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## **APPENDIX YYY: OBSERVATION FORMS**

### **WIC Nutrition Education Study**

#### **Phase II Nutrition Education Observations—Data Collection Forms**

##### **Contents:**

- **Individual Nutrition Education Assessment Form**  
Separate form will be completed for each session observed with each staff member who provided individual (one-on-one) nutrition education during the onsite visit.
- **Group Nutrition Education Assessment Form**  
Separate form will be completed for each group nutrition education session observed during the onsite visit.
- **Site-Level Nutrition Education Form**  
One form will be completed at the end of the onsite visit to summarize site-level information and overall observations.

##### **Site and Nutrition Educator Number:**

1. Each site will have a study number and each staff member in the site who conducts nutrition education within that site will be assigned a study number (same number used for Nutrition Educator Survey).
2. Staff roles and credentials will be collected for each staff member on the Nutrition Educator Survey.

## Individual Nutrition Education Observation Form

Site number: \_\_\_\_ Observer initials: \_\_\_\_ Date: \_\_ \_\_ / \_\_ \_\_ / \_\_ \_\_ AM/PM  
[Month] [Day] [Year] [Circle]

Nutrition educator study number: \_\_\_\_\_

1. Start time with nutrition educator \_\_: \_\_ End time with nutrition educator \_\_: \_\_  
Total minutes with nutrition educator \_\_ Total minutes on nutrition education \_\_

2. Participant category(s)  Pregnant  Postpartum woman/infant  Parent/child  
[# Infants \_\_] [# Children \_\_]

3. Participant risk category  Not at high risk  High risk  Don't know

4. Type of session  Certification  Mid-certification  Secondary education follow-up  
 High-risk follow-up  Don't know  
 Other: (Specify) \_\_\_\_\_

5. Participant language spoken  English  Spanish  Other \_\_\_\_\_

6. Interpreter used?  Yes  No; not needed  No; but needed

Type of interpreter used?  Interpreter available at site  
 Bilingual WIC staff member  
 Language line/phone interpreter service  
 Family member or friend  
 Other: \_\_\_\_\_

### 7. Nutrition education topic(s) discussed

- |   |   |  |
|---|---|--|
| <input type="radio"/> Breastfeeding             | <input type="radio"/> Introduction of solid foods                                 | <input type="radio"/> Shopping for and preparing healthy foods |
| <input type="radio"/> Calcium intake            | <input type="radio"/> Iron/anemia   | <input type="radio"/> Sugar-sweetened beverages                |
| <input type="radio"/> Child feeding practices   | <input type="radio"/> Medical issues (e.g., blood pressure, gestational diabetes) | <input type="radio"/> Vitamin and mineral supplements          |
| <input type="radio"/> Fruit and vegetables      | <input type="radio"/> Milk choices/consumption                                    | <input type="radio"/> Water consumption                        |
| <input type="radio"/> Having enough to eat      | <input type="radio"/> Physical activity   | <input type="radio"/> Weaning from the bottle                  |
| <input type="radio"/> Healthy meals             | <input type="radio"/> Picky eaters  | <input type="radio"/> Whole grains                             |
| <input type="radio"/> Healthy snacking          | <input type="radio"/> Prenatal nutrition/diet                                     |  |
| <input type="radio"/> Healthy weight for child  | <input type="radio"/> Protein intake  |  |
| <input type="radio"/> Healthy weight for mother |   |  |
| <input type="radio"/> Infant feeding practices  |   |  |
| <input type="radio"/> Other _____               |   |  |

8. Written nutrition education materials provided (e.g., brochure)?  Yes  No

9. Comments on written nutrition education materials provided (e.g., photocopy or printed, in appropriate language, up to date). Obtain copies of materials.

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**10. Other reinforcers used**

- Bulletin board/poster       Educational props (e.g., breastfeeding dolls, physical activity items)       Food models  
 Circle charts       Self-study sheet/module  
 Computer, tablet, or kiosk       Video/DVD  
 Display table  
 Other: \_\_\_\_\_

**11. Referral provided?**  Yes  No

If yes, describe: \_\_\_\_\_

**Individual Nutrition Education Characteristics**

For each feature listed, check the description that *most closely* describes the nutrition education session observed. Check one item for each row; check NA if the feature is not applicable.

