower in Added Sugars

To determine if a yogurt meets the sugar requirement of no more than 23 grams of sugar per 6 ounces, you can use the chart in Appendix E: *Choose Yogurts That Are Lower in Added Sugars* located on page 147 in the *Feeding Infants in the Child and Adult Care Food Program* guide.

A recorded webinar is offered on this topic through USDA Team Nutrition's *CACFP Halftime: Thirty on Thursdays* webinar series. The *Choose Yogurts That Are Lower in Added Sugars* recorded webinar can be accessed at <https://teamnutrition.usda.gov>.

Trainer Note: If you include Lesson 10: *Creditable Infant Foods: Part 2* in this training session, tell participants that you will discuss the sugar requirement in more detail in the next lesson.



SLIDE 14



Vegetables and Fruits

All vegetables and fruits can be offered to babies but fruit and vegetable juices, including 100% juice, are not creditable in the infant meal pattern.

- › Vegetables and fruits contain important nutrients and fiber.
- › To avoid choking, you should:
 - ›› Cook and prepare vegetables and fruits to the appropriate texture for the baby's feeding skills.
 - ›› Remove all pits, seeds, skins, and peels before serving the food.
 - ›› Cut vegetables and fruits into thin slices or small pieces (no larger than 1/2 inch).



SLIDE 15

Which Food Is Not Creditable?

Trainer Note: This slide and the next two slides are designed to “test” participants’ understanding of foods that are creditable. In each slide, there are three illustrations of solid foods. Ask participants which food they think is **not** creditable towards a reimbursable meal or snack in the infant meal pattern. Allow for several responses before providing the answer and explanation for why the food is not creditable. To reveal the “X” over the food that is not creditable, click your mouse or press the “Enter” key on your keyboard.

Answer: Peach cobbler dessert. Grain-based desserts are not creditable. Baby food desserts, like cobblers, are considered grain-based desserts. These foods are high in saturated fats and added sugars.

Trainer Note: Ask participants which food they think is **not** creditable towards a reimbursable meal or snack in the infant meal pattern. Allow for several responses before providing the answer and explanation for why the food is not creditable. To reveal the “X” over the food that is not creditable, click your mouse or press the “Enter” key on your keyboard.

Answer: Pasteurized cheese product. Cheese product, cheese food, and cheese spread are not creditable because they are generally higher in salt and lower in protein.

Trainer Note: Ask participants which food they think is **not** creditable towards a reimbursable meal or snack in the infant meal pattern. Allow for several responses before providing the answer and explanation for why the food is not creditable. To reveal the red “X” over the food that is not creditable, click your mouse or press the “Enter” key on your keyboard.

Answer: Freeze-dried yogurt. Yogurt products, such as freeze-dried yogurt snacks, frozen yogurt, and yogurt bars are not creditable.

Summary

Trainer Note: Review the key points in the lesson. Allow participants to ask questions.

- › Reimbursable meals and snacks
 - ›› A meal or snack is reimbursable as long as **all required food components** are offered to the baby during the course of the day.
 - ›› Babies do not need to eat the entire meal offered for the meal to be reimbursable.



SLIDE 16



ACTIVITY



SLIDE 17



ACTIVITY



SLIDE 18



ACTIVITY



SLIDE 19

- › Solid foods
 - ›› The CACFP infant meal pattern allows for solid foods starting around 6 months of age, when the baby is developmentally ready.
 - ›› Creditable solid foods include: iron-fortified infant cereals, meats, fish, beans, peas, eggs, yogurt, cheese, fruits, and vegetables.
 - ›› At snack, creditable options include breads and crackers, and ready-to-eat cereals.
- › Cereals
 - ›› To be creditable, ready-to-eat breakfast cereals and infant cereals must be:
 - Made with enriched or whole-grain meal or flour,
 - Iron-fortified, and
 - Contain no more than 6 grams of sugar per dry ounce.
 - ›› Ready-to-eat cereals are creditable towards snacks only, not meals.
- › Yogurt
 - ›› To be creditable, store-bought yogurt must contain no more than 23 grams of sugar per 6 ounces.
 - ›› Homemade yogurt is not creditable.
- › Remember, Appendix F: *Infant Foods List* on page 149 in the *Feeding Infants in the Child and Adult Care Food Program* guide contains a list of creditable and non-creditable foods.

Post-Test

Trainer Note: You can conduct the post-test as a group activity or distribute a paper test. There are three question slides.

- › For a group activity, ask participants what they think the answer is for each question. Allow time for multiple responses before you give the answer.
 - ›› To reveal the answer, click your mouse or press the “Enter” key on your keyboard.
- › For paper-based testing, distribute the post-test and pencils. Tell participants how much time they have to complete the assessment.
 - ›› After you have collected the tests, you can show participants the answers.
- › If you will not administer the test, skip the slide.

Post-Test

1. You or the parent asks you to start serving solid foods to a 5-month-old baby. An early child care teacher tells you how the infant meal pattern age groups are 0 through 5 months and 6 through 11 months. If you want the baby to eat solids at 5 months, can you still claim reimbursement for the baby's meals and snacks?

A. Yes
B. No

SLIDE 20

Post-Test

2. You're told you notice that a baby in your care is developmentally ready for solid foods, and the parents agree. The parents tell you that they have fed their baby egg at home, so you offer the baby whole eggs (yolk and egg white), finely chopped at child care. The baby takes one bite at lunch.

Can you claim the eggs as part of a reimbursable lunch?

A. Yes
B. No

SLIDE 21

Post-Test

3. Which foods are creditable in the infant meal pattern and can be offered to infants around 6 through 11 months?

Choose all that apply.

A. Peach toddler baby food dessert
B. Peanut butter
C. Finely chopped baked chicken
D. Cheese bar

SLIDE 22



FORM

Lesson 9

Test Questions

Trainer Note: The questions for the pre-test and post-test are the same. The questions are shown below with the correct response in boldface and circled.

- 1** Yes or No: A parent asks you to start serving solid foods to her 5-month-old baby at your child care site, but you know the infant meal pattern age groups are 0 through 5 months and 6 through 11 months. If you serve the baby solid foods at 5 months, can you still claim reimbursement for the baby's meals and snacks?

 - a. Yes**
 - b. No

- 2** Yes or No: You notice that a baby in your care is developmentally ready for solid foods, and the parents agree. The parents tell you that they have fed their baby eggs at home, so you offer the baby whole eggs (yolk and egg white), finely chopped at child care. The baby takes one bite at lunch. Can you claim the eggs as part of a reimbursable lunch?

 - a. Yes**
 - b. No

- 3** Which foods are creditable in the infant meal pattern and can be offered to infants around 6 through 11 months?
Choose all that apply.

 - a. Peach cobbler baby food dessert
 - b. Pureed carrots**
 - c. Finely chopped baked chicken**
 - d. Granola bar

The graphic features a central red horizontal band with white text. This band is flanked by two light green rectangular areas, each outlined with a blue dotted border. The overall design is clean and modern.

Lesson 10:
Creditable Infant Foods: Part 2

Lesson 10:

Creditable Infant Foods: Part 2

Information in this lesson comes from Chapter 6: *Feeding Solid Foods* in the *Feeding Infants in the Child and Adult Care Food Program* guide. This lesson covers sugar limits for ready-to-eat cereal and yogurt in the CACFP, what to do when parents provide a food component, and accommodating a baby's special dietary needs.

Learning Objectives

At the end of this lesson, participants should be able to:

- › Determine if a ready-to-eat cereal and yogurt meet the CACFP sugar limit.
- › Describe a parent-provided food component in the CACFP.
- › Describe how to accommodate an infant that has special dietary needs.

