



Leader's Guide - Summer 2014 WIC Staff In-service: FINAL WIC FOOD PACKAGE RULE

In-service Focus

Target Audience: WIC Staff

Goal: Prepare for the October 1, 2014 implementation of changes as a result of the Final WIC Food Package Rule

Objectives: Upon completing this in-service training, staff will be able to:

- 1) Describe an overview of key Final Food Rule changes being implemented this year.
- 2) List the change to the standard milk assigned to older children and women starting 10/1/14.
- 3) Identify when it's appropriate to assign 2% milk starting 10/1/14.
- 4) Understand a medical documentation form will no longer be required to issue soy milk to a child starting 10/1/14.
- 5) Be familiar with nutrition education resources available for discussing milk with participants.
- 6) Describe at least three nutrition education talking points related to drinking/using 1% and fat free milk.

In-service Planning

Materials Needed:

- Food Package Changes presentation power point and this Leader's Guide – Summer 2014 WIC Staff In-service
- A United Dairymen of ID nutrition education tool will be mailed to local agencies sometime in July (one for each staff member). Handouts to print for the in-service:
 - *Nubites Drink Milk at Meals!* (printed copies will be mailed to local agencies sometime in July)
 - *Summary of Milk Issuance Oct. 1, 2014*
 - *WIC Connects One-to-One with Milk!* counseling guide
 - Milk change 2014 notice *Milk changes are coming to WIC!* (printed cards will be mailed to local agencies mid-July)
 - Milk description change *WIC Connects One-to-One with Milk!*
 - Soy milk handout *Soy Milk Options for Children*



- Any Dairy Council handouts your local agency plans to use (*see website links under additional resources). Local agencies may order Dairy Council handouts free directly from the source (National Dairy Council or United Dairymen of ID).
- Optional handouts (include these if your agency plans to do group classes or Quick/Mini WIC using these)
 - Milk Facts
 - Test Your Milk Knowledge
 - ID Milk Class

Preparation Needed: Please review the materials listed above and participate in the NEAT train-the-trainer conference call July 10, 2014, 2:00-3:30 pm MT. Contact Marie Collier at the State Office with questions or feedback: collierm@dhw.idaho.gov or (208) 334-5953

Prior to leading the in-service session, spend time reflecting on how you can ‘model’ participant centered services (PCS) skills throughout the session. Read the in-service outline below and think about where you might use open-ended questions (see the activities), affirmations (affirm staff for their comments/answers during the session), reflections (acknowledge when the group seems apprehensive, excited, confident, etc.), and summarizations (slide 19 and anywhere it seems to fit during the session discussions). At the conclusion of the power point presentation session, determine the “next steps” (see below) and summarize.

Time Needed: approximately 60 – 90 minutes (prior to October 1, 2014 implementation).

Additional resources:

- *National Dairy Council: www.nationaldairyCouncil.org
- *United Dairymen of Idaho: <http://idahodairy.org>
- FNS Core message website: <http://www.fns.usda.gov/core-nutrition/milk>
- WIC Works: <http://wicworks.nal.usda.gov>

In-service Outline

Facilitator notes: (key words are in bold print)



PPT Slide	Important Concepts to Cover; Learning Activities
1	Open the session: introduce the topic, length of session, invite questions as they arise.
2	Review the session objectives (see above).
3	Ask the hypothetical question “ Why are things changing now?”
4	Review the government process for food packages (see slide). In summary, it’s basically a 3-step process with a proposed rule, interim rule and final rule that takes about 10 or more years to complete.
5	Explain this is the first phase of Final Food Package Rule changes, more changes will come in the next couple of years (see slide). Some optional changes are still being explored for feasibility.
6, 7,	Review the increase in children’s Cash Value Voucher’s that occurred in June (see slides).
8	Note that starting 10/1/14, vendors must allow all participants the option to pay the difference if their purchase is over the CVV dollar amount. Participants may still put an item back if that’s their preference. Most Idaho vendors already allow participants to pay the difference. Amounts over the CVV dollar amount will have state tax added to the amount.
9, 10	Explain starting Oct. 10/1/14 the new standard milk for children ages 2-5 and all women will be fat-free (non-fat/skim) or 1%. Vouchers will not allow 2% or whole milk.
11	<p>Discuss the reasons for the change – to be more in-line with national standards recently adopted by other feeding and nutrition programs.</p> <p>Activity: Have the group discuss “<i>What impact might this have on WIC families?</i>”</p> <p>Example answers: It will help the participant/family -</p> <ul style="list-style-type: none"> • switch to a healthier milk choice



