

# Safe Sleep Instructor Workbook

*September 23 & 24, 2021*





# **Kansas Infant Death and SIDS (KIDS) Network**

## **Certified Safe Sleep Instructor Training Workbook**

### **What is the KIDS Network?**

The Kansas Infant Death and SIDS (KIDS) Network, Inc. serves those individuals who have been touched by the tragedy of infant death, including sudden infant death syndrome (SIDS), and those individuals or organizations who strive to reduce the risk of infant deaths by providing supportive services, community education, professional training, and supporting associated research. The KIDS Network was established as a 501(c)3 July 31, 1998.

The KIDS Network hosts numerous events throughout the state of Kansas each year to provide services, education and research support, including peer support groups, memorials, Safe Sleep Community Baby Showers, Step Up for KIDS 5k and memorial walk, Haley's SIDS Scramble golf tournament and the KIDS Network Safe Sleep Certification Training.

### **What is a certified Safe Sleep Instructor?**

The KIDS Network Safe Sleep Instructor (SSI) program began in 2015. It was developed in collaboration with the University of Kansas School of Medicine-Wichita (KUSM-W) Department of Pediatrics Center for Research for Infant Birth and Survival (CRIBS). Initially funded by a pilot grant from the March of Dimes®, the project has also been supported by the Agency for Healthcare Research and Quality's (AHRQ), Kansas Department of Health and Environment, United Methodist Health Ministries, and generous donations to the KIDS Network.

This train-the-trainer program is intended to exponentially increase the number of professionals, families and caregivers who are educated about the American Academy of Pediatrics (AAP) Safe Sleep Recommendations. The overall objective of the program is to create a paradigm shift to where safe infant sleep is the normative behavior, with the ultimate goal of eradicating sleep-related infant death.

Through the program, SSIs are educated on the AAP Safe Sleep Recommendations (Moon 2016) in order to understand risk reduction strategies to decrease sleep-related infant deaths. SSIs are provided training infrastructure in order to educate parents/caregivers, childcare providers, first responders, health care providers, and other community members about infant safe sleep practices. SSIs are taught to serve as the voice for infant safe sleep by promoting it through standardized training and community outreach. Certification is awarded annually.

Advanced certification is available for SSIs who are interested in supporting their local hospital in achieving Cribs for Kids® Hospital Certification or working with a pediatric, obstetric or family medicine outpatient clinic to receive the KIDS Network Safe Sleep Star Certification.



## ACTIVITY 1

### American Academy of Pediatrics Safe Sleep Recommendations

**Overview:** Sleep-related infant deaths account for approximately 3,500 infant deaths each year in the United States (CDC 2020). Sleep-related deaths including those attributed to sudden infant death syndrome (SIDS; International Classification of Diseases, 10th Revision [ICD-10], R95), ill-defined deaths (ICD-10 R99), and accidental suffocation and strangulation in bed (ICD-10 W75). Risk factors, and in turn risk-reduction strategies, for these three classifications of deaths are very similar. Since the early 1990's, the American Academy of Pediatrics (AAP) has provided recommendations for infant sleep that can reduce the risk of all sleep-related infant deaths (Moon 2016a).

**Activity:** Review the 19 AAP Safe Sleep Recommendations in the table below. For each, consider how comfortable you are in your understanding of the recommendation, the science behind it, and your capacity to train others on it. In COLUMN 2, mark "YES" for the recommendations you feel confident about and "NO" for those you are less comfortable with. In COLUMN 4, write notes or questions about the recommendation.

After the training, review the AAP Safe Sleep Recommendations again. Are there any you still have questions about? Use COLUMN 3 to evaluate your comfort and COLUMN 4 to write any additional notes or questions.

## ACTIVITY 1: AAP SAFE SLEEP RECOMMENDATIONS REFLECTION

AAP Recommendation	Pre-Training Agreement/ Understanding	Post-Training Agreement/ Understanding	Questions/ Comments
1. Back to sleep for every sleep.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	
2. Use a firm sleep surface.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	
3. Breastfeeding is recommended.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	
4. Same room, separate bed.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	
5. Keep soft objects and loose bedding away from the infant's sleep area.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	
6. Consider offering a pacifier at nap time and bedtime.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	
7. Avoid smoke exposure during pregnancy and after birth.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	
8. Avoid alcohol and illicit drug use during pregnancy and after birth.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	
9. Avoid overheating and head covering in infants.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	
10. Pregnant women should obtain regular prenatal care.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	
11. Infants should be immunized.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	
12. Avoid the use of commercial devices that are inconsistent with safe sleep recommendations.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	

