

Appendix N: Guideline for in-depth interviews (English)

Research Objectives: To understand provider's perception of the recipes and activities, as well as any barriers/supports to implementation.

Note: *Optional probing questions appear in italics. These probes are intended to provide options for the researcher to obtain feedback that supports the study objectives.*

INTRODUCTION (2 MINUTES)

Thank you for speaking with me today. Your involvement in this project is critical so we're very grateful for your time.

My name is [*moderator name*] and I work for Applied Curiosity Research. Our company is helping the United States Department of Agriculture, Food & Nutrition Service gather feedback about a handout and video concepts that are designed to help child care providers feed young children. We'll get into the details of that in a minute.

Before we start, here are a couple of ground rules for our conversation:

- First, there are no wrong answers. I want to hear what you think!
- Participation is voluntary, so you don't have to answer every question.
- I **did not** create anything you'll be seeing and I don't work for the USDA/FNS. So, please be honest if there are things you liked or didn't like. Your responses won't affect me either way.
- Our conversation will be kept private. That means we will not use your name in any of our reports, and we ask that you do not share the details of what was said here today.

Finally, I'd like to audio record our conversation. The recording will be used to confirm our notes and create a transcription. Neither our notes nor the transcription will include your name. Is that ok with you?

(Note to moderator: *If participant is uncomfortable with a recording, do not proceed. Thank them for their time and end the interview).*

Do you have any questions?

Were you able to review the entire handout that we sent?

- **If not** – Ok. Unfortunately, we won't be able to continue this conversation. I'd like to reschedule this call and give you time to review the handout. Is there another good time for us to speak?
- **If yes** – Great. Please have the handout and the document titled "Key Frames" in front of you so you can reference it. Let's get started.

SECTION I: CHALLENGES & TRAINING (3 MINUTES)

Section I Objectives:

- Understand perceived challenges involved in feeding toddlers;
- Understand how providers and directors learn about CACFP-related practices and information

- What is the hardest or most challenging part of feeding the toddlers at your site?
 - o *What makes this so challenging?*
 - o *What kinds of things have you tried to make this easier?*
- How do you learn about new approaches or techniques for feeding toddlers?
 - o *How do you prefer to learn about new ideas or approaches to child care in general?*
 - o *Note: if needed, probe with examples - videos, handouts, trainings, webinars*
- Tell me about a workshop or some training materials you thought worked really well.
 - o *What made that so effective?*
 - o *What did you learn?*
 - o *What made it memorable?*
- **(Provider and FDCH only):** Tell me about a new skill or technique that you've recently used to engage with children in your care at mealtime?
 - o *Have you done anything to help children serve themselves? Try new foods?*
 - o *[NOTE: If needed, provide examples*
 - *hand over hand technique to assist young children in serving themselves*
 - *talking about the food they are eating to encourage them to try new foods]*
 - o *How did you learn about this?*

- o *What made you try this skill or technique?*
- **(Center Director Only):** How do you currently train your staff around feeding the children in your care?
 - o *How do you share new information or guidelines with your staff?*
 - o *How often do you hold trainings?*
 - o *Can you share any resources you've used that were really successful?*

SECTION II: HANDOUT REVIEW (15 MINUTES)

Section II Objectives:

- Ensure the materials are perceived as welcoming for diverse CACFP providers;
- Explore if each section communicates information effectively and motivates providers to change their practices;
- Understand variables that may prevent or encourage use of the handout; and

First impressions

- What was your first impression when you looked at the handout?
 - o *Did it remind you of anything?*
 - o *Who does it look like this is for?*
- What part of the handout did you look at first? Why?
 - o *If you don't remember, where does your eye go first?*
- Taking a look at the first page with the list of titles, which of these would you be most interested in? Why?
 - o *Which one are you least interested in? Why?*
 - o *Did you have any questions about how to use these pages?*
 - o *Is there anything else you'd want to explain the purpose of the handout?*

(Note to moderator: Five sections will be tested and rotated across participants. Each participant will review 3 sections. See Table 3.1 Handout section rotation chart on page 8.)

