



# Promoting Healthy Weight at CHDP Well-Child Exams



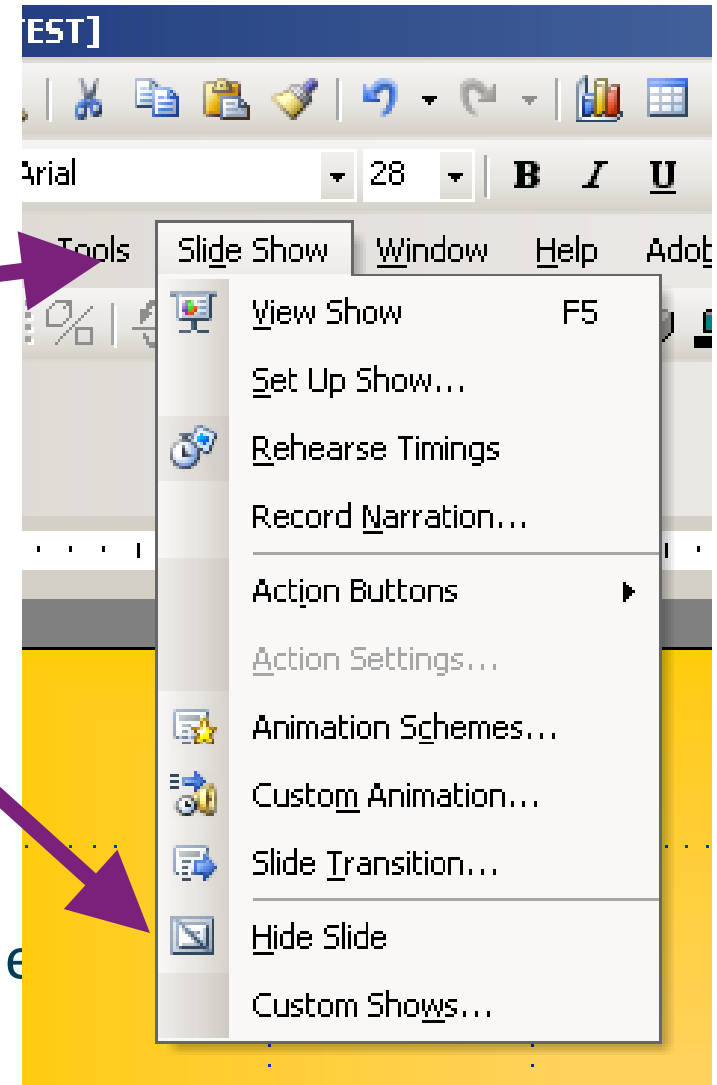
Developed by  
State of California CHDP Nutrition  
Subcommittee  
January 2017



# Directions to Hide Slides

If you would like a shorter presentation, slides with extra detail can be hidden:

- 1) Select “Slide Show”
- 2) Select “Hide Slide” for each slide you wish to hide
- 3) Slides to hide: 14-20
- 4) To unhide the slides, select “Slide Show”
- 5) Select “Hide Slide” for each slide





