



## Policy 820

### Quarterly Nutrition Education Contacts

July 1, 2019

#### POLICY

Nutrition-focused education must be provided at least quarterly to all adult participants, to the parent or caregiver of infant and child participants, and to the children themselves when possible.

#### PURPOSE

To ensure that appropriate nutrition-focused education is made available to all participants on a routine basis and to establish standards for nutrition education contacts.

#### RELEVANT REGULATIONS

7 CFR §246.6 ¶(b)—Goals

7 CFR §246.11 ¶(c)(4) and (7)—State agency responsibilities, ¶(e)—Participant contacts

ASM 06-24—WIC Nutrition Education Guidance

#### OREGON WIC PPM REFERENCES

- ◆ [510—WIC Cardholder Requirements](#)
- ◆ [635—Participant Notification: Eligibility and Rights & Responsibilities](#)
- ◆ [645—Certification Periods](#)
- ◆ [646—Mid-Certification Health Assessment](#)
- ◆ [660—Competent Professional Authority: Requirements](#)
- ◆ [661—Competent Professional Authority: Appropriate Counseling for Risk Levels](#)
- ◆ [670—Risk Criteria: Overview](#)
- ◆ [675—Risk Criteria: Codes and Descriptions](#)
- ◆ [810—Nutrition-Focused Education and Counseling](#)
- ◆ [830—Counseling and Services for High Risk Participants](#)
- ◆ [840—Documentation of Nutrition-Focused Education and Counseling](#)

#### APPENDICES

820.13      Appendix A      Offering quarterly nutrition-focused counseling to families with multiple members on WIC

#### BACKGROUND

The WIC Program is a public health nutrition program which aims to improve the life-long health of its participants through breastfeeding and nutrition education. Local agencies are required to provide nutrition education and counseling to program participants. Providing

quarterly nutrition-focused educational opportunities is key to helping families achieve positive health outcomes.

## DEFINITIONS

**Certification period:** Length of time participant will be enrolled in WIC and receive WIC benefits. Refer to [◆645—Certification Periods](#).

**High-Risk Participant:** A participant with a health risk that has been identified to meet one of the state's high-risk criteria. Refer to [◆661—Competent Professional Authority: Appropriate Counseling for Risk Levels](#).

**Individual care plan:** A written plan that outlines actions that will assist the participant in assuming responsibility for improving identified health-related problems on a prioritized basis.

**Nutrition-Focused Counseling:** An interactive helping process focused on eating behaviors, physical activity, and lifestyle, designed to improve health status and help participants to achieve their personal goals.

**Nutritional risk:** A health or dietary condition that indicates a nutrition-related health problem or need and is required for program eligibility.

**Quarterly nutrition education:** Nutrition education opportunities that are offered at least every three months (quarterly) in an individual or group setting. Includes nutrition education provided during a mid-cert health assessment, online lesson, or counseling with the RDN/ WIC nutritionist.

**Self-paced lessons:** Materials designed to be completed individually at the participant's own speed.

**WIC Nutritionist:** A professional who meets one of the following qualifications: a Registered Dietitian Nutritionist (RDN) with the Academy of Nutrition and Dietetics (AND), or eligible for AND registration; a master's or doctoral degree in the field of nutrition from an accredited college or university; or an Oregon Licensed Dietitian (LD).