<b>12. Approach to Education Topics</b>				<b>NA</b>
Little or no nutrition education provided <input type="radio"/>	Several nutrition topics addressed with no prioritization of topic areas <input type="radio"/>	Small number of nutrition topics addressed participant's interests and priorities <input type="radio"/>		<input type="radio"/>
<b>13. Focus of Nutrition Education Topics</b>				
Nutrition educator did <b>not</b> ask about needs and interests of participant <input type="radio"/>	Participant's needs and interests were <b>not</b> the focus of nutrition education discussion <input type="radio"/>	Participant's needs and interests determined focus of nutrition education discussion <input type="radio"/>		<input type="radio"/>
<b>14. Seating Arrangement</b>				
Seating arrangement/ computer placement did <b>not</b> facilitate conversation (e.g., educator turned away from participant while entering data) <input type="radio"/>	Participant seated across desk or table without access to computer screen <input type="radio"/>	Seating arrangement/ computer placement allowed for direct eye contact and participant access to computer screen <input type="radio"/>		<input type="radio"/>
<b>15. Talk Time Distribution (Estimated Time Participant Speaks During Appointment)</b>				
Less than 20% of time <input type="radio"/>	Less than half (20-39%) <input type="radio"/>	About half (40-59%) <input type="radio"/>	More than half (60-79%) <input type="radio"/>	80% of time or more <input type="radio"/>
<b>16. Goal Setting Strategy</b>				
16a. Participant was <b>not</b> engaged in discussion about behavioral goals <input type="radio"/>	Behavioral goals primarily determined by nutrition educator based on assessment <input type="radio"/>	Behavioral goals primarily determined by participant <input type="radio"/>		<input type="radio"/>
16b. Participant was <b>not</b> engaged in discussion about ideas and strategies to achieve behavioral goals <input type="radio"/>	Nutrition educator provided ideas and strategies to change behavior and achieve goals <input type="radio"/>	Nutrition educator asked participant for ideas and strategies to change behavior and achieve goals <input type="radio"/>		<input type="radio"/>
16c. Goal(s) set at previous visits not mentioned <input type="radio"/>	Nutrition educator stated goal(s) set previously and asked if participant met goal(s) <input type="radio"/>	Nutrition educator asked participant about progress or challenges in meeting goal(s) set previously <input type="radio"/>		<input type="radio"/>

<b>17. Information Gathering</b>			<b>NA</b>
Used few or no open-ended questions <input type="radio"/>	Used open-ended questions frequently <input type="radio"/>		<input type="radio"/>
<b>18. Participant Autonomy (Explore-Offer-Explore)</b>			
Did <b>not</b> ask permission before sharing information or strategies <input type="radio"/>	Asked permission occasionally before sharing information or strategies <input type="radio"/>	Asked permission consistently before sharing information and strategies <input type="radio"/>	<input type="radio"/>
<b>19. Affirming Positive Behaviors</b>			
Provided no affirmations <input type="radio"/>	Provided affirmations <b>not</b> tied to specific participant strengths, behaviors or efforts <input type="radio"/>	Provided affirmations related to specific participant strengths, behaviors, and efforts <input type="radio"/>	<input type="radio"/>
<b>20. Sharing Nutrition Education Materials</b>			
Did <b>not</b> offer nutrition education materials <input type="radio"/>	Did <b>not</b> incorporate materials offered into education discussion <input type="radio"/>	Incorporated materials into education discussion <input type="radio"/>	<input type="radio"/>
<b>21. Follow-Up on Use of Reinforcers</b>			
Did <b>not</b> mention reinforcers provided at previous visits <input type="radio"/>	Asked if participant recalled reinforcers from previous visits <input type="radio"/>	Asked participant about if/how they used reinforcers from previous visits <input type="radio"/>	<input type="radio"/>
<b>22. Comments about Process and Style of Nutrition Education Provided</b>			



## Group Nutrition Education Characteristics

For each feature listed, check the description that *most closely* matches the characteristics of the group nutrition education session observed. Check one item for each row; check NA if the feature is not applicable.