13. Do not use home cardio-respiratory monitors as a strategy to reduce the risk of SIDS.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	
14. Supervised, awake tummy time is recommended.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	
15. There is no evidence to recommend swaddling as a strategy to reduce the risk of SIDS.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	
16. Health care and childcare providers should endorse and model risk-reduction recommendations from birth.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	
17. Media and manufacturers should follow safe sleep guidelines in their messaging and advertising.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	
18. Continue the "Safe to Sleep" campaign.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	
19. Continue research with the goal of eliminating sleep-related deaths.	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	

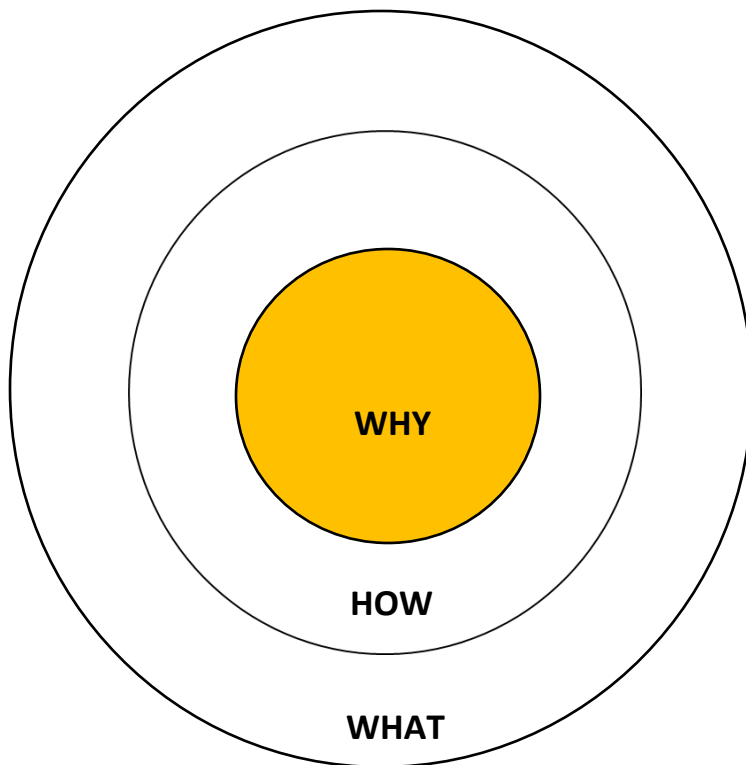


## Activity 2

### Safe Sleep Instructor: What's Your Why?

**Background:** Knowing your personal motivation for engaging in an activity or working on a specific issue is crucial because it helps remind you that what you are doing is really important. It also helps to orient your decision-making and to engage other in your cause.

**Activity:** Think about your reason for becoming a certified Safe Sleep Instructor. In the space provided, describe why promoting infant safe sleep is important to you in two to three sentences.



#### WHY – Your Purpose

Your motivation? What do you believe?

#### How – Your Process

Specific actions taken to realize your Why

#### What – Your Result

What do you do? The results of Why. Proof





## ACTIVITY 2: MY WHY

Why promoting infant safe sleep is important to me:

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Why promoting infant safe sleep is important to me (updated):

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## **Activity 3**

### **Professional Training**

**Purpose:** Families are more likely to follow the AAP Safe Sleep Recommendations if they hear consistent messages, especially from professionals (e.g., Colson 2006; Von Kohorn 2010). However, while most professionals know and provide counseling about “Back to Sleep”, many fail to address other recommendations, such as those regarding sleep surface, crib location or item in the sleep environment (e.g. blankets) (e.g., Eisenberg 2015; Hirai 2019). SSIs can provide training to ensure professionals know the AAP Safe Sleep Recommendations and can share advice on how to best communicate this information with families. Professionals should be trained annually to ensure they have the most current information.

**Audience:** The Professional Training is appropriate for anyone with a paid or volunteer position related to healthcare, public health, first responders or childcare. This training is not recommended for general audiences such as families, foster parents or babysitters.

**Activity:** Consider your community and the connections you have there. Who could benefit from the Professional Training? Write the name of the organization in COLUMN 2.

Once you have identified an organization, identify your contact person. Do you know someone within the organization who could organize or champion this training? If not, what are the titles or roles of people you could reach out to about the training? Write the name of the person or title of the position in COLUMN 3.