Lesson Description

The *Creditable Infant Foods: Part 2* lesson takes approximately 20 minutes to deliver. If the pre-test and post-test are administered, total session time will be approximately 25 minutes. If your training session includes all 10 lessons, you can play the *Feeding Babies Game Show* game at the conclusion of this lesson. Playing the game will add approximately 30 minutes to the total training time.



TOPIC	TIME REQUIRED
Introduction	
› Welcome and Trainer Introduction	
› Agenda	2 minutes
Pre-Test (if applicable)	3 minutes
Sugar Limit for Ready-to-Eat Cereal	6 minutes
Sugar Limit for Yogurt	6 minutes
Parent-Provided Food Component	1 minute
Accommodating Special Dietary Needs	
› Medical Statement	1 minute
Communicating With Parents	1 minute
Summary	2 minutes
Feeding Babies Game Show (optional)	30 minutes
Post-Test (if applicable)	3 minutes
TOTAL TIME	55 MINUTES

Materials and Equipment

Materials and equipment needed for the lesson:

- › Laptop
- › Projector/screen
- › *Creditable Infant Foods: Part 2* PowerPoint presentation file
- › *Feeding Babies Game Show* digital interactive game files (optional)
- › Pencils
- › Chart paper, easel or whiteboard, markers (optional)

Forms needed for the lesson:

- › *Creditable Infant Foods: Part 2* Pre-Test
- › *Creditable Infant Foods: Part 2* Post-Test

Supplemental Materials (optional):

- › Various ready-to-eat cereal boxes or Nutrition Facts labels
- › Various empty yogurt containers or Nutrition Facts labels

Trainer Note:

Access the training files from the *CACFP Trainer's Tools: Feeding Infants* kit USB drive or from <https://teamnutrition.usda.gov>.

Lesson Content

Trainer Note: This information is the same as the trainer's notes in the PowerPoint presentation.

Introduction

Welcome and Trainer Introduction

Welcome participants to the training and introduce yourself by providing:

- › Your name
- › Your position title
- › Your experience with the CACFP, infant nutrition, and/or child care

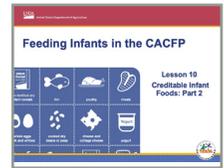
Agenda

In this lesson, participants will learn how to determine if ready-to-eat cereals and yogurts meet the CACFP sugar limit to be creditable towards a reimbursable meal or snack, what to do when parents provide one food component, and how to accommodate a baby with special dietary needs.

Pre-Test

Trainer Note: You can conduct the pre-test as a group activity or distribute a paper test. There are three question slides.

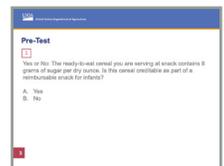
- › For a group activity, ask participants what they think the answer is for each question. Do not give the answer. Tell participants that the answers will be provided at the end of the lesson in the post-test slides.
- › For paper-based testing, distribute the pre-test and pencils. Tell participants how much time they have to complete the assessment.
- › If you will not administer the test, skip the slide.



SLIDE 1



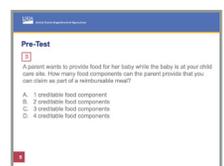
SLIDE 2



SLIDE 3



SLIDE 4



SLIDE 5



FORM

Sugar Limit for Ready-to-Eat Cereal

Ready-to-eat cereals include flakes, rounds, and puffed cereals that older babies can pick up and eat. These cereals can only credit towards snacks, not meals. For a ready-to-eat cereal to be creditable, the amount of sugar must be no more than 6 grams of sugar per dry ounce of cereal.

How Can I Tell if a Cereal Has 6 Grams of Sugar or Less Per Dry Ounce?

Nearly all infant cereals meet the sugar limit of 6 grams of sugar per dry ounce. There are many types of ready-to-eat cereals that meet this sugar limit too. If you are unsure if the cereal you want to purchase is creditable, there are a couple of ways you can determine if it is creditable.

You can:

- › Use any cereal that is listed on any State agency's Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)-approved food list, or
- › Use Appendix D: *Choose Breakfast Cereals That Are Lower in Added Sugars* worksheet on page 145 in the *Feeding Infants in the Child and Adult Care Food Program* guide.

Let's take a closer look at the worksheet in Appendix D and walk through the steps together.

1. Use the Nutrition Facts label to find the Serving Size, in grams (g), of the cereal.
2. Find the Sugars line. Look at the number of grams (g) next to Sugars.
3. Use the serving size identified in Step 1 to find the serving size of the cereal in the table.
4. In the table, look at the number to the right of the serving size amount (the Sugars column). If the cereal has that amount of sugar, or less, then the cereal meets the sugar requirement.

Trainer Note: The Nutrition Facts label states serving size in grams, not in dry ounces. Participants do not need to do a conversion of grams to ounces. They can use the table on the first (or second) page of the worksheet to compare serving size in grams to the amount of sugar in grams.



SLIDE 6



ACTIVITY

Let's look at the Yummy Brand cereal on the worksheet. Does this cereal meet the CACFP sugar limit?

Trainer Note: Walk through the steps again if needed.

Answer: The cereal does meet the sugar limit. The cereal has 5 grams of sugar per 30 grams. The maximum amount of sugar allowed for 30 grams of cereal is 6 grams. Five grams are less than 6, so this cereal meets the sugar requirement.

Trainer Note: If time permits, and you have empty cereal containers, have participants practice the steps using the Nutrition Facts labels on the empty containers and the worksheet in Appendix D: *Choose Breakfast Cereals That Are Lower in Added Sugars*. You can do the activity in small groups or pairs. Distribute the empty containers and tell participants how much time they have to complete the activity. When time is up, ask each group or pair to share its findings.

Trainer Note: A recorded webinar is offered on this topic through USDA Team Nutrition's *CACFP Halftime: Thirty on Thursdays* webinar series. The *Choose Breakfast Cereals That Are Lower in Added Sugars* recorded webinar can be accessed at <https://teamnutrition.usda.gov>.



Sugar Limit for Yogurt

How Can I Tell if a Yogurt Has 23 Grams of Sugar or Less?

Turn to Appendix E: *Choose Yogurts That Are Lower in Added Sugars* worksheet on page 147 in the *Feeding Infants in the Child and Adult Care Food Program* guide. The steps you can use to determine if a yogurt has 23 grams of sugar or less per 6 ounces are very similar to those you used to determine the sugars in the ready-to-eat cereal example. You can use the table on the worksheet in Appendix E to compare the serving size in ounces (or grams) to the amount of sugar in grams.

Let's walk through the steps on this worksheet together.

1. Use the Nutrition Facts label to find the Serving Size, in ounces (oz) or grams (g), of the yogurt.
2. Find the Sugars line. Look at the number of grams (g) next to Sugars.
3. Use the serving size identified in Step 1 to find the serving size of the yogurt in the table.
4. In the table, look at the number to the right of the serving size amount (the Sugars column). If the yogurt has that amount of sugar, or less, then the yogurt meets the sugar requirement.



SLIDE 7



ACTIVITY

So, does the yogurt on the worksheet meet the CACFP sugar limit?

Trainer Note: Walk through the steps again if needed.

Answer: The yogurt does meet the sugar limit. This yogurt has 9 grams of sugar per 8 ounces (227 grams). The maximum amount of sugar allowed in 8 ounces of yogurt is 31 grams. Nine is less than 31, so this yogurt is creditable.