## SECTION LIST

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- 2.0 [Quarterly nutrition education contacts](#)
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## PROCEDURE

### First contact in certification period

- 1.0 The first nutrition education contact is made at the time of certification (or recertification) and is an in-person interaction between the participant and the WIC certifier. It includes the following CPA actions:

- Targeting nutrition-focused counseling to the participant’s specific nutrition needs and interests.
  - Assisting the participant with identifying next steps for specific behavior change.
  - Establishing a connection between the participant’s program eligibility, assessment information and desired health outcomes.
- 1.1. The nutrition-focused counseling provided should match the interest, motivation level (stage of change), and cultural or language needs of the participant, parent or caregiver. Document the nutrition education provided in the participant’s record.
    - 1.1.1. If the participant is high-risk, the certifier provides nutrition-focused counseling within scope of practice and makes a referral to the RDN/WIC nutritionist.
    - 1.1.2. The RDN/WIC nutritionist develops an individual care plan with each high-risk participant, whether seen at certification or at a follow-up appointment. The RDN/WIC nutritionist may develop an individual care plan with other participants if requested by the participant, parent or caregiver. Individual care plans are documented in the progress notes section of the participant’s record. See [◆830—Counseling and Services for High-Risk Participants](#) and [◆840—Documentation of Nutrition-Focused Education and Counseling](#) for additional information.
  - 1.2. Help the participant to self-identify one or more behavior changes, or “Next Steps” that the participant will take during the certification period, and document this in the participant’s record. Staff should also review and update the status of any previous “Next Steps” at each mid-certification and recertification visit.
  - 1.3. Close the certification (or recertification) appointment with a summary that includes the participant’s program eligibility, assessment information and a health outcome statement.
    - 1.3.1. Use plain language to inform the participant of the reason for enrollment on the program, emphasizing the connection between nutrition and health and how WIC can help.
    - 1.3.2. Do not share specific risk factors; instead, explain the reasons why the participant qualifies for WIC in a positive way that relates to health/nutrition and is easy to understand. For example:
 

“Your child is being enrolled in the WIC Program, so we can help with his nutrition and watch his growth and weight gain over the next year.”

For more information, see policies [◆635—Participant Notification: Eligibility, Rights and Responsibilities](#), [◆670—Overview of Risk Criteria and Priorities](#) and [◆675—Risk Criteria: Codes and Descriptions](#).

## Quarterly nutrition education contacts

- 2.0 WIC participants, parents or caregivers shall receive a minimum of four nutrition education contacts during the 1-year certification period. These occur at the following times: certification, quarterly contact, mid-certification health assessment, quarterly contact. After recertification, the process repeats. Local programs are encouraged to provide nutrition education to participants on a more frequent basis whenever possible. See [◆646—Mid-Certification Health Assessment](#) for additional details.
  - 2.1. The CPA works with the participant to identify and choose a quarterly nutrition education contact most appropriate to the nutritional risk status of the participant.
  - 2.2. High-risk participants receive contacts according to the individual care plan developed by the RDN/WIC nutritionist. See [◆661—Competent Professional Authority: Appropriate Counseling for Risk Levels](#). The RDN/WIC nutritionist sees high-risk participants at least twice in each one-year certification period.
  - 2.3. Schedule participants who are not high-risk for either individual, online or group sessions.
    - 2.3.1. The quarterly contact must relate to the participant's nutritional risk(s) and individual nutritional needs, and respect cultural and individual preferences.
    - 2.3.2. If several members of a family are WIC participants, offer each participant a separate nutrition education contact. If the family requests fewer appointments, follow the guidelines in Appendix A for offering quarterly nutrition-focused counseling.
  - 2.4. All nutrition education contacts must include two-way communication with participants, *including* appointments that utilize audiovisual and/or printed nutrition education materials, online or self-guided materials, or electronic communication tools such as secure email, text messaging or interactive video technology.

## Group nutrition education

- 3.0 A session guide must be developed and on file for all group nutrition offerings. The session guide provides an outline of the group topic and the content to be covered.
  - 3.1. Local program session guides for nutrition groups, including walk-in style classes/fairs, must be kept on file at the local program and should include measurable goals and learning objectives. See the Oregon WIC Training Module *“Providing Participant Centered Groups”* for more information.
  - 3.2. Local programs will enter group titles, duration, language and dates offered into the data system to assist with documentation of participant attendance.