Finally, consider other factors that may impact your ability to provide a training to this group. Are there already meetings or conferences where you could present? Are continuing education credits required for this group? Make notes of these factors in COLUMN 4.

### ACTIVITY 3: PROFESSIONAL TRAINING MAPPING EXERCISE

Group	Organization	Contact	Comments
<b>Health Care Professionals</b>			
<i>Example: Hospital</i>	<i>ABC Hospital</i>	<i>Newborn Nurse</i>	<i>Nurses need CNE credits</i>
Hospital			
Family Medicine Clinic			
Obstetrical Clinic			
Pediatric Clinic			
Other Healthcare			
<b>Public Health Professionals</b>			
Health Department Staff			
Home Visitation Program Staff			
Prenatal Education Program Staff			
Parenting Education Program Staff			
Child Protective Service Workers			
Other Public Health Workers			

First Responders			
Emergency Medical Technicians (EMTs)			
Firefighters			
Law enforcement*			
Other First Responders			
Childcare Professionals			
Licensed Childcare Centers			
Licensed Home Childcare			
Family/Friend Childcare Providers			
Other Childcare Providers			
Other			

\* If a training is scheduled with law enforcement, consider having the KIDS Network provide additional Sudden Unexpected Death Investigation (SUDI) training.



## Activity 4

### Safe Sleep Crib Demonstration

**Purpose:** People have different learning styles that work best for them. Visual learners prefer to read or consult photographs or diagrams. Auditory learners retain information that is spoken, by themselves or others, while kinesthetic learners will retain more information if they have hands on experiences (Russell 2006). The Crib Demonstration is an opportunity to demonstrate how to create a safe sleep environment that can address all of the learning styles.

Below are pictures of what a safe sleep environment should look like for a Crib Demonstration. Only include the infant (doll) on its back, in appropriate clothing and wearable blanket, with only a pacifier in the sleep environment. Especially for visual learners, it is important to only show participants a safe environment as described above. Never place unsafe items in the crib. Instead, hold them up and describe why they are unsafe.

Items that should be discussed in a Crib Demonstrations include:

- ☐ Back position for every sleep
- ☐ Pacifier use to reduce the risk of SIDS
- ☐ Benefits of a wearable blanket
- ☐ Why pillows are risky
- ☐ Risk of loose blankets
- ☐ Overheating and why hats are not recommended
- ☐ Why placing burp cloths under the head is risky
- ☐ Risk of diapers/wipes in the crib

**Figure 1.** Swaddle appropriate for infants <2mo. of age who like to be swaddled



**Figure 2.** No swaddle for infants who have attempted to roll over, do not like to be swaddled, or are ≥2 mo. of age



**Audience:** The Crib Demonstration may be used with any audience. It is a required component of the Safe Sleep Community Baby Shower and Safe Sleep Crib Clinic. It is also often done in tandem with a Professional or Parent/Caregiver Training.

Depending on your audience there may be additional items you want to include in your crib kit. For example, in hospitals, bulb syringes are often seen in cribs on the newborn floor (Mason 2013), so might be included in a presentation to hospital staff. Grandparents often fail to recognize u-shaped breastfeeding pillows are unsafe for the infant sleep environment (Chesser 2019), so might be included when speaking to grandparents. Some groups or cultures may be more likely to have other specific items in the crib, such as stuffed animals.

**Activity:** Think about the group(s) you are most likely to present to about infant safe sleep. Are there other items that might be appropriate to include for a Safe Sleep Crib Demonstration for this audience?

#### ACTIVITY 4: CRIB KIT EXPANSION PLANNING

Group	Items
<i>Example: Hospital Staff</i>	<i>Bulb syringe, tubing, turn sheet</i>

## Activity 5

### Parent and Caregiver Safe Sleep Training

**Purpose:** Many families report never learning about the AAP Safe Sleep Recommendations (e.g., Eisenberg 2015). If they do receive safe sleep education, it is often incomplete or fails to address the reasons behind the recommendations (e.g., Hirai 2019; Pease 2021). SSIs can provide training to families and caregivers to ensure they know and understand the AAP Safe Sleep Recommendations. SSIs can also address both the “how” and the “why” of the recommendations and engage in conversations around the barriers to following safe sleep.