PPT Slide	Important Concepts to Cover; Learning Activities
	<ul style="list-style-type: none"> • lower intake of cholesterol, saturated fat and calories • decrease risk of overweight/obesity, heart disease, diabetes and high blood pressure • feel better by maintaining health • decrease health care costs
12	Clarify that staff will still assign standard food packages the same way in WISPr , just the milk description on the vouchers will change slightly. The 2% change doesn't apply to acidophilus milk or non-cow's milks.
13	Show how the wording will appear on the vouchers (see slide). Have attendees refer to the milk description change <i>WIC Connects One-to-One with Milk!</i> handout.
14	<p>Discuss that the milk change might be confusing for some participants (see slide).</p> <p>Activity: Have the group discuss <i>“How will you make sure participants know which milk is okay to buy?”</i></p> <p>Example answers:</p> <ul style="list-style-type: none"> • Review what's written on the check(s) • Explain they can only purchase what's on the check (1%, fat-free, non-fat or skim) • Encourage participants to read the label and not rely on the color of the milk cap • Explain that 1.5% is not the same thing as 1% • Ask if they have any questions?
15	Encourage staff to start discussing the milk change with participants now (if they haven't already). Staff need to make sure participants are aware of milk description changes on their vouchers (see slide).
16	Have attendees refer to the Milk change 2014 notice <i>Milk changes are coming to WIC!</i> handout. The State office is providing these in trigger card format with English on one side and Spanish on the other.



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	<p>Cards will be mailed to local agencies mid-July.</p> <p>Activity: Have the group discuss <i>“How might you use this to notify participants?”</i></p> <p>Example answers:</p> <ul style="list-style-type: none"> • Create a bulletin board display • Post it in lobby windows • Insert it into WIC folders with checks • Use it as a nutrition education tool/handout
17	<p>Review possible messages staff may use during nutrition education (see slide). Have attendees refer to the <i>WIC Connects One-to-One with Milk!</i> counseling guide for more message ideas.</p> <p>Activity: Have the group discuss <i>“What else might you use as a counseling message?”</i></p> <p>Example answers:</p> <ul style="list-style-type: none"> • Sharing ideas about what’s helped other WIC families make the switch • local shopping tips • recipes • helpful websites • sharing personal experiences
18	<p>Review available education materials (see slide). In addition, the State is providing a United Dairymen of ID nutrition education tool for staff (one per staff member) which will be sent to local agencies sometime in July. Have attendees refer to the Nutrition Matters <i>Nubites Drink Milk at Meals!</i> handout (will be mailed to local agencies sometime in July) and any other Dairy Council handouts your agency will be using.</p> <p>Activity: Have the group discuss <i>“How can you use a nutrition education handout to reinforce nutrition education and help participants make the change to 1% or fat-free milk?”</i></p>



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	<p>Example answers:</p> <ul style="list-style-type: none"> • Ask permission, such as “Is it okay if I share with you a handout that has tips about children learning to drink milk?” • Ask the participant an open-ended question related to the handout, such as “What do you think about that idea?” • Circle or highlight one or two key concepts. • Use the handout to affirm something a participant is already doing, such as “You’re doing a great job as a parent by drinking milk at meals with your child.” • Use the handout to summarize what has been discussed. • Have the participant write their next step or plan (goal) on the handout (or staff can write it). <p>Optional Activity: Discuss if your agency plans to offer a group class or Quick/Mini WIC? If yes, review the Milk Matters NE Group materials: <i>ID Milk Class, Class Milk Facts, Test Your Milk Knowledge</i>. Plan how the materials be used.</p>
19	<p>Use this slide to help summarize key points from the discussion so far (activities discussed with slides 11, 15, 16 and 17).</p> <p>Activity: Ask <i>“Does anyone have any other comments or ideas before we continue?”</i></p>
20	<p>Inform staff there will be certain situations where 2% milk may still be given to older children and women.</p>
21	<p>Describe the situations when 2% milk may be assigned (see slide). Make sure staff understand that documentation is required, and 2% milk may not be given for participant personal preference/request.</p>
22	<p>Review the nutrition risks indicating a possible need for 2% milk (see slide, discuss exceptions are if the participant’s situation is temporary – e.g. weight normally plots okay but dropped into an underweight</p>



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	percentile at this appointment due to the participant was recently very sick with the flu). Explain that assigning one of these nutrition risks provides the needed documentation for issuing 2% milk.
23	Review other possible reasons for assigning 2% milk (see slide). Emphasize that documentation of the reason needs to be in the assessment and/or care plan.
24	Explain how staff will be able to assign a 2% milk food package in WISPr after getting RD approval (see slide).
25	Describe the purpose of a transition period is to help all involved prepare for the change.
26	Review that there will be a transition period during July, August and September . Participants will still be able to purchase 2% milk during that time, but vouchers will have the wording low-fat rather than 2%. Have attendees refer to the milk description change <i>WIC Connects One-to-One with Milk!</i> handout.
27	<p>Explain that during the transition period, staff can work with participants/families to help them gradually make the switch to 1% milk. This is similar to past milk changes in WIC (the 2009 change from whole milk to 2%). Staff can use their participant centered skills (PCS) to facilitate discussing making the switch.</p> <p>Activity: Have the group discuss <i>“What ideas/tips have you offered to other participants/parents in the past? What strategies have you heard have been successful with WIC families?”</i></p> <p>Example answers:</p> <ul style="list-style-type: none"> • Sharing what has worked for other WIC families • Tips for blending milks to get used to the taste • Acknowledging/affirming a participant’s past success with making changes • Sharing about taste test results • Recipe ideas