## Online nutrition education using WICHealth.org

- 4.0 Online lessons from WICHealth.org may be used to provide quarterly nutrition education for those who are eligible. Each lesson has an interactive component that fulfills requirements for two-way communication. Pregnant, breastfeeding and postpartum women, parents, foster parents or caregivers must:

- Be low or medium risk
  - Express an interest in the online nutrition education option
  - Have access to an appropriate device for completing online lessons
  - Be able to read and comprehend English or Spanish
- 4.1. To offer online nutrition education, the WIC CPA will:
    - 4.1.1. Determine if the participant is eligible for online NE and whether it is an appropriate option for that participant or family.
    - 4.1.2. Explain the process for completing the online lesson, including written instructions on how to access the lesson.
    - 4.1.3. Schedule the online lesson into the participant's record.
    - 4.1.4. Instruct the participant on how and when to contact WIC to report completion of an online lesson.
  - 4.2. When the participant contacts the agency regarding lesson completion, a designated WIC staff member (CPA or any staff member who has completed the training necessary to fill this role. See details in ¶4.3) will do the following:
    - 4.2.1. Verify lesson completion electronically by using the WIC Health look-up feature to view the participant's certificate of completion, either in-person or electronically. Participants are *not* required to provide a certificate of completion.
    - 4.2.2. Review the section of the certificate that displays the participant's Action Statement and any questions they recorded.
    - 4.2.3. Contact the participant to follow-up on any questions asked. Options for communicating with the participant include contact by telephone, text message, secure email, or in-person at the clinic site. If there are no questions, proceed to benefit issuance. If unable to reach the participant, document the questions in the participant's record.
    - 4.2.4. Once the online lesson has been verified, check the timing for benefit issuance. Food benefits may be scheduled or issued for a time frame not to exceed 3 months.
    - 4.2.5. Schedule the next appointment or appointment request.
    - 4.2.6. Document attendance and the name of the lesson taken in the appropriate fields in the participant's record. Add any other relevant information in the progress notes section, if needed. See [◆840—Documentation of Nutrition-Focused Education and Counseling](#) for further details.
    - 4.2.7. The specific online nutrition lesson may be used only once as a quarterly nutrition contact. The same lesson may not be used multiple times for the same participant. If appropriate, the same lesson may be used for other family members.
  - 4.3. WIC staff members involved in verifying online quarterly nutrition contacts must receive training on how to fill this role effectively. At a minimum, training is to include the following elements:

- 4.3.1. Knowledge of state policies ♦ [810](#), ♦820 and ♦ [840](#) on the provision of nutrition education.
- 4.3.2. Knowledge of the local agency's policy and procedures which are to be followed in the provision of online nutrition education, including documentation in TWIST.
- 4.3.3. Familiarity with the WICHealth.org website, including the format and topic areas, the names of the lessons available, how to access the lessons, and how to use the look-up features to electronically verify lesson completion for WIC participants.
- 4.3.4. Review the content of at least one lesson per topic area on the WICHealth.org website – 5 lessons minimum.
- 4.3.5. Knowledge of how to refer the participant to a CPA or health professional in the agency if the participant has questions or requests information outside of the staff member's scope of practice.
- 4.4. Additional information and staff resources for providing online nutrition lessons can be found on the Oregon WIC website.
  - 4.4.1. Participants may be referred to this webpage:  
<https://www.oregon.gov/oha/ph/HealthyPeopleFamilies/wic/OnlineNutritionEducation/Pages/index.aspx>
  - 4.4.2. Staff resources are available here:  
<https://www.oregon.gov/OHA/PH/HEALTHYPEOPLEFAMILIES/WIC/Pages/ne-resources.aspx#online>