**Audience:** The Parent and Caregiver Training is appropriate for mothers, fathers, siblings, aunts, uncles, grandparents and other family members. It is also appropriate for foster parents, adoptive parents and babysitters, and may be used with community groups (e.g., health alliance, county commissioners). The training can be used with individuals or large groups. However, if training a pregnant or recently delivered woman, consider whether a Safe Sleep Crib Clinic, which includes breastfeeding and tobacco cessation/avoidance, may be more appropriate. This training is not recommended for professional audiences such as healthcare professionals, public health workers or childcare workers.

**Activity:** Consider your community and the connections you have there. Who could benefit from the Parent and Caregiver Training? Write the name of the organization in COLUMN 2.

Once you have identified an organization, identify your contact person. Do you know someone within the organization who could organize or champion this training? If not, what are the titles or roles of people you could reach out to about the training? Write the name of the person or title of the position in COLUMN 3.

Finally, consider other factors that may impact your ability to provide a training to this group. Are there already meetings or conferences where you could present? Are continuing education credits required for this group? Make notes of these factors in COLUMN 4.



## ACTIVITY 5: PARENT AND CAREGIVER TRAINING MAPPING EXERCISE

Group	Organization	Contact	Comments
<i>Example: Church</i>	<i>St. Mark</i>	<i>Pastor</i>	<i>Bible study group of young couples</i>
Churches			
Parent Education Groups (e.g. Parents as Teacher)			
Informal Parent Groups			
Community Health Education Groups (e.g. Lunch and Learn)			
Tribal Leaders and Elders			
Sorority/Fraternity Members			
Girl Scout/Boy Scout Troops			

## Activity 6

### Safe Sleep World Café

**Overview:** The World Café Method is an innovative method of exploring real-life concerns and connecting diverse perspectives to harvest a shared knowledge. The format of the activity will allow for the identification of patterns and insights that contribute to collective discoveries. This opportunity for networking and sharing will also facilitate a deeper understanding of barriers to safe infant sleep and enhance confidence in addressing these barriers.

**Activity:** The Safe Sleep World Café will involve four rounds of discussion regarding barriers to following the AAP Safe Sleep Recommendations. The space below allows you to draw images, write thoughts or jot notes during the four rounds.

#### ACTIVITY 6: SAFE SLEEP WORLD CAFÉ

Round 1	
<b>Issues:</b>	<b>Ideas:</b>

## Round 2

**Ideas:**

Round 3

**Issues:**

**Ideas:**

Round 4

**Issues:**

**Ideas:**

## ACTIVITY 7

### Addressing Safe Sleep Questions

**Overview:** The American Academy of Pediatrics (AAP) not only provides recommendations to reduce the risk of sleep-related infant deaths (Moon 2016), but also provides a detailed technical report that addresses the research supporting those recommendations (Moon 2016b). This resource can be very helpful in addressing questions from professionals and caregivers that you train.

**Activity A:** Review the AAP's Evidence Base for the 2016 recommendations (Moon 2016b) to help you address the questions in Table 7A. You can record the page number in the middle column to help you find the information again easily. If you are using a digital version of the report, consider searching key words. It is available at:

[http://www.kidsks.org/uploads/4/9/1/4/49142465/peds.2016-2940.full\\_technical.pdf](http://www.kidsks.org/uploads/4/9/1/4/49142465/peds.2016-2940.full_technical.pdf)

**Activity B:** New products for infants are released all of the time and both professionals and parents/caregivers may ask you questions about the safety and appropriateness of these items for infant sleep. Use the Consumer Product Safety Commission website answer the product questions in Table 7B. The website is available at: <https://www.cpsc.gov/>

**Activity C:** Another great resource for addressing questions is the Safe Infant Sleep - Evidence-Based Facebook Group. Join the group and then check out the guides or tips to answer the questions in Table 7C.

## ACTIVITY 7A: ADDRESSING SAFE SLEEP QUESTIONS WITH THE AAP TECHNICAL REPORT

Question	Page #	Answer
1. What does the AAP say about pacifier use?		
2. What should I say about wearable blankets and if they reduce SIDS?		
3. Do home cardiorespiratory monitors reduce SIDS?		
4. Why doesn't the AAP recommend bumper pads?		
5. Do fans reduce SIDS?		
6. How would you respond to someone who wants to use an infant sleep box?		
7. Are bed-side sleepers recommended for infant sleep?		
8. Are hats recommended during sleep?		

## ACTIVITY 7B: ADDRESSING SAFE SLEEP QUESTIONS WITH THE CONSUMER PRODUCT SAFETY COMMISSION

Question	Answer
1. Why was the Rock 'n Play Sleeper recalled?	
2. What does the CPSC say about inclined sleepers for infant sleep?	