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	<ul style="list-style-type: none"> • Helpful websites • Having the participant/caregiver talk about their experiences and identify their own “next step”
28	<p>Encourage using critical thinking skills as part of participant centered counseling to help guide the assessment and nutrition education to help the participant/parent develop a successful plan for switching to 1% or fat-free milk.</p> <p>Activity: Have the group discuss <i>“What things should be considered?”</i></p> <p>Example answers (other than what’s already listed on the slide):</p> <ul style="list-style-type: none"> • What type of milk does the person/family currently drink? • Does the person/family like to cook? • Has the person/family successfully made a milk or food change in the past? • Does the person/family have any concerns about 1% or fat-free milk? • Are there any situational concerns not already noted in the growth and health information?
29	<p>Activity: Have the group discuss <i>“What would you do?”</i> in the scenario described (see slide).</p> <p>Example answers:</p> <ul style="list-style-type: none"> • Sincerely affirm the dad (i.e. “I can tell you’re a wonderful parent who really cares about your family”). • Reflect his emotion (i.e. “The type of milk your family drinks is important to you”). • Ask an open-ended question (i.e. “Tell me more about how your family decided to drink 2% milk?”). • Reflect again (i.e. “So it’s the taste that’s most important to your family?”) • Ask the dad if you can share some tips from other WIC families in similar situations. • Ask an open-ended question (i.e. “What do you think about those ideas?”). • Summarize (i.e. “It’s 2 months before the WIC milk change goes into effect. You’ve decided to try using 1% milk with cereal and in cooking between now and then. We’ll check with you at the next appointment to see how you’re family is doing.”)



PPT Slide	Important Concepts to Cover; Learning Activities
30	Inform staff as of 10/1/14 a medical documentation form won't be needed for soy milk.
31	Describe in order to issue soy milk there needs to be a reason identified during the assessment and RD approval (see slide). Relevant nutrition education should be offered. The United Dairymen of ID nutrition education tool will be a resource for staff to use.
32	Explain that both the reason soy milk was issued and the nutrition education offered/discussed needs to be documented in the participant's WISPr chart (see slide).
33	<p>Note that starting 10/1/14 staff no longer need to click the MD Doc Status box in WISPr to issue soy milk, but staff will need to click the <i>RD approval</i> box. Have attendees refer to the <i>Summary of Milk Issuance Oct. 1, 2014</i> handout and review which milks require RD approval or a completed medical documentation form prior to selecting the food package in WISPr.</p> <p>Discuss the soy milk brand change that will be starting 8/1/14 (see slide). Have attendees refer to the <i>Soy Milk Options for Children</i> handout. Discuss how staff want to use this handout (local agencies will need to print their own copies).</p>
34	<p>Review possible reasons for issuing soy milk (see slide).</p> <p>Activity: Have the group discuss <i>“What probing questions might staff ask to determine if soy milk is appropriate?”</i></p> <p>Example answers:</p> <ul style="list-style-type: none"> • What did your child's doctor recommend? • What led your family to choose soy milk? • Explain more about the symptoms your child gets from drinking cow's milk. • What was the doctor's diagnosis?



PPT Slide	Important Concepts to Cover; Learning Activities
	<ul style="list-style-type: none"> • Tell me more about the “special diet” you mentioned.
35	<p>Activity: Have the group discuss “<i>What would you do?</i>” in the scenario described (see slide). Example answers:</p> <ul style="list-style-type: none"> • Ask probing questions (i.e. “How is Aiden tolerating the rice milk? Has the doctor mentioned any plan of trying to re-introduce cow’s milk? Has Aiden ever tried soy milk?”) • Consult with an RD (RD may consult with the physician if needed) • Discuss blending rice milk with soy milk to assist with transitioning to soy milk. • Offer information about what brands of soy milk are available with WIC, have the parents select the brand they want printed on the vouchers. • Discuss calcium and Vitamin D are two key nutrients in cow’s milk/dairy that may be nutritionally inadequate when milk is replace by other foods. Encourage the family to discuss with the physician calcium and Vitamin D needs.
36	<p>Thank everyone!</p> <p>If staff has feedback or unanswered questions, please contact the State office (Lily Bell for vendor, Marie Collier for nutrition assessment/education, Michele Faiella for policy/procedure).</p> <p>Close the session by summarizing staff “next steps.” Such as: “Staff need to stock clinic drawers with milk related handouts by (insert date) and <i>Milk changes are coming to WIC!</i> cards need to be posted in clinic windows by (insert date), etc.”</p>