### Self-paced lessons

- 5.0 Self-paced lessons provide nutrition information in a written format and are completed in the clinic. Local agencies have the option of offering self-paced lessons at each clinic site. The self-paced lessons offered by the State agency can be downloaded from the Publications page of the Oregon WIC website, located at <https://www.oregon.gov/oha/ph/HealthyPeopleFamilies/wic/Pages/publications.aspx> See section 6.5 for information on self-paced lessons developed by the local agency.
  - 5.1. Self-paced lessons may be offered to low and medium risk women, and to parents, foster parents, or caregivers of low or medium risk infants and children.
  - 5.2. This option is designed to provide an effective quarterly nutrition education contact in situations such as the following:
    - 5.2.1. A participant is late or misses a quarterly nutrition education contact. The participant may choose to complete a self-paced lesson rather than be rescheduled for another appointment.
    - 5.2.2. A participant's schedule conflicts with the agency's group session offerings and the participant prefers this option to completing an online lesson.
  - 5.3. A CPA (or any staff member who has completed the training necessary to fill this role) will determine if the participant is eligible for a self-paced lesson and

whether it is the best option for that participant or family. If appropriate, the WIC staff member will:

- 5.3.1. Explain the process for completing the self-paced lesson.
- 5.3.2. Review with the participant what was learned or what the participant plans to do differently after completing the self-paced lesson.
- 5.3.3. Document lesson completion in the participant's record, including the specific lesson the participant completed. Each lesson may be used only once as a quarterly nutrition contact. The same lesson may not be used multiple times for the same participant. If appropriate, the same lesson may be used for other family members. See [◆840—Documentation of Nutrition-Focused Education and Counseling](#) for specific details.

### **Locally developed online or self-paced nutrition education lessons**

- 6.0 Local agencies interested in developing their own online or self-paced lessons to meet quarterly nutrition education requirements for participants shall use the procedure outlined below. State approval must be obtained before implementing a lesson.
  - 6.1. Create a draft of the nutrition lesson that includes the elements below.
    - Target audience
    - Overall goal or purpose
    - Specific objectives and/or activities to be included; if lesson is online, include specific websites that participants will be directed to visit
    - Key content points
    - Estimate of time needed to complete the lesson
    - Activity or questions participants will complete
  - 6.2. Ensure that the content of the lesson is accurate, and that only evidence-based information and/or reputable websites are used.
  - 6.3. Follow health literacy principles when designing the lesson, including font size, white space and reading level. Consider the readability and design of any website that is recommended for online lessons.
  - 6.4. Include a plan for how your agency will determine which participants will be offered the lesson, how it will be explained, how participants will inform WIC staff of lesson completion, and how it will be documented in the data system.
  - 6.5. The local agency RDN/WIC nutritionist must review and approve the lesson prior to submission to the State agency.
  - 6.6. Complete the [Local Agency Approval Form for Self-Paced or Online Lesson](#), with the required information. Submit it, along with the self-paced lesson or link to the online lesson, to your state assigned nutrition consultant. The lesson will be evaluated by several state staff. Allow 2-3 weeks for this review.
  - 6.7. If modifications are needed, it will be returned to you for revision and will need to be re-submitted before final approval is given.

- 6.8. Once approved, let the State agency know if your agency gives permission for the lesson to be shared with other local agencies.
- 6.9. Titles of lessons that are approved for statewide use will be added to the NE Topics dropdown to simplify the documentation process.

### **Required local agency policies**

- 7.0 Local WIC programs must have a written procedure in place if using online nutrition and/or self-paced lessons for quarterly nutrition education contacts. This written procedure must be submitted to the State WIC agency for review and approval **prior to** implementation and must be made available during the biennial WIC review. Local agencies may combine procedures for both online nutrition and self-paced lessons into one local policy if both options are used by the agency. The local procedure should include the following elements:
  - 7.1. A plan for training staff, including the number of online lessons to be reviewed. Staff must review all self-paced lessons to be used with participants.
  - 7.2. How staff will determine if the participant is eligible for online nutrition education and/or self-paced lessons.
  - 7.3. For self-paced lessons, *where* participants will complete a lesson.
  - 7.4. How staff will provide instructions for accessing the online or self-paced lesson, and how the participant will report lesson completion. If the agency uses locally developed online lessons, include information on how lesson completion will be reported to WIC staff.
  - 7.5. How the appointment will be identified in the participant's record.
  - 7.6. Which local agency staff will assist the participant with proof of lesson completion and answering participant's questions about the lesson.
  - 7.7. Where and how documentation will be made in the participant's record, including lesson topic, and participant next steps if appropriate.
  - 7.8. How food benefits will be issued to the participant.