Trainer Note: If time permits, and you have empty yogurt containers, have participants practice the steps using the Nutrition Facts labels on empty containers and the worksheet in Appendix E: *Choose Yogurts That Are Lower in Added Sugars*. You can do the activity in small groups or pairs. Distribute the empty containers and tell participants how much time they have to complete the activity. When time is up, ask each group or pair to share its findings.

Trainer Note: A recorded webinar is offered on this topic through USDA Team Nutrition's *CACFP Halftime: Thirty on Thursdays* webinar series. The *Choose Yogurts That Are Lower in Added Sugars* recorded webinar can be accessed at <https://teamnutrition.usda.gov>.



Parent-Provided Food Component

Parents may bring in **one creditable food component** for their baby (if they choose to do so) that can count towards a reimbursable meal or snack in the CACFP. For the meal or snack to be reimbursable, the child care provider must offer the baby all of the other food components.

For babies who are eating solid foods, there are two options to claim reimbursement:

1. If the parent provides breastmilk or a creditable infant formula for the baby, then the child care site must provide all of the solid food components in order for the meal or snack to be reimbursable.
2. If the parent provides a creditable solid food component for the baby, then the child care site must provide a creditable iron-fortified infant formula and all other solid food components in order for the meal or snack to be reimbursable.

Trainer Note: This information was covered in Lesson 1.



Accommodating Special Dietary Needs

As a child care site participating in the CACFP, you must make substitutions to meals for babies with special dietary needs.

If the food you offer does not meet the needs of a baby with a disability due to special dietary needs, then another food item within the same food component can be substituted by you or the parents. You should always try to find a substitution. **However**, if the baby's health care provider writes a medical statement that notes that the baby cannot eat any foods in a food component, then you do not have to serve that food component.

A parent may request a food substitution for a food allergy, food intolerance, or for religious reasons. Here are some examples:

- › **Food allergy or intolerance:** If a baby in your care cannot eat peaches, you can provide another fruit such as apples, pears, or bananas as part of the reimbursable meal.
- › **Religious reasons:** If parents do not want their baby to eat pork, then a different meat or meat alternate can replace the pork for that meal. In this case, the meal would still be reimbursable.

It is recommended to have a parent's note and signature on file showing that this request was made. A medical statement is not needed.

Medical Statement

If a substitution is due to a disability or special dietary need, the parent(s) must provide a medical statement from the baby's health care provider.

The medical statement must include the following:

- › Name of the food(s) to be avoided,
- › Explanation of how the food(s) affects the baby, and
- › Signature of the baby's health care provider on the form.

Recommended substitutions of foods can be included on the medical statement.

Always keep the medical statement on file in a secure location at your child care site.



SLIDE 9



SLIDE 10

Communicating With Parents

Remember, communication tools are available in your *Feeding Infants in the Child and Adult Care Food Program* guide.

Handouts are a great way to start a conversation with parents about their baby. You can use:

- › *For Parents: What Is Your Baby Eating? Let Us Know!* on page 63 to find out what foods a baby is eating at home and also learn about any foods the baby cannot eat because of food allergies, intolerances, or religious reasons.
- › *For Parents: Varying Your Baby's Veggies* on page 88 to encourage parents to keep offering vegetables to their baby at home. A food may need to be offered more than 10 times before the baby might like it.

Trainer Note: Tell participants the handouts are available for free download from the USDA Team Nutrition website at <https://teamnutrition.usda.gov>.

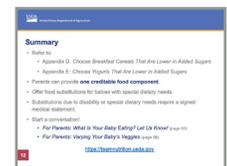
Summary

Trainer Note: Review the key points in the lesson. Allow participants to ask questions.

- › There are sugar limits in the CACFP for ready-to-eat cereal and yogurt.
 - ›› For a ready-to-eat cereal to be creditable, the amount of sugar must be **no more than 6 grams** of sugar **per dry ounce** of cereal.
 - Use the worksheet in Appendix D: *Choose Breakfast Cereals That Are Lower in Added Sugars* to determine if a cereal meets the sugar limit.
 - ›› For a yogurt to be creditable, the amount of sugar must be **no more than 23 grams** of sugar **per 6 ounces**.
 - Use the worksheet in Appendix E: *Choose Yogurts That Are Lower in Added Sugars* to determine if a yogurt meets the sugar limit.
- › Parents can provide **one creditable food component** to count towards a reimbursable meal or snack.
- › Operators participating in the CACFP must make substitutions to meals for babies with special dietary needs.
 - ›› If a substitution is due to a disability or special dietary need, the parent(s) must provide a signed medical statement from the baby's health care provider.



SLIDE 11



SLIDE 12

- › The medical statement must include:
 - ›› Name of the food(s) to be avoided,
 - ›› Explanation of how the food(s) affects the baby, and
 - ›› Signature of the baby’s health care provider on the form.
- › Start a conversation!
 - ›› Use handouts to find out what foods a baby:
 - Is eating at home.
 - Cannot eat because of food allergies, intolerances, or religious reasons.
 - ›› Encourage parents to keep offering vegetables to their baby at home. A food may need to be offered more than 10 times before the baby might like it.

Feeding Babies Game Show

Trainer Note: If your training included all 10 lessons, you can now play the *Feeding Babies Game Show* digital interactive game.

There are a few options for playing the game:

- › You can use your mouse to select the game on the slide or press “Enter” on your keyboard to start the game.
- › You can play the game from the USB drive provided with this trainer’s guide. Open the *Feeding Babies Game Show* game folder. Double click the “Play Feeding Babies Game Show” file.
- › If you have an internet connection, you can play the game directly from the USDA Team Nutrition website at <https://teammnutrition.usda.gov>.
- › If you will not play the game, use your mouse to select any part of the screen outside of the game image. This will advance the slide to the first post-test question.

Trainer Note: The *Feeding Babies Game Show* digital interactive game can be played during any combination of lessons, but questions posed may not have been covered during the training. However, playing the game can be an opportunity for participants to become familiar with the *Feeding Infants in the Child and Adult Care Food Program* guide by encouraging them to find the answers to the questions in the guide.



SLIDE 13



ACTIVITY

Post-Test

Trainer Note: You can conduct the post-test as a group activity or distribute a paper test. There are three question slides.

- › For a group activity, ask participants what they think the answer is for each question. Allow time for multiple responses before you give the answer.
 - ›› To reveal the answer, click your mouse or press the “Enter” key on your keyboard.
- › For paper-based testing, distribute the post-test and pencils. Tell participants how much time they have to complete the assessment.
 - ›› After you have collected the tests, you can show participants the answers.
- › If you will not administer the test, skip the slide.



SLIDE 14



SLIDE 15



SLIDE 16



FORM

Lesson 10

Test Questions

Trainer Note: The questions for the pre-test and post-test are the same. The questions are shown below with the correct response in boldface and circled.

- 1** Yes or No: The ready-to-eat cereal you are serving at snack contains 8 grams of sugar per dry ounce. Is this cereal creditable as part of a reimbursable snack for infants?