Handout section 1: Assist Children in Learning How to Feed Themselves (Attachment Q page 3)

Please turn to page 3. I've got some questions about this specific section:

- On a scale of 1 to 5, 1 being not at all likely and 5 being very likely, how likely would you be to use this page?
- Is the information here helpful? Why, why not?
 - o *Is any of this new information to you?*
 - o *Is there anything that you learned from this section?*

- o What is the most important information in this section?*
- Does the information and suggestions seem accurate? Why, why not?
- Are there any words or phrases that are confusing or unfamiliar?
- Are there any images, illustrations, or symbols that are confusing or unclear?
- There's a symbol in the upper right hand corner of the handout showing you there is a video to watch. Did you notice this icon?
 - o Did this make you want to watch the video? Why/Why not?*
 - o What would encourage you to watch a video that went with the handout?*
- Is there any other information you'd want included here?
 - o Any information that you would add to this?*

Handout section 2: Encourage Children to Try New Foods (Attachment Q, page 4)

Please turn to page 4. I've got some questions about this specific section:

- On a scale of 1 to 5, 1 being not at all likely and 5 being very likely, how likely would you be to use this page?
- Is the information here helpful? Why, why not?
 - o Is any of this new information to you?*
 - o Is there anything that you learned from this section?*
 - o What is the most important information in this section?*
- Does the information and suggestions seem accurate? Why, why not?
- Are there any words or phrases that providers might find confusing or unfamiliar?
- Are there any images, illustrations, or symbols that providers might find confusing or unclear?
- Is there any other information you'd want included here?
 - o Any information that you would add to this?*

Handout section 3: Serve Milk to Children as Part of CACFP Meals (Attachment Q, page 5)

Please turn to page 5. I've got some questions about this specific section:

- On a scale of 1 to 5, 1 being not at all likely and 5 being very likely, how likely would you be to use this page?
- Is the information here helpful? Why, why not?
 - o Is any of this new information to you?*
 - o Is there anything that you learned from this section?*
 - o What is the most important information in this section?*
- Does the information and suggestions seem accurate? Why, why not?
- Are there any words or phrases that providers might find confusing or unfamiliar?

- Are there any images, illustrations, or symbols that providers might find confusing or unclear?
- Is there any other information you'd want included here?
 - Any information that you would add to this?

Handout Section 4: Offer More Vegetables and Fruit at Meals and Snacks (Attachment Q, page 6)

Please turn to page 6. I've got some questions about this specific section:

- On a scale of 1 to 5, 1 being not at all likely and 5 being very likely, how likely would you be to use this page?
- Is the information here helpful? Why, why not?
 - *Is any of this new information to you?*
 - *Is there anything that you learned from this section?*
 - *What is the most important information in this section?*
- Does the information and suggestions seem accurate? Why, why not?
- Are there any words or phrases that providers might find confusing or unfamiliar?
- Are there any images, illustrations, or symbols that providers might find confusing or unclear?
- Is there any other information you'd want included here?
 - Any information that you would add to this?
- How would you use the sample menu?

Handout Section 5: Feeding Tips for Toddlers: A Parent Handout (Attachment Q, page 7)

Please turn to page 7. I've got some questions about this specific section:

- On a scale of 1 to 5, 1 being not at all likely and 5 being very likely, how likely would you be to use this page?
- Is the information here helpful? Why, why not?
 - *Is any of this new information to you?*
 - *Is there anything that you learned from this section?*
 - *What is the most important information in this section?*
- Does the information and suggestions seem accurate? Why, why not?
- Are there any words or phrases that providers might find confusing or unfamiliar?
- Are there any images, illustrations, or symbols that providers might find confusing or unclear?
- Is there any other information you'd want included here?
 - *Any information that you would add to this?*
- How would you give this out to parents?
 - *What would you tell them?*
 - *How do you imagine parents using it?*

Overall Feedback

Now that we've looked at each handout, let's step back and look at them all together.

- How do you think you'd use these handouts?
 - *Probe for reminders, formal trainings, keep them in the classroom.*
- Do you think these handouts would help providers, like yourself, feed toddlers? Why, why not?
- Would you share these materials with other providers? Why, why not?
 - If so, what would you say about them?
- Do you think these handouts apply to you and your child care site? Why, why not?
- What's missing from these handouts?

SECTION III: VIDEO CONCEPTS AND AUDITIONS (10 MINUTES)

Section III Objectives:

- Ensure the video concepts are perceived as welcoming for diverse CACFP providers;
- Understand participants' preferences and usage patterns for instructional videos;
- Understand variables that may prevent or encourage use of the videos.

Video Concepts (5 Minutes)

(Note to moderator: Three video concepts will be tested and rotated across participants. Each participant will review one concept. See Table 3.2 Video concept rotation chart on page 8.)