### **Using partners to enhance WIC group education onsite**

- 8.0 Community experts who have special knowledge or nutrition expertise may either assist or provide a group education class in the local agency.
  - 8.1. The community expert must be a health professional (e.g. Nurse, Dental Hygienist), be supervised by a qualified RDN/nutritionist or health professional (e.g. SNAP-Ed or EFNEP staff) or be an OSU Extension Master Gardner.
  - 8.2. A session guide providing an outline of the class topic and content must be on file and available to view during biennial reviews. Include the following elements in the session guide:
    - Target audience
    - Overall goal or purpose
    - Specific objectives and/or activities to be included
    - Key content points

- Presenter name and credentials
- 8.3. A written agreement between the local WIC agency and partnering agency is not required if WIC staff are present in the onsite nutrition education group, except when working with staff from SNAP-Ed and EFNEP.
- 8.3.1. When partnering with OSU-Extension staff, the program that funds the staff person will determine how they can partner with WIC. SNAP-Ed: SNAP-Ed funding is from the Food and Nutrition Service (FNS) of USDA, so SNAP-ED must not take the place of WIC nutrition education or duplicate services; rather, SNAP-Ed can supplement or enhance WIC-led nutrition education. WIC staff must facilitate the nutrition portion of a group class, whenever an OSU Extension SNAP-Ed staff or a trained SNAP-Ed volunteer are enhancing the lesson with a food activity or activity from the Physical Activity toolkit. Examples of WIC and SNAP-Ed Unit partnerships:
- SNAP-Ed Food Hero demonstration and tasting at a WIC nutrition or other health fair style event.
  - Food Hero demonstration in WIC clinic waiting room.
  - At a Farmers Market, SNAP-Ed provides Food Hero tasting or onsite food activity related to WIC-led nutrition education and/or the produce available at the market. SNAP-Ed provides a walking tour of the farmers market.
- 8.3.2. EFNEP: EFNEP's funding comes through USDA's National Institute of Food and Agriculture (NIFA), not FNS, so partnering is a little less restrictive, but must still avoid duplicating efforts with WIC. At the WIC clinic, OSU Extension EFNEP (Expanded Food and Nutrition Education Program) staff may jointly teach a lesson with WIC staff or may teach a single nutrition education lesson from the EFNEP series as outreach to recruit participants into EFNEP. Examples of appropriate lessons taught by EFNEP staff include those on shopping or food preparation, rather than breastfeeding or infancy which is to be covered by WIC staff.
- If EFNEP staff provide a single day event and/or stand-alone lesson with a Food Hero food demo or food related activity for recruitment purposes, this cannot be used as a WIC education contact.
- 8.3.3. Whenever a local partnership is established with OSU-Extension, SNAP-Ed or EFNEP, Unit staff must complete a Memorandum of Understanding (MOU) with the local WIC agency which includes a list of responsibilities of each party. Nutrition education provided offsite by non-WIC programs
- 9.0 An outside agency may be used to provide group nutrition education opportunities for participants, provided the arrangement has been coordinated ahead of time and all the necessary requirements are in place. Examples of outside agencies include Head

Start, OSU Extension Food and Nutrition Education Program (EFNEP) nutrition series classes, Master Gardener Program and Cooking Matters class.