## ACTIVITY 7C: ADDRESSING SAFE SLEEP QUESTIONS WITH THE SAFE INFANT SLEEP - EVIDENCE-BASED FACEBOOK GROUP

Question	Answer
1. I am curious about the <i>Nested Bean Zen Sack</i> . Is there anything about it you might know?	
2. What about using the <i>Zipadee Zip</i> ? Is it safe for infant sleep?	



## Activity 8

### Safe Sleep Training Decision Tree Scenarios

**Purpose:** It is important to provide the appropriate level of training for the learning needs of specific audiences. For example, professionals may be more interested in statistics and physiological research regarding sleep-related infant deaths than caregivers. As such, the KIDS Network has developed different presentations and corresponding data collection tools to meet the needs of specific audiences.

A decision tree has been developed to assist SSIs in determining the most appropriate training for a given situation. It is important to note that this decision tree was developed to cover the majority of SSIs trainings that have occurred in terms of settings and participants. Questions that cannot be determined based on the decision tree should be addressed by the SSI Director, for example, if a crib will be provided to a legal guardian/caregiver (e.g. grandparent).

**Activity:** Consider the scenarios below. What type of training would you provide? Use the decision tree on the next page to help you determine the most appropriate version of the training to use.

#### ACTIVITY 8: SAFE SLEEP TRAINING DECISION TREE SCENARIOS

*Scenario 1:* Foster care providers

Training Type: \_\_\_\_\_

*Scenario 2:* Pregnant women, fathers, other family members, and some community members all attending the same training

Training Type: \_\_\_\_\_

*Scenario 3:* Staff at a family practice medical clinic, including front desk staff, medical assistants, nurses and physicians