Now we're going to review a concept for a video that will go with these handouts we've been discussing. When completed, the video will feature live actors. This is just a concept and will be revised based on your feedback.

I'm going to read a few passages to describe the video (*Attachment S*). Please look at the document titled "Key Frames" (*Attachment V*) as I read (**Note to moderator:** read *Attachment S*).

- Hearing these passages, what do you think is the purpose of this video?
 - o *So is that something that would be useful for you?*
- How would you use a video like this?
 - o *Would you watch with the handout?*
 - o *Would you watch more than once?*
 - o *Would you watch on your own?*
 - o *Share with staff or other providers?*
 - o *Only watch during a training? On your phone? At home?*
- How might you use a video like this and the handouts we discussed together?
 - o *If you knew there was a video, would you only watch the video and not look through the handout?*
- What would you want to see in a video like this to help you try out these suggestions?
- How do you currently use videos to learn new ideas about working with children?
 - o *What kinds of videos do you watch?*
 - o *Where do you go to find these videos?*

- o *How does this video idea compare to those videos? Why?*

Audition Clips (5 Minutes)

I'm going to [text/email] you a link to a few videos for you to review (Attachment U). Let me know when you get the link.

Now I'm going to show you a few clips of actors/actresses that might be cast in these videos. Please keep in mind everything we've discussed so far as you watch and then we'll discuss the clips after we review.

Great, let me know when you're ready to watch the video.

[Note: Show provider the 2-4 casting videos. See Table 3.3 on page 8 for audition rotation chart.]

- Which of these actors do you think would be more motivational if they explained this concept? Why?
- Which did you find was the most engaging? Why?
- Which seems the most knowledgeable about the concepts? Why?
- Which would you cast if you were directing the video? Why?
- Is there anything else we should know about who you would prefer to be in this video?

Table 3.1 - Handout sections rotation chart - English groups

| | FDCH Providers | | | | Child Care Center Directors | | | | | | Child Care Center Providers | | | | | | | | |
|--|----------------|---|---|---|-----------------------------|---|---|---|---|---|-----------------------------|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Section 1: Assist Children in Learning How to Feed Themselves | X | | | X | | X | X | | X | X | X | | X | | X | X | | X | |
| Section 2: Encourage Children to Try New Foods | | X | | X | X | X | | X | | X | | | X | X | | X | X | | X |
| Section 3: Serve Milk to Children as Part of CACFP Meals | X | X | X | | X | | | X | X | | | | X | X | X | | X | X | |
| Section 4: Offer More Vegetables and Fruit at Meals and Snacks | | X | X | | | X | X | | X | X | X | | X | X | | | | X | |
| Section 5: Feeding Tips for Toddlers | X | | X | X | X | | X | X | | | X | | X | | X | | X | X | X |

Table 3.2 - Video concept rotation chart - English groups

| | FDCH Providers | | | | Child Care Center Directors | | | | | | Child Care Center Providers | | | | | | | |
|-----------------------------------|----------------|---|---|---|-----------------------------|---|---|---|---|---|-----------------------------|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Toddlers Self Feeding Tips | | | X | | X | X | | | | | X | X | | | X | | | |
| Serving Milk to Toddlers | | | X | X | | | | X | X | | | | X | | | | X | |
| Introducing New Foods to Toddlers | | | X | | | X | | | X | | X | | X | | X | | | X |

Table 3.3 - Audition clips rotation chart - English groups

| | FDCH Providers | | | | Child Care Center Directors | | | | | | Child Care Center Providers | | | | | | | |
|-------------------------|----------------|---|---|---|-----------------------------|---|---|---|---|---|-----------------------------|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Alani Collins Maldonado | | | X | | | X | | | | X | | | | | | | | X |
| Alexis Smith | | | X | | | | | | | X | X | | | | | | X | |
| Anita Horwath | | | X | | | | | | X | | X | | | | X | | | |
| Arami McCloske | | | | X | | | | X | | | | X | | X | | | | |
| Devin Nikki Thomas | | | | X | X | X | | | | | | | X | | | | | |
| Karyn-Siobhán Robinson | | | X | | X | | | | | | | | X | X | | | | |
| Lynette Rathnam | | X | | | | X | | | | | | X | | | X | | | |
| Nina-Sophia Pacheco | | | X | | | | | X | | | X | | | | | | X | |
| Rochelle Simeon | | | | | X | | | | X | | X | | | | | | | X |