- 9.1. Local WIC programs interested in partnering with an outside agency to provide nutrition education must ensure the following:
  - 9.1.1. The nutrition topic must be appropriate for the WIC population.
  - 9.1.2. The staff providing the nutrition education must be a health professional or be supervised by a qualified RDN/WIC nutritionist or a health professional. See [◆660—Competent Professional Authority: Requirements.](#)
  - 9.1.3. A session guide providing an outline of the class topic and content must be on file and available to view during biennial reviews. Include the following elements in the session guide:
    - Target audience
    - Overall goal or purpose
    - Specific objectives and/or activities to be included
    - Key content points
    - Presenter name and credentials
- 9.2. A written agreement between the local WIC agency and the partnering agency is required. Details such as how the class date, topic, facilitator, and names of those in attendance will be documented, and how/if WIC benefits will be issued on site, must be included.
- 9.3. Keep a copy of the agreement on file at the local program for monitoring purposes.
- 9.4. Participants referred to nutrition education provided by an outside agency must meet the following eligibility criteria:
  - 9.4.1. The nutrition education opportunity relates to the participant's nutritional risk(s), individual nutrition needs, and cultural preferences.
  - 9.4.2. The participant expresses an interest in the group education opportunity.
  - 9.4.3. The participant is a low or medium risk pregnant, breastfeeding or postpartum woman, or the parent, foster parent or caregiver of a low or medium risk infant or child.
  - 9.4.4. A participant who is high-risk is only eligible to attend if the group class is taught by an RDN.
- 9.5. Benefit issuance must be carefully coordinated. If a WIC staff member (and necessary computer equipment) is available to attend the class, benefits may be issued on site. An alternative is to provide the WIC agency, or an individual participant, with signed forms verifying participant attendance, so that benefits may be issued by local WIC staff at a later date. The nutrition education must occur within the quarter before benefits are due.
- 9.6. Accurate documentation of nutrition education provided outside of the local WIC agency is essential. See [◆840—Documentation of Nutrition-Focused](#)

[Education and Counseling](#) for sample forms and details on how to appropriately document class attendance in TWIST.

### **Alternative methods of providing quarterly nutrition education**

- 10.0 In special circumstances, the use of alternative methods to interact with participants may be used to provide quarterly nutrition-focused counseling. These methods, which do not use face-to-face communication, include:
- Telephone contacts
  - Interactive video technology
  - Texting using an approved HIPAA-compliant service
  - Other methods, such as secure email or a secure electronic chat feature
- 10.1. Participants are encouraged to schedule face-to-face, individual or group counseling appointments for their quarterly nutrition education contacts. When that is not possible, online nutrition education is an alternative. If that is not feasible, another option is to schedule an appointment for two-way communication with the participant by telephone, video, or secure text or electronic chat.
- 10.1.1. Nutrition-focused counseling provided by an alternative method must meet the same requirements as contacts that are face-to-face. See [◆810—Nutrition-Focused Education and Counseling](#) for specific details.
- 10.2. Ensure that any alternative communication methods used at the local agency occur in an environment that promotes effective communication, and protects the confidentiality of participant information, such as an approved HIPAA-compliant service on a secure platform.
- 10.2.1. Contact the participant in advance to schedule the appointment. Schedule the same amount of time for the follow-up as would occur in a face-to-face appointment, to ensure there is adequate time to complete all program requirements.
- 10.2.2. Schedule the contact at a time when the participant is available and has time to talk or text. If the participant is not available at the designated time, reschedule the contact.
- 10.3. Prior to the appointment, review the participant's record to see previous goals, items on which to follow-up, and possible ideas for nutrition-related conversation topics. This preparation will be helpful if the participant is unsure of what to discuss.
- 10.4. When contact is made, verify the identity of the caller to ensure it is the first or second cardholder. See [◆510—WIC Cardholder Requirements](#) for details.
- 10.5. Use participant centered skills to establish rapport, ask questions, and learn what nutrition topics are of interest to the participant. This applies to all methods of communication, including written forms such as texting or secure email.
- 10.6. View this alternative style of appointment as a time to focus on nutrition-related concerns, not just a quick way to issue benefits.