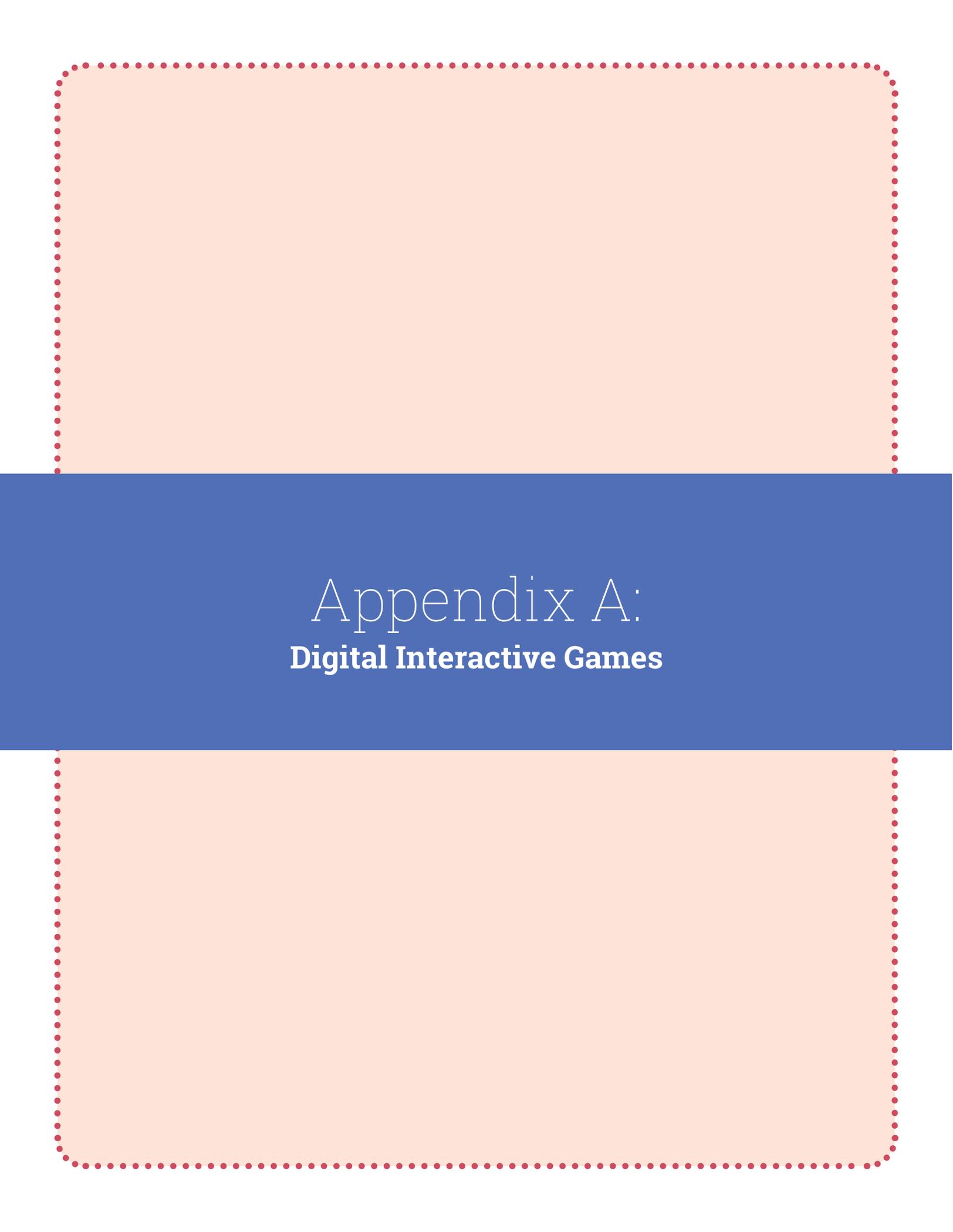
 - a. Yes
 - b. No**

- 2** Yes or No: The yogurt you are serving at lunch contains 24 grams of sugar per 6 ounces. Is this yogurt creditable?

 - a. Yes
 - b. No**

- 3** A parent wants to provide food for her baby while the baby is at your child care site. How many food components can the parent provide that you can claim as part of a reimbursable meal?

 - a. 1 creditable food component**
 - b. 2 creditable food components
 - c. 3 creditable food components
 - d. 4 creditable food components

The image features a central blue horizontal band with white text. Above and below this band are two large, light-orange rounded rectangular areas, each outlined with a red dotted border. The text is centered within the blue band.

Appendix A:

Digital Interactive Games

Appendix A:

Digital Interactive Games

Each game is described below. There are a few options for playing the game:

- › You can use your mouse to select the game on the slide or press “Enter” on your keyboard to start the game.
- › You can play the game from the USB drive provided with this trainer’s guide.
 - ›› For the *Baby Food Line Up* game, open the *Baby Food Line Up* game folder. Double click the “Play Baby Food Line Up” file.
 - ›› For the *Feeding Babies Game Show* game, open the *Feeding Babies Game Show* game folder. Double click the “Play Baby Food Line Up” file.
- › If you have an internet connection, you can play the game directly from the USDA Team Nutrition website at <https://teamnutrition.usda.gov>.
- › If you will not play the game, use your mouse to select any part of the screen outside of the game image. This will advance the slide to the first post-test question.

Note: After a game launches, music plays. Before your training session you may want to test the sound and adjust the volume of your laptop or projection system speakers.

Baby Food Line Up

This game can be played individually or as a group. In this game, participants create infant meals and snacks that are reimbursable in the Child and Adult Care Food Program

BABY FOOD LINE UP

(CACFP). A question is presented on the left side of the screen. Below the question will be several food options. Read the question to the group and then ask participants to choose the foods that can credit towards the reimbursable meal or snack. Select the foods the participants chose. The foods will appear on the high chair tray. Points are awarded for each correct selection. A running total of points awarded will appear at the top right of the game.

After you select “Submit,” feedback is provided on why the foods are or are not reimbursable towards a meal or snack in the CACFP. When appropriate, feedback will include the location in the *Feeding Infants in the Child and Adult Care Food Program* guide where the information can be found.

The game can be used as a review activity after you have presented Lesson 1: *Overview of the CACFP Infant Meal Pattern*.

Note: There are four questions. There is only one attempt allowed for each question. After all questions have been answered, quiz results are provided as a percentage of questions answered correctly and total points earned.

Correct Answers

Meal 1

1. Fish 0–4 tbsp.
2. Breastmilk 6–8 fl. oz.
3. Avocado 0–2 tbsp.

Meal 2

1. Iron-Fortified Formula 2–4 fl. oz.
2. Bread ½ slice
3. Carrots 0–2 tbsp.

Meal 3

1. O's Cereal 0–4 tbsp.
2. Breastmilk 2–4 fl.oz.
3. Peaches 0–2 tbsp.

Meal 4

1. Breastmilk 6–8 fl. oz.
2. Iron-Fortified Infant Cereal 0–4 tbsp.
3. Strawberries 0–2 tbsp.

Feeding Babies Game Show

This is a game in which participants answer questions to review information presented from all 10 lessons. There are 15 questions organized into five categories on a game board. Two of the questions are designated as a “Baby Bonus” and are worth double points. The game can be played individually or as a group (teams). If played with a group, this game works best with two teams.



You (or a volunteer) serve as the host. Divide participants into teams, use some method (e.g., coin toss) to determine which team selects a question first, and determine how points will be tallied for each team (e.g., score keeper writes and tallies points on a whiteboard). The first team tells the host which question category and amount they want to try. The host selects the amount under the applicable category on the game board.

The question screen displays. The team members discuss what options are correct and then tell the host which one(s) to select. The host selects the team’s answer(s) from the options available. After the host selects “Submit,” feedback is provided for correct and/or incorrect responses. When appropriate, feedback will include the location in the *Feeding Infants in the Child and Adult Care Food Program* guide where the information can be found.

Points are manually added to the team’s total score (e.g., scorekeeper writes and tallies points on the whiteboard), as applicable. The second team then tells the host which question category and amount they want to try. Play continues as it did for the first team. The game is over when all questions have been answered. The team with the highest score wins.