Training Type: \_\_\_\_\_

*Scenario 4:* Babysitters

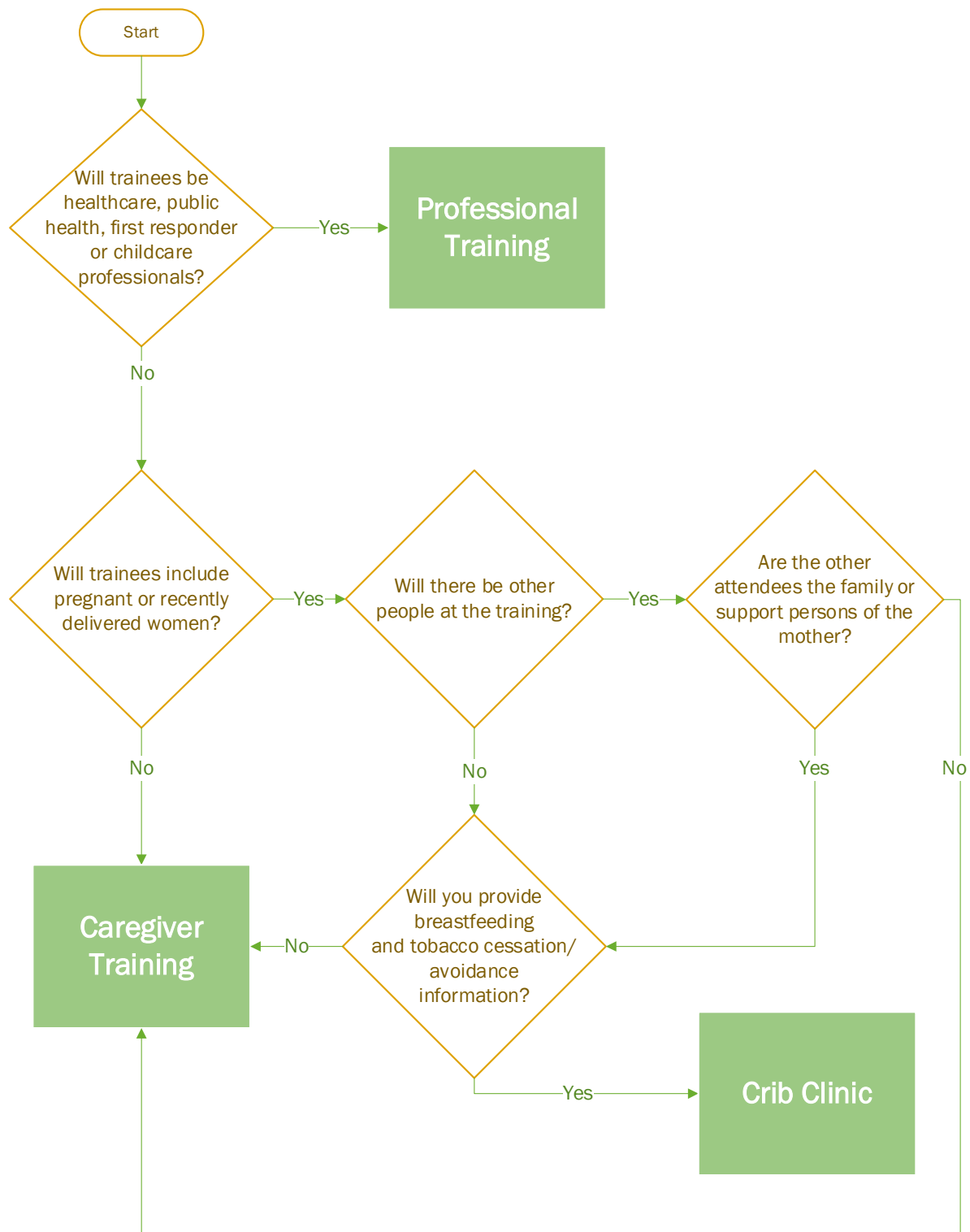
Training Type: \_\_\_\_\_

*Scenario 5:* Pregnant woman and her support person

Training Type: \_\_\_\_\_



**SSI Training Decision Tree:** SSIs are certified to provide several types of training, including Professional Training, Parent and Caregiver Training and Crib Clinics. The following decision tree can help you determine the appropriate training materials to use depending on your audience.



## Activity 9

## Safe Sleep Stories

**Background:** *“Tell me a fact and I’ll learn. Tell me the truth and I’ll believe. But tell me a story and it will live in my heart forever.” – Indian Proverb*

Data moves systems, but stories move people. Effective instructors are able to use personal stories, shared experiences or meaningful stories from others in order to affect their audiences. Stories are so impactful because they engage our thinking and emotions, and even the creation of mental imagery (Green & Brock 2000). The experience of learners is to react to stories almost automatically, and, in a sense, participate in the action of the narrative (e.g., Polichak & Gerrig 2002).

**Activity:** Think about your personal experience, the experiences of those you know or a story you have heard about others' experience with infant safe sleep or with sleep-related infant death. Write down a story that you can share when you facilitate Safe Sleep Trainings.

## ACTIVITY 9: MY SAFE SLEEP STORY

[illegible]

[illegible]

## Activity 10

### Safe Sleep Community Baby Shower Planning

**Purpose:** Safe Sleep Community Baby Showers are grassroots events that were developed by the Wichita Black Nurses Association and the KIDS Network (e.g., Ahlers-Schmidt 2019; 2020) to address sleep-related deaths. The goal of the Safe Sleep Community Baby Showers is to use the culture and tradition of such events (Moon 2016c) to engage pregnant and recently delivered women from high-risk communities. Along with education, resources to create a safe sleep environment are often provided, including a portable crib and wearable blanket. The anticipated results are that participants will know: (1) to place their infant supine for every sleep; (2) to place infants on a safe sleep surface (i.e., crib); (3) to remove all loose bedding from the sleep area; (4) there is risk reduction related to breastfeeding and resources to support it; (5) there is increased risk with tobacco exposure and ways to avoid it; and (6) strategies for self-care and the importance of addressing mental health concerns.

**Audience:** The Safe Sleep Community Baby Shower is for groups of pregnant or recently delivered women and their support people. Priority should be given to addressing those in the community with the highest risk factors for sleep-related death.

**Activity A: Committee.** Consider your community. Who could collaborate with you to host a Safe Sleep Community Baby Shower? Write the name of the person in COLUMN 1. Consider why they would want to participate in the planning committee and add this to COLUMN 2. This information can help you connect with their “why” when you ask them to join. Also consider what they can bring to the table to help make the event a success. Do they have great event planning skills? Access to space to hold the event? Include your thoughts on this in COLUMN 3.

**Activity B: Locations.** Think about your community. What locations might be best to hold the event. COLUMN 1 has some ideas to get you started. You can add organization names and contact people to COLUMNS 2 and 3, respectively. For COLUMN 4, look at example layouts on the following page. Finally, in the last two COLUMNS, include important information such as cost, availability, capacity, and other considerations to help you decide which location is best.