<b>11. Greeting</b>				<b>N/A</b>
Facilitator did <b>not</b> introduce herself or explain what will happen during session <input type="radio"/>	Facilitator welcomed group and mentioned topic of session <input type="radio"/>	Facilitator greeted attendees warmly, introduced herself by name, and explained what will happen during session <input type="radio"/>	<input type="radio"/>	
<b>12. Seating Arrangement</b>				
Inadequate seating for attendees <input type="radio"/>	Adequate seating with chairs arranged in rows (classroom style) <input type="radio"/>	Adequate seating with chairs arranged so that attendees can look at one another <input type="radio"/>	<input type="radio"/>	
<b>13. Occupying Children</b>				
<b>No</b> activities/resources to occupy children during group sessions <input type="radio"/>	Limited activities/resources to occupy children during group sessions <input type="radio"/>	Adequate activities/ resources to occupy children during group sessions <input type="radio"/>	<input type="radio"/>	
<b>14. Attendee Engagement (Estimated Time Participants Speak During Session)</b>				
Less than 20% of time <input type="radio"/>	Less than half (20-39%) <input type="radio"/>	About half (40-59%) <input type="radio"/>	More than half (60-79%) <input type="radio"/>	80% of time or more <input type="radio"/>
<b>15. Facilitation Style</b>				
<b>15a.</b> Facilitator presented information or played video with minimal discussion or group interaction <input type="radio"/>	Facilitator presented information with some opportunity for discussion or involvement from attendees <input type="radio"/>	Facilitator engaged group with adult learner techniques (e.g., partner sharing, small group discussion, learning activities, games, guided discussion, or storytelling) <input type="radio"/>	<input type="radio"/>	
<b>15b.</b> Used few or no open-ended questions to elicit participation, ideas and strategies from attendees <input type="radio"/>	Used open-ended questions frequently to elicit participation, ideas and strategies from attendees <input type="radio"/>		<input type="radio"/>	
<b>16. Affirming Positive Behaviors</b>				
Provided no affirmations <input type="radio"/>	Provided affirmations <b>not</b> tied to specific participant strengths, behaviors or efforts <input type="radio"/>	Provided affirmations related to specific participant strengths, behaviors, and efforts <input type="radio"/>	<input type="radio"/>	
<b>17. Sharing Nutrition Materials</b>				
Did <b>not</b> offer nutrition education materials <input type="radio"/>	Did <b>not</b> incorporate materials offered into session <input type="radio"/>	Incorporated materials into session <input type="radio"/>	<input type="radio"/>	
<b>18. Comments about process and style of nutrition education provided</b>				

## Site-Level Nutrition Education Form

**Site number:** \_\_\_ **Observer initials:** \_\_\_ **Date:** \_\_\_ / \_\_\_ / \_\_\_ **AM/PM**  
[Month] [Day] [Year] [Circle]

**1. Types of nutrition education modes observed** *(Check all that apply.)*

- One on one
  - Group education
  - Independent learning (e.g., worksheet, self-study guide)
  - Nutrition reinforcer (e.g., bulletin board, education pamphlet)
  - Onsite computer, tablet, or kiosk
  - Other (describe): \_\_\_\_\_
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**2. Nutrition Education Materials:** Collect five of the most frequently used nutrition education materials

**3. Number of Participants Served**

	Number of participants served:	How did volume of participants compare to typical day?
<b>Day 1</b>		<input type="radio"/> Less than typical <input type="radio"/> Typical <input type="radio"/> More than typical
<b>Day 2</b>		<input type="radio"/> Less than typical <input type="radio"/> Typical <input type="radio"/> More than typical
<b>Day 3</b>		<input type="radio"/> Less than typical <input type="radio"/> Typical <input type="radio"/> More than typical

<b>4. Site environment factors that may affect participant experience</b>	Yes	No
There is a greeter or receptionist who welcomed participants as they entered clinic		
Waiting room has items to occupy children		
The site has posters, photos, or bulletin boards with positive nutrition and breastfeeding messages		
Offices for individual counseling provide privacy		
Offices for Individual counseling have items to occupy children		
There is a designated space for group education that is not used for other activities during sessions		
Other (describe)		

<b>5. Nutrition reinforcers for participants to view or take home</b>	<b>Yes</b>	<b>No</b>
Display rack with nutrition-related information (newsletters, referrals, etc.)		
Display tables with nutrition-related information		
Newsletters or games/activities		
Nutrition education DVDs/videos played in waiting area or space set aside for viewing		
Nutrition posters		
Nutrition-related bulletin boards		
Other (describe)		

**6. Use of stationary computer system/kiosk/tablet**

**Is there a computer/ tablet/kiosk onsite for participants to use?**  Yes  No

**How is it used?**  Nutrition education contact  Nutrition education reinforce  Both

**Observed frequency of use**  Often  Sometimes  Seldom  Never

**Describe how the computer/kiosk/tablet is integrated into nutrition education at this site.** [Include items such as how staff members discuss the technology with participants, placement in clinic, signage]

**Provide any additional comments necessary to describe overall style and quality of nutrition education provided at this site. Comments may address:**

- Counseling style (e.g., participant centered, directive, guiding)
- Prominent counseling skills used
- Overall participant engagement
- Summary of common strengths and challenges of nutrition educators
- Overall comments about process of nutrition education at this site



**7. Overall** comments about individual nutrition education provided

**8. Overall** comments about group education provided

**9. Comments about ways nutrition reinforcers are integrated into nutrition education**