Note: There is only one attempt allowed for each question. If the question has a single answer, feedback displays as soon as you select an answer. If a question has more than one answer, “Select all that apply” displays at the end of the question and a “Submit” button is provided. You can change the answers before selecting the “Submit” button but you must select all correct answers to be awarded the points. After all questions have been answered, quiz results are provided as a percentage of questions answered correctly and total points earned.

Question Categories

Below are the five categories and the lessons the questions pertain to in each category:

- › Feeding Infants
 - ›› Lesson 2: *Identifying and Responding to Hunger and Fullness Signs*
 - ›› Lesson 7: *Developmental Readiness for Solid Foods*
- › Breastmilk/Formula
 - ›› Lesson 1: *Overview of the CACFP Infant Meal Pattern*
 - ›› Lesson 3: *Creating a Breastfeeding-Friendly Environment in a Child Care Site*
 - ›› Lesson 5: *Selecting, Storing, and Handling Infant Formula in a Child Care Site*
- › Solid Foods
 - ›› Lesson 8: *Infant Feeding Skills and Modifying Food Textures*
 - ›› Lesson 9: *Creditable Infant Foods: Part 1*
 - ›› Lesson 10: *Creditable Infant Foods: Part 2*
- › Creditable Foods
 - ›› Lesson 9: *Creditable Infant Foods: Part 1*
- › Talking With Parents
 - ›› Lesson 1: *Overview of the CACFP Infant Meal Pattern*
 - ›› Lesson 3: *Creating a Breastfeeding-Friendly Environment in a Child Care Site*
 - ›› Lesson 10: *Creditable Infant Foods: Part 2*

Correct Answers

Category: Feeding Infants

100 Point Question: A

300 Point Question: B

500 Point Question: C

Category: Breastmilk/Formula

100 Point Question: A

300 Point Question: C

500 Point Question: A

Category: Solid Foods

100 Point Question: A

300 Point Question: A, D

500 Point Question: B

Category: Creditable Foods

100 Point Question: A, B, D

300 Point Question: A, C, D

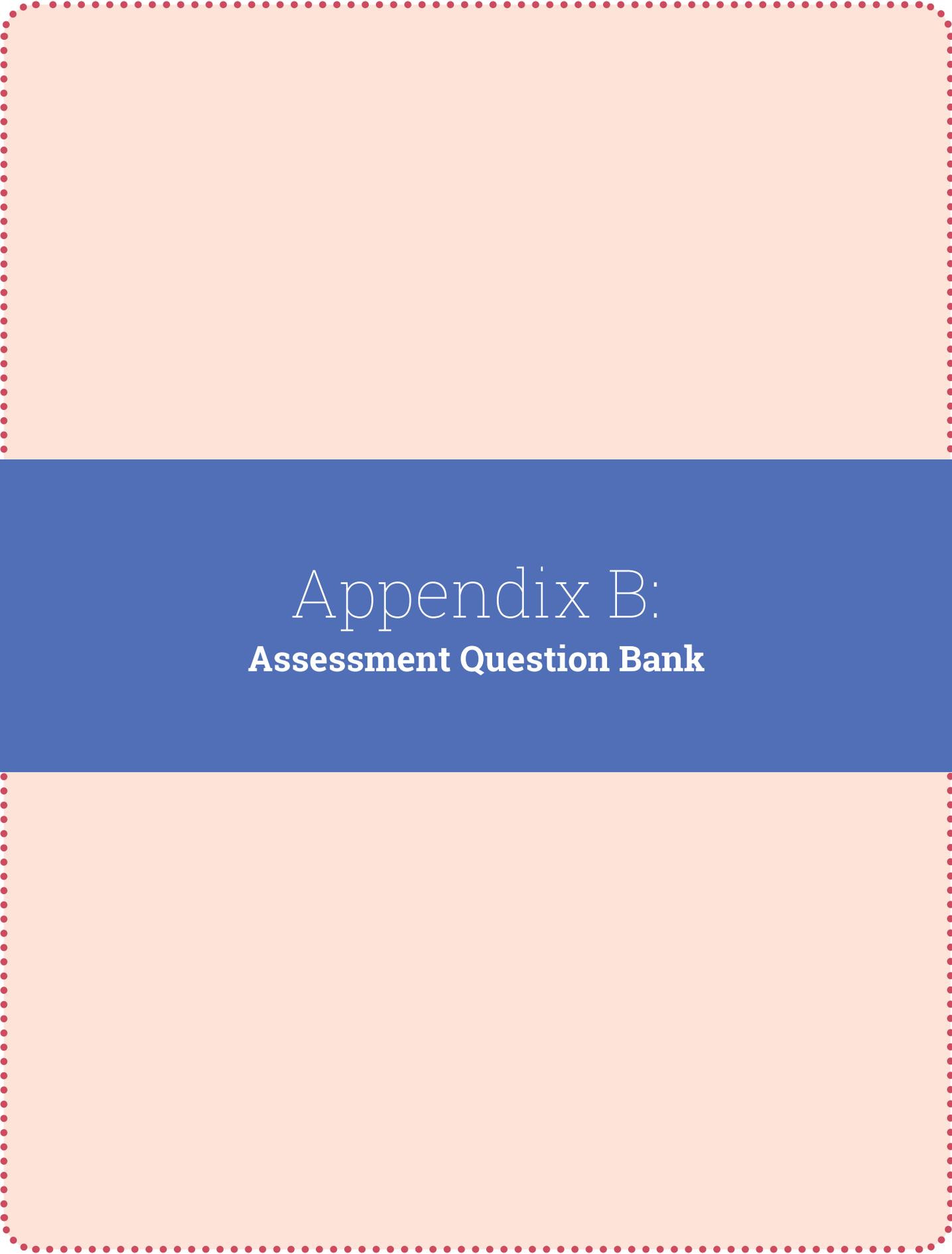
500 Point Question: A, C, D

Category: Talking With Parents

100 Point Question: D

300 Point Question: D

500 Point Question: C



Appendix B:
Assessment Question Bank

Appendix B:

Assessment Question Bank

The questions in this appendix are the same as those contained in the lesson pre-test and post-test. The answers are shown in boldface and circled.

If you conduct all 10 lessons, you can use the 10-question final assessment contained in Appendix C. Or, you can create your own final assessment by choosing questions from those below. A Word document version of the assessment question bank can be found on the *CACFP Trainer's Tools: Feeding Infants* kit USB drive or at <https://teamnnutrition.usda.gov>.

Lesson 1: Overview of the CACFP Infant Meal Pattern

True or False: Responsive feeding means that you feed a baby when he or she shows signs of being hungry and stop feeding when the baby shows signs of being full.

- a. **True**
- b. False

A father brings in organic pureed carrots for his 6-month-old baby to have at lunch. The baby is eating foods from all food components. As the child care provider, what foods do you need to offer to the baby to claim reimbursement for lunch?

- a. Iron-fortified infant formula
- b. Crackers
- c. Iron-fortified infant cereal and/or meat/meat alternate
- d. **a and c**

Yes or No: A mother breastfeeds her 3-month-old baby before she brings him to child care. He is asleep when he arrives and stays asleep until 10 a.m. You did not offer him breakfast since he was asleep. At 10:15 a.m. he shows signs of hunger. Can you claim the breakfast meal if you offer the baby 4-6 fluid ounces of breastmilk at 10:15 a.m.?

- a. **Yes**
- b. No

Lesson 2: Identifying and Responding to Hunger and Fullness Signs

True or False: Crying is one of the first signs that a baby is hungry.