**Activity C: Volunteers.** Volunteers for the event are a critical part of its success. Think about how many volunteers you will need. Are there organizations or groups you could contact about volunteering? Consider the ideas in COLUMN 1. COLUMNS 2 and 3 have space to add organizations and contacts, while COLUMN 4 can be used to include other notes.

**Activity D: Information and Community Organizations.** Whether you are holding a Safe Sleep Community Baby Shower for 5 families or 150 families, you will want to connect participants to other organizations, such as insurance resources, maternal and child health programs, and childcare resources. Consider the resources available in your community. Again, COLUMN 1 has some ideas to get you started. You can add organization names and contact people to COLUMNS 2 and 3, respectively.

## ACTIVITY 10A: BABY SHOWER PLANNING COMMITTEE

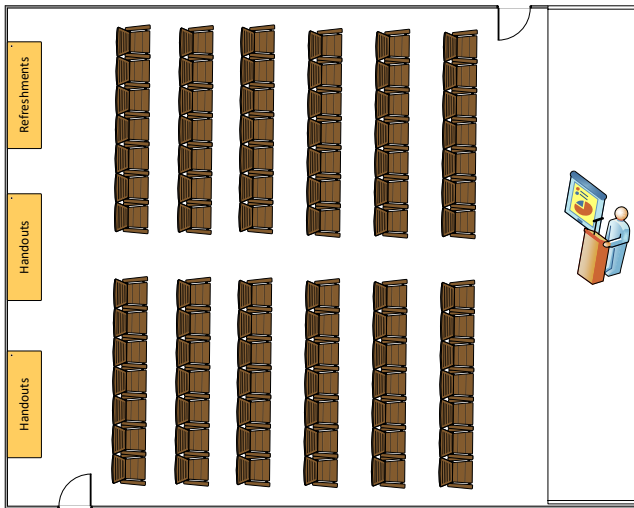
Who?	Why is Safe Sleep or Maternal Child Health important to them?	What can they bring to the table?	Comments
<i>Example: Jane Doe</i>	<i>Expecting 1<sup>st</sup> grandchild</i>	<i>Has planned great parties and events</i>	<i>Might ask book club to volunteer or donate</i>

# ACTIVITY 10B: SAFE SLEEP BABY SHOWER POTENTIAL LOCATIONS AND LAYOUTS

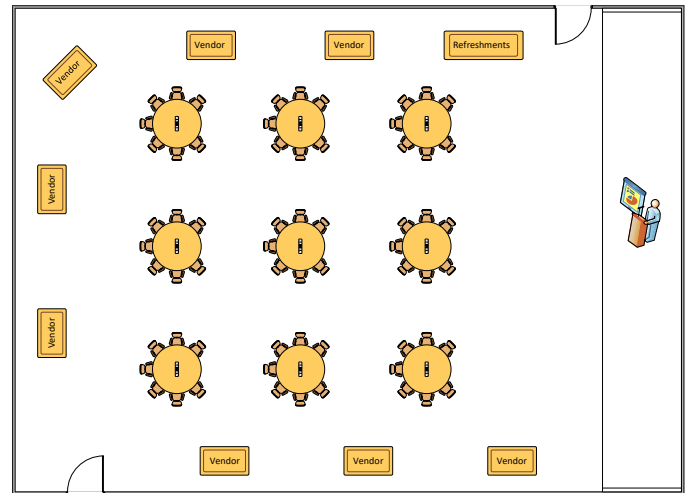
Location	Organization	Contact	Layout	Cost	Comments
<i>Example: Community Center</i>	<i>ABC Community Center</i>	<i>Activities Director</i>	<i>B (see next page)</i>	<i>Free</i>	<i>Holds 100 people; only available the 3<sup>rd</sup> Saturday</i>
Community Center					
Church					
School					
Library					
Civic Organizations					