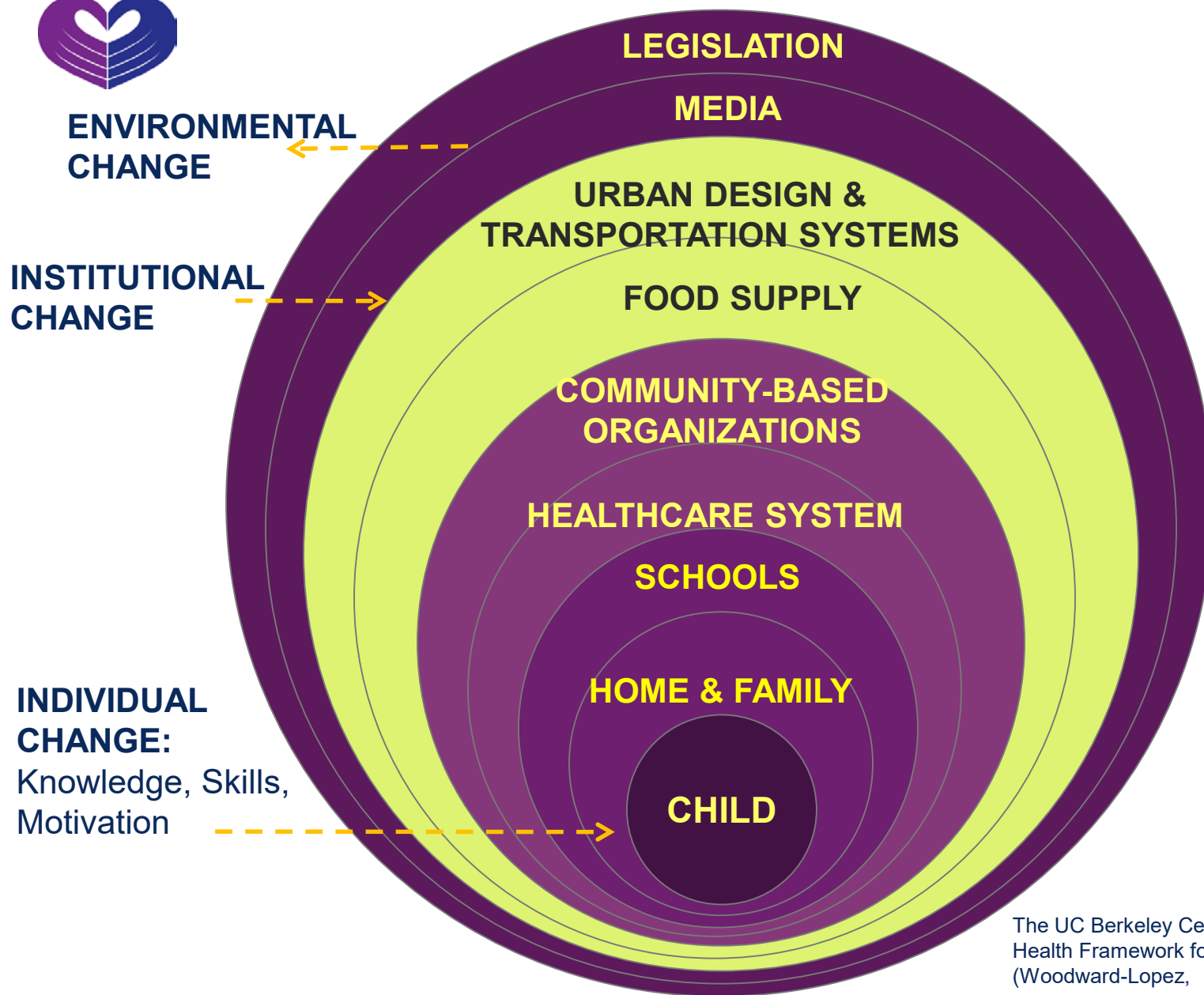
# Objectives

***By the end of this presentation, you will be able to:***

- Remember to discuss BMI percentile for all children 2 years of age and older
- Incorporate childhood obesity prevention messages into a well-child exam
- Demonstrate counseling skills using Brief Focused Advice and the Fogg Behavior Model to deliver key messages



# Framework for Obesity Prevention





# Physician Advice Does Make a Difference





# Physician Advice About Being Overweight

- This study examined the association of physician counseling regarding adolescent weight status with attempted weight loss and dietary and physical activity behaviors
- Data from NHANES for 16-19 year old subjects with BMI-for-age  $\geq 85^{\text{th}}$  percentile (n=716) were used
- Approximately 51% of obese teens & 17 % of overweight teens were informed by a doctor about their weight status
- Nearly 63% of those who were advised about weight attempted weight loss, relative to 42% who did not receive advice



# Role of the Practitioner

## 2007 AMA Recommendations

- Screen weight status using BMI percentile
- Routinely deliver obesity prevention messages (regardless of weight) during well-child exams
- Order the appropriate lab tests
- Follow-up and/or refer





# Why Use BMI-for-Age?

- Lifetime tracking tool
  - *from age 2 through adult*
- Relates weight, stature *and* age
- Screening for health and nutrition status required by CHDP and health plans
- Early indicator of other health risk factors
  - *Hyperlipidemia*
  - *Elevated insulin*
  - *High blood pressure*





# BMI for Children and Teens

- Age- and sex-specific
- Plot BMI to find percentile
- Determine weight status



<i>Weight Status Category</i>	<i>Percentile Range</i>
<b>Obese</b>	<b><math>\geq 95^{\text{th}}</math> percentile</b>
<b>Overweight</b>	<b><math>85^{\text{th}}</math> to <math>&lt; 95^{\text{th}}</math> percentile</b>
<b>Normal</b>	<b><math>5^{\text{th}}</math> to <math>&lt; 85^{\text{th}}</math> percentile</b>
<b>Underweight</b>	<b><math>&lt; 5^{\text{th}}</math> percentile</b>



# Overweight Sensitivity

## Avoid:

- **Obese, overweight, fat**
- **Ideal weight**
- **Fix the child**
- **Focus on weight**
- **Diets or “bad foods”**
- **Exercise**

## Replace with:

- ✓ **Unhealthy weight**
- ✓ **Healthy weight**
- ✓ **Family behavior change**
- ✓ **Focus on lifestyle**
- ✓ **Healthier food choices**
- ✓ **Activity or play**