- a. True
- b. False**

All of these pictures show a baby giving a sign that he or she is hungry, except (circle one):



Makes sucking noises



Opens mouth for bottle



Sucks slowly or stops sucking



Rooting

All of these pictures show a baby giving a sign that he or she is full, except (circle one):



Pushing food away



Turns head away



Rooting



Seals lips together

Lesson 3: Creating a Breastfeeding-Friendly Environment in a Child Care Site

All of the following statements about the benefits of breastfeeding are true, except which one?

- a. Breastmilk helps a baby's immune system fight infections, like ear infections.
- b. Mothers that breastfeed may have a lower risk of Type 2 diabetes.
- c. Families cannot help with feeding a breastfed baby.**
- d. Babies taste different flavors in breastmilk, which may help babies accept new flavors later when they start eating solid foods.

A child care provider can support breastfeeding mothers by doing all of the following, except which one?

- a. Let a mother breastfeed in the bathroom.**
- b. Share information about the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).
- c. Display the *Breastfed Babies Welcome Here!* poster and message graphic at the child care site.
- d. Encourage mothers to continue breastfeeding even when they go back to work or school.

Lesson 4: Storing and Handling Breastmilk in a Child Care Site

True or False: Bottles of breastmilk can be served cold from the refrigerator and do not have to be warmed.

- a. **True**
- b. False

Fresh breastmilk can be refrigerated at 40 °F (or below) for up to _____ hours.

- a. 24
- b. 36
- c. 48
- d. **72**

You can safely thaw a container of breastmilk using all of these methods, except which one?

- a. Under warm running water
- b. In a container of warm water
- c. **In a microwave**
- d. In a refrigerator overnight

Lesson 5: Selecting, Storing, and Handling Infant Formula in a Child Care Site

Yes or No: A child care provider has been busy watching all of the children in his care and accidentally leaves a bottle of infant formula out on the counter for 2½ hours. Can he put it back in the refrigerator and use it later?

- a. Yes
- b. **No**

Bottles of infant formula can be refrigerated at 40 °F (or below) for up to _____ hours.

- a. **24**
- b. 36
- c. 48
- d. 72

Yes or No: A mother brings in a new iron-fortified infant formula for her baby. The child care provider has worked with babies for years and prepares the infant formula the same way she does with all other formulas. Is the child care provider preparing the infant formula correctly?

- a. Yes
- b. **No**

Lesson 6: Bottle Feeding and Introducing a Cup

True or False: It is okay to prop the bottle up on a pillow or other items for the baby to feed himself or herself.

- a. True
- b. **False**

A 19-month-old baby is enrolled at your child care site and is still drinking from a bottle even though he is developmentally ready to drink from a cup. Which of the following are some issues that may come from using a bottle at this age?

- a. Because it is easier to drink from a bottle than a cup, the child may drink so much milk that he is not hungry for other foods.
- b. Drinking from a bottle regularly may lead to tooth decay.
- c. Not drinking from a cup may mean that some important feeding skills may not develop or may be delayed.
- d. **All of the above.**

Lesson 7: Developmental Readiness for Solid Foods

True or False: Babies are always ready for solid foods at exactly 6 months of age.

- a. True
- b. **False**

Which statement best describes why a baby should not be fed solid foods before he or she is developmentally ready?

- a. A baby may choke on the food.
- b. A baby may drink less breastmilk or infant formula than needed in order to grow.
- c. A baby may be overweight or obese later in life.
- d. **All of the above.**

Lesson 8: Infant Feeding Skills and Modifying Food Textures

All of the following finger foods are creditable in the CACFP infant meal pattern and can be prepared the right way to avoid choking, except which one?

- a. Small strips of bread
- b. Finely chopped strawberries
- c. **Chunks of peanut butter**
- d. Finely chopped whole eggs (yolk and egg white)

Which is a best practice for preparing baby foods?
Choose all that apply.

- a. Modify the texture by pureeing, mashing, grinding, or finely chopping.
- b. Cut round foods into short strips (lengthwise) rather than round pieces.
- c. Remove pits, seeds, skins, and tough peels from fruits and vegetables.
- d. **All of the above.**

To prepare foods that can be easily chewed by a baby, cut soft foods into small pieces: no larger than _____ or into thin slices or strips.

- a. **1/2 inch**
- b. 2/3 inch
- c. 3/4 inch
- d. 1 inch

Lesson 9: Creditable Infant Foods: Part 1

Yes or No: A parent asks you to start serving solid foods to her 5-month-old baby at your child care site, but you know the infant meal pattern age groups are 0 through 5 months and 6 through 11 months. If you serve the baby solid foods at 5 months, can you still claim reimbursement for the baby's meals and snacks?

- a. **Yes**
- b. No

Yes or No: You notice that a baby in your care is developmentally ready for solid foods, and the parents agree. The parents tell you that they have fed their baby eggs at home, so you offer the baby whole eggs (yolk and egg white), finely chopped at child care. The baby takes one bite at lunch. Can you claim the eggs as part of a reimbursable lunch?

- a. **Yes**
- b. No

Which foods are creditable in the infant meal pattern and can be offered to infants around 6 through 11 months?

Choose all that apply.

- a. Peach cobbler baby food dessert
- b. **Pureed carrots**
- c. **Finely chopped baked chicken**
- d. Granola bar

Lesson 10: Creditable Infant Foods: Part 2

Yes or No: The ready-to-eat cereal you are serving at snack contains 8 grams of sugar per dry ounce. Is this cereal creditable as part of a reimbursable snack for infants?