## LAYOUT IDEAS

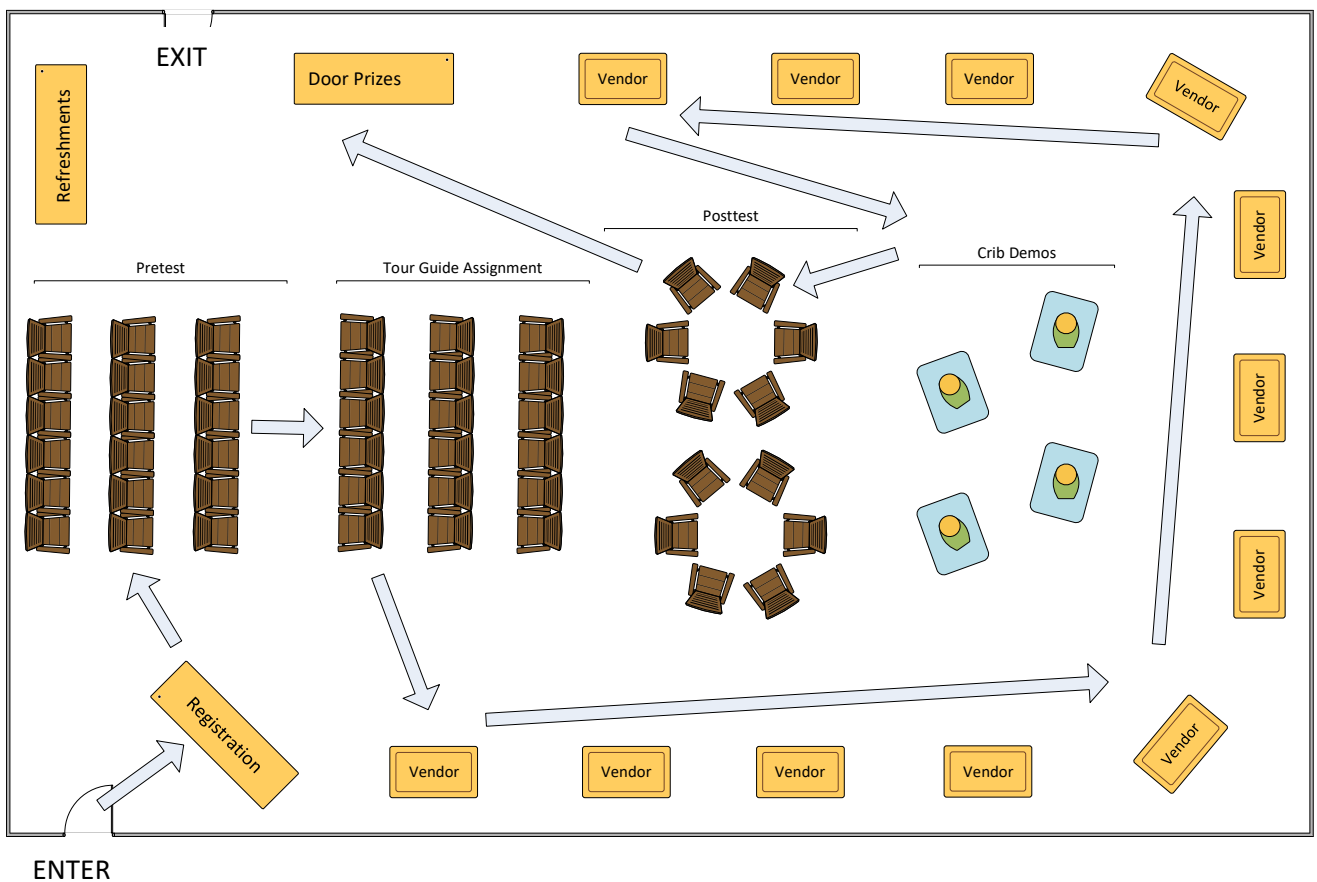
### A. Auditorium or Classroom



### B. Gymnasium with Tables



### C. Large Gymnasium with Tour Guides



# ACTIVITY 10C: SAFE SLEEP BABY SHOWER POTENTIAL VOLUNTEERS

Volunteers	Organization	Contact	Comments
<i>Example: Students</i>	<i>ABC College</i>	<i>Instructor</i>	<i>Offered to provide students extra credit for volunteering</i>
University, College or High School Students			
Organizations Serving Priority Groups			
Church Groups			
Sororities/Fraternities			
Athletic Groups			
Coworkers			
Friends/Family			
Public Safety Workers			



# ACTIVITY 10D: SAFE SLEEP BABY SHOWER INFORMATION AND COMMUNITY ORGANIZATIONS

Topic/Organization	Organization	Contact	Comments
<i>Example: Safe Sleep</i>	<i>Health Department</i>	<i>Safe Sleep Instructor</i>	<i>Offered to provide cookies for participants</i>
Safe Sleep*			
Breastfeeding*			
Tobacco*			
Perinatal Mental Health*			
Health Insurance			
Delivery Hospital or Birth Care Center			
Health Department (WIC, MCH, Home Visiting)			
Prenatal/Parenting Education			
Licensed Childcare			

\* Required

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