- 10.7. When finished, document the conversation in the participant’s record, indicating the topics discussed, and next steps, if applicable. In addition, enter a note in the Progress Notes section indicating *how* the interaction occurred – phone or video contact, text conversation, or email correspondence. See [◆840—Documentation of Nutrition-Focused Education and Counseling](#) for further details.

## REFERENCES

1. Oregon WIC Nutrition Education Guidance:

**If you need this in large print or an  
alternate format, please call 971-673-0040.**

**This institution is an equal opportunity provider.**

<https://www.oregon.gov/oha/ph/HealthyPeopleFamilies/wic/Documents/nutr-ed/2010-ne-guidance.pdf>

## POLICY HISTORY

<b>Date</b>	<b>* Major Revision, Minor revision</b>
10/5/2018	Released
7/1/2019	Major Revision

The date located at the top of the policy is the implementation date unless an “effective date” is noted on the policy. Policies will become compliance findings 6 months from the implementation date.

*Release notes can be found in the corresponding document on the [Policy and Procedure Manual page](#).*

**\*Major Revisions:** *Significant content changes made to policy.*

**Minor Revisions:** *Minor edits, grammatical updates, clarifications, and/or formatting changes have occurred.*

**Date of Origin:** *Date policy was initially released*

## APPENDIX A

### Offering Quarterly Nutrition Education Contacts to Families with Multiple Members on WIC

If several members in a family are WIC participants, offer each participant a separate nutrition education contact appropriate to the nutritional risk status of the participant. If the parent or caregiver indicates they are only able or willing to attend a limited number of quarterly nutrition education activities, use the guidance below to help ensure consistent nutrition education offerings.

- Schedule appropriate high-risk family members first.
- Local program staff may schedule family members with **similar** nutrition risks for a group education contact that meets the needs of several family members.
- For low-risk family members in **different** categories, prioritize group education offerings in the following order:
  1. Pregnant Woman
  2. Breastfeeding Woman
  3. Infant
  4. Child
  5. Postpartum Woman

#### **Scenario 1:** Family with WIC participants in different categories with different risks

A family has several members on WIC and they all have very different nutrition needs. Consider offering them individual appointments, so the CPA can address their various nutrition education needs. At the certification appointment, staff can specify a Plan in the “Progress Note” field in TWIST and record the education topic or follow-up that is needed to address each of the participants’ needs.

**Example:** A family has a 7-month old baby, a 2-year old that is still on the bottle at bedtime with poor dental practices and a 3-year old with a low hemoglobin. Each of the children are scheduled for individual education (IE) appointments. For each participant, the certifier puts a Plan in the “Progress Note” field in TWIST for the IE appointment, so in addition to following up on the goal, the next CPA will be able to see at a glance the education topics to cover appropriate to each participant’s needs.

#### **Scenario 2:** Family with high-risk and low-risk participants in different categories.

A WIC family has a high-risk child and a low-risk pregnant woman. Schedule the high-risk child with the RD and offer an appropriate prenatal or breastfeeding class for the pregnant woman. If the family can only attend the high-risk appointment for the child, consider having the RD also cover appropriate education for the woman.

**Scenario 3:** Family with participants in the same category with similar nutrition risks.

A WIC family has a four-year old child and a two-year old child with similar nutrition risks. Both children would benefit from a class on healthy snacks for young children. Request or schedule both children into the same class.

**Scenario 4:** Family with low-risk participants in different categories.

A WIC family has a low-risk pregnant woman, an 18-month old child and a 3 ½-year old child who are also low-risk. Offer the woman a prenatal class. She indicates she would rather attend a class related to child nutrition. Schedule or request a child nutrition class and schedule the entire family into that class.