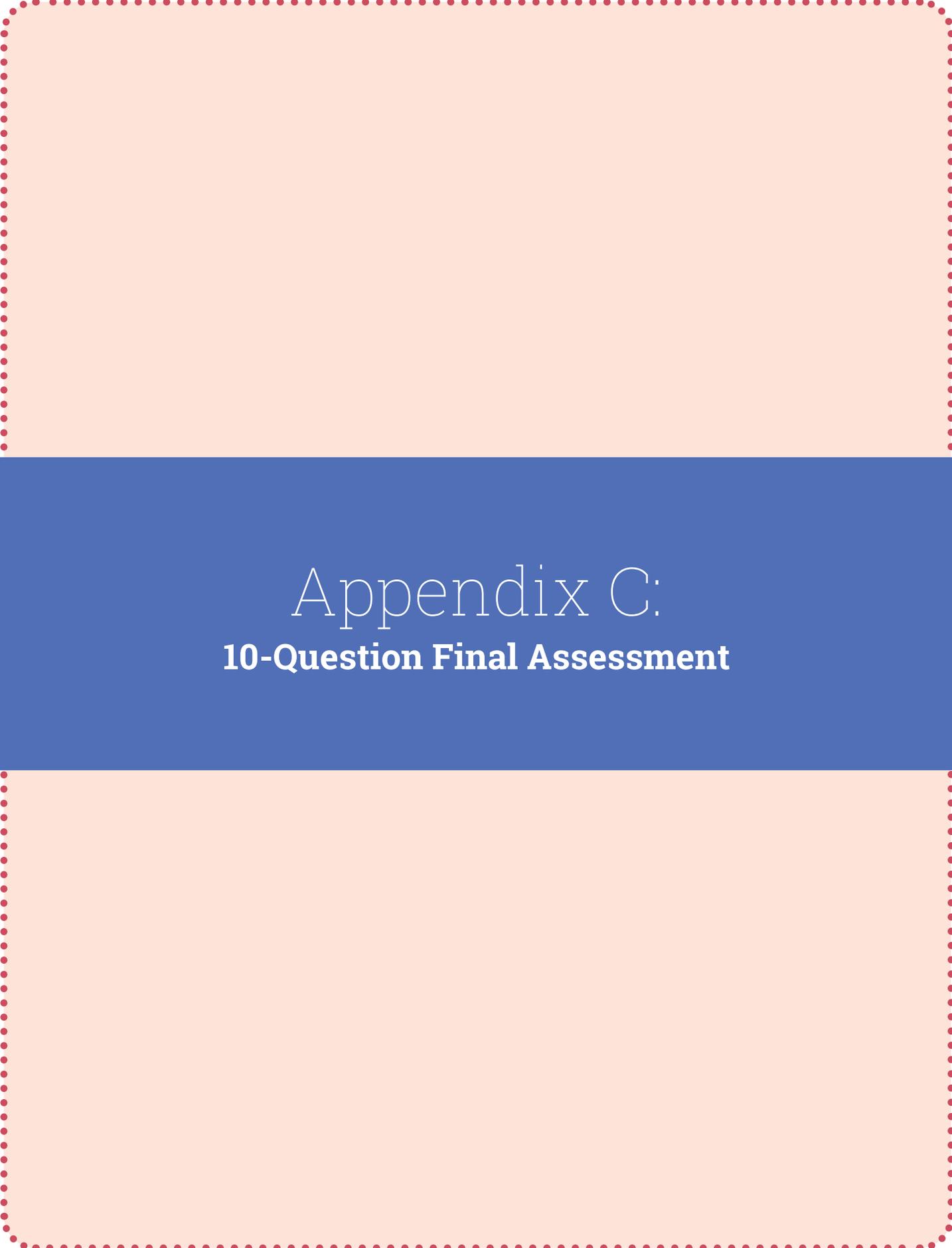
- a. Yes
- b. **No**

Yes or No: The yogurt you are serving at lunch contains 24 grams of sugar per 6 ounces. Is this yogurt creditable?

- a. Yes
- b. **No**

A parent wants to provide food for her baby while the baby is at your child care site. How many food components can the parent provide that you can claim as part of a reimbursable meal?

- a. **1 creditable food component**
- b. 2 creditable food components
- c. 3 creditable food components
- d. 4 creditable food components



Appendix C:
10-Question Final Assessment

Appendix C:

10-Question Final Assessment

This appendix contains the 10 final assessment questions and answers shown in boldface and circled. A printable version of the final assessment is contained in the *CACFP Trainer's Tools: Feeding Infants* kit.

Instructions: Circle the best response or responses for each question.

1. All of these pictures show a baby giving a sign that he or she is hungry, except: (circle one)



Makes sucking noises



Opens mouth for bottle



Sucks slowly or stops sucking



Rooting

2. All of these pictures show a baby giving a sign that he or she is full, except (circle one):



Pushing food away



Turns head away



Rooting



Seals lips together

3. A mother brings in a new iron-fortified infant formula for her baby. The child care provider has worked with babies for years and prepares the infant formula the same way she does with all other formulas. Is the child care provider preparing the infant formula correctly?

a. Yes

b. No

4. Which statement best describes why a baby should not be fed solid foods before he or she is developmentally ready?

a. A baby may choke on the food.

b. A baby may drink less breastmilk or infant formula than needed in order to grow.

c. A baby may be overweight or obese later in life.

d. All of the above.

5. Which foods are creditable in the infant meal pattern and can be offered to infants around 6 through 11 months?

Circle all that apply.

a. Peach cobbler baby food dessert

b. Pureed carrots

c. Finely chopped, baked chicken

d. Granola bar

6. You are serving older children, fat-free (skim) milk, pancakes, and strawberries for breakfast. Which of these foods can you serve the 10-month-old in your program in order to claim reimbursement for the **breakfast** meal?

Circle all that apply.

a. Breastmilk or iron-fortified infant formula

b. Pancakes

c. Finely chopped strawberries

d. Iron-fortified infant cereal

7. A mother wants to come to your child care site at lunch to breastfeed her baby. Can you credit the breastmilk towards a reimbursable lunch meal?

- a. Yes
- b. No

8. Baby Sami is 10 months old. Which foods can you offer Baby Sami that are creditable towards a snack and are not considered choking hazards?

Circle all that apply.

- a. Strips of bread or pita
- b. Chunks of peanut butter
- c. Popcorn
- d. Cooked, chopped broccoli florets

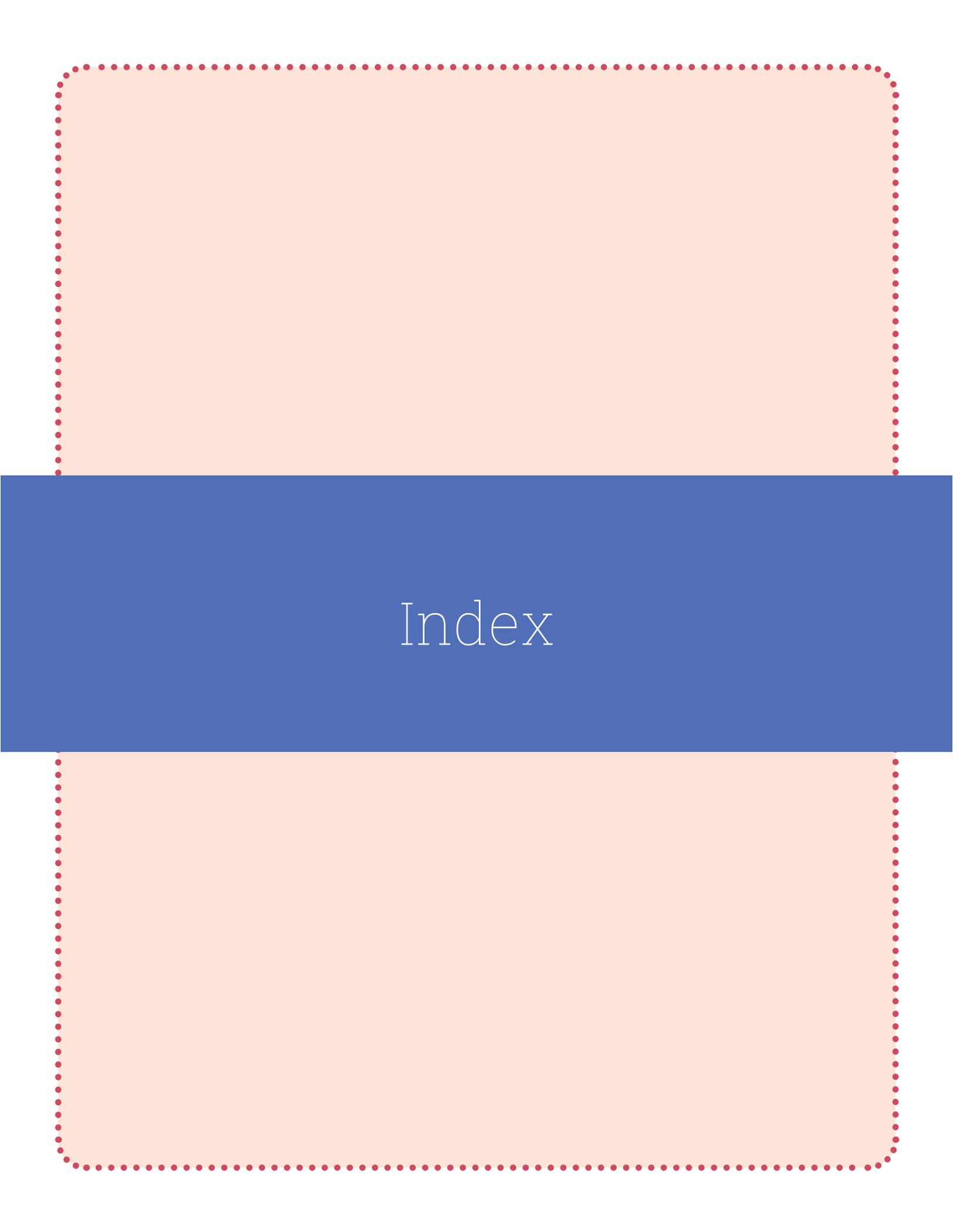
9. In the Child and Adult Care Food Program, a baby should start eating solid foods _____.

- a. The day the baby turns 6 months old.
- b. When the baby is 4 months old.
- c. When the parents tell you the baby is developmentally ready.
- d. None of the above.

10. Which topics are important for parents and child care providers to share with each other?

Circle all that apply.

- a. Baby's food allergies or intolerances.
- b. If the baby has eaten solid foods and if so, which ones.
- c. Baby's usual eating habits when fed breastmilk, iron-fortified infant formula, and solid foods when developmentally appropriate.
- d. Food preferences (religious or other) that are important to the family.
- e. All of the above.



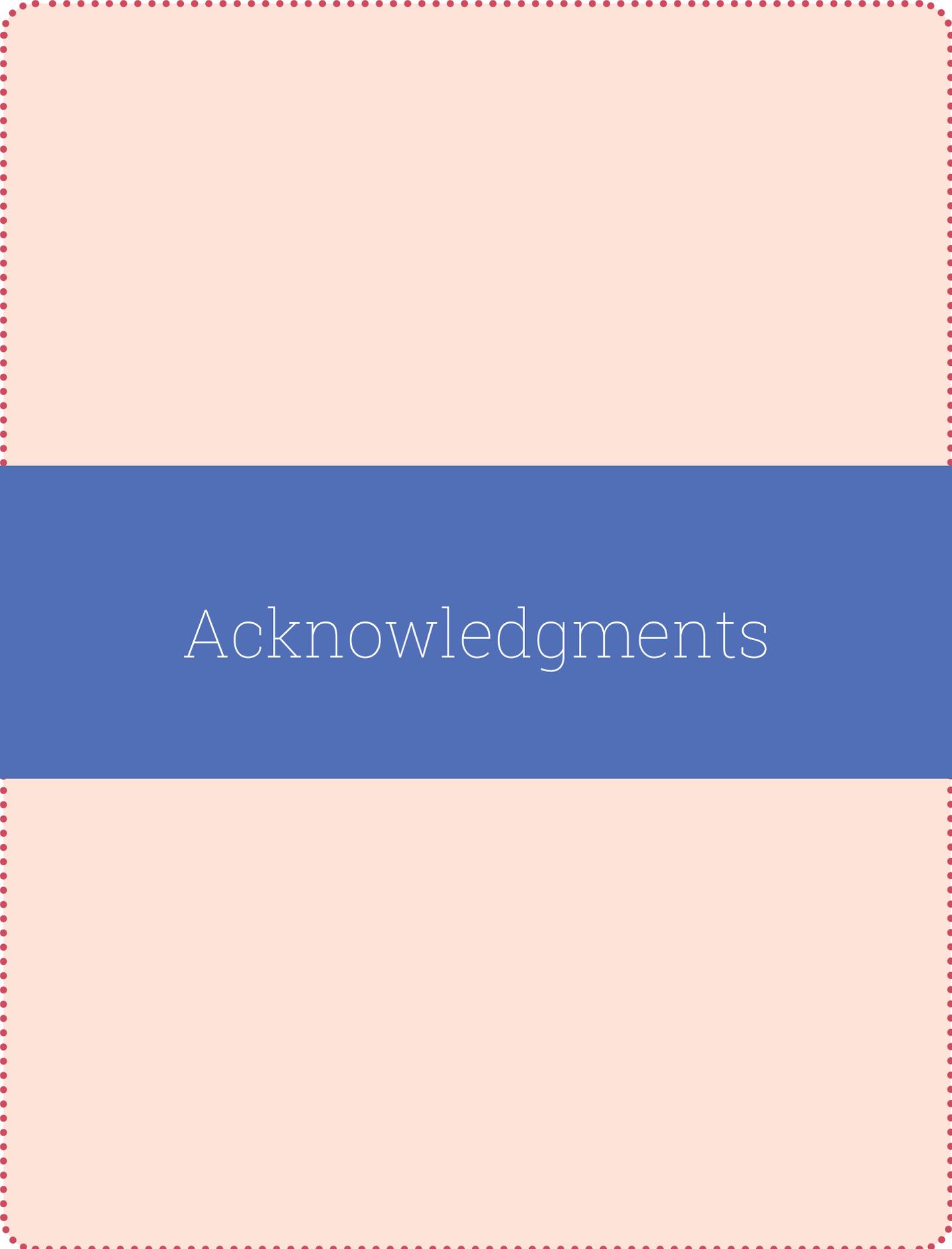
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Arizona Department of Education

Health & Nutrition Services

Trainer:

- › Brittany Celebrano, RDN, CSP

Kansas State Department of Education

Child Nutrition & Wellness

Cheryl Johnson, MS, RD, LD

Trainers:

- › Jill Ladd, MPH, RD, LD
- › Linnea Rieger, MS

Louisiana Department of Education

Child Nutrition Programs

Trainers:

- › Elaine Strauss
- › Angela Louis-Kelly

Maryland State Department of Education

Office of School and Community
Nutrition Programs

Trainers:

- › Lucy Amos, M.Ed.
- › Sara Booker, MPH, RD
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- › Erica Nelson
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- › Katrina Florek

Rhode Island Department of Education

Office of Statewide Efficiencies
Child Nutrition Programs
University of Rhode Island

Trainer:

- › Heidi Hetzler, MS, RD, LDN

Video Filming Location

CentroNía

Washington, DC
CACFP Site

External Reviewers

Linda Simmons, MSHP, RD, LD

Nutrition Specialist
Child and Adult Care Food Program
Texas Department of Agriculture

Megan Belden

Head Start Nutritionist
East Bay Community Action Program
Rhode Island

Mary Clark

CACFP Coordinator
Learning Care Group
CACFP Sponsoring Organization

Jessica Bridgman, MPH, RDN, LDN

Nutrition, Training, and Policy Consultant,
CACFP
Coordinator, NC Breastfeeding-Friendly Child
Care Designation
Division of Public Health, Nutrition
Services Branch
North Carolina Department of Health
and Human Services

Christi Smith, MBA

Director of Strategy and Innovation
Child Care Aware of Kansas

Gloria Vellinga, RD

Quality Improvement Lead
Child and Adult Care Food Program
Minnesota Department of Education

Molly Turnquist Butala, MPH, RD

Nutrition Specialist
Child and Adult Care Food Program
Minnesota Department of Education

Terry Talavera & Staff

Food Program Coordinator
Options for Learning
Baldwin Park, California

Dayana Bray, RD

Food Safety and Nutrition Consultant
Fairfax, Virginia

Ismari Delgado Espada, LND, ED, ENP-PR

Nutritionist
Special Supplemental Nutrition Program for
Women, Infants, and Children
Puerto Rico

William M. Vega Sepulveda, LND, AOS, DE, EPN-PR

Nutritionist
Special Supplemental Nutrition Program for
Women, Infants, and Children
Puerto Rico

Yanira A. Diaz Zayas, LND

Nutritionist
State Agency, Food and Nutrition Service
Puerto Rico

Internal Reviewers

*United States Department of Agriculture
Food and Nutrition Service*

- › Nutrition, Education, Training and Technical Assistance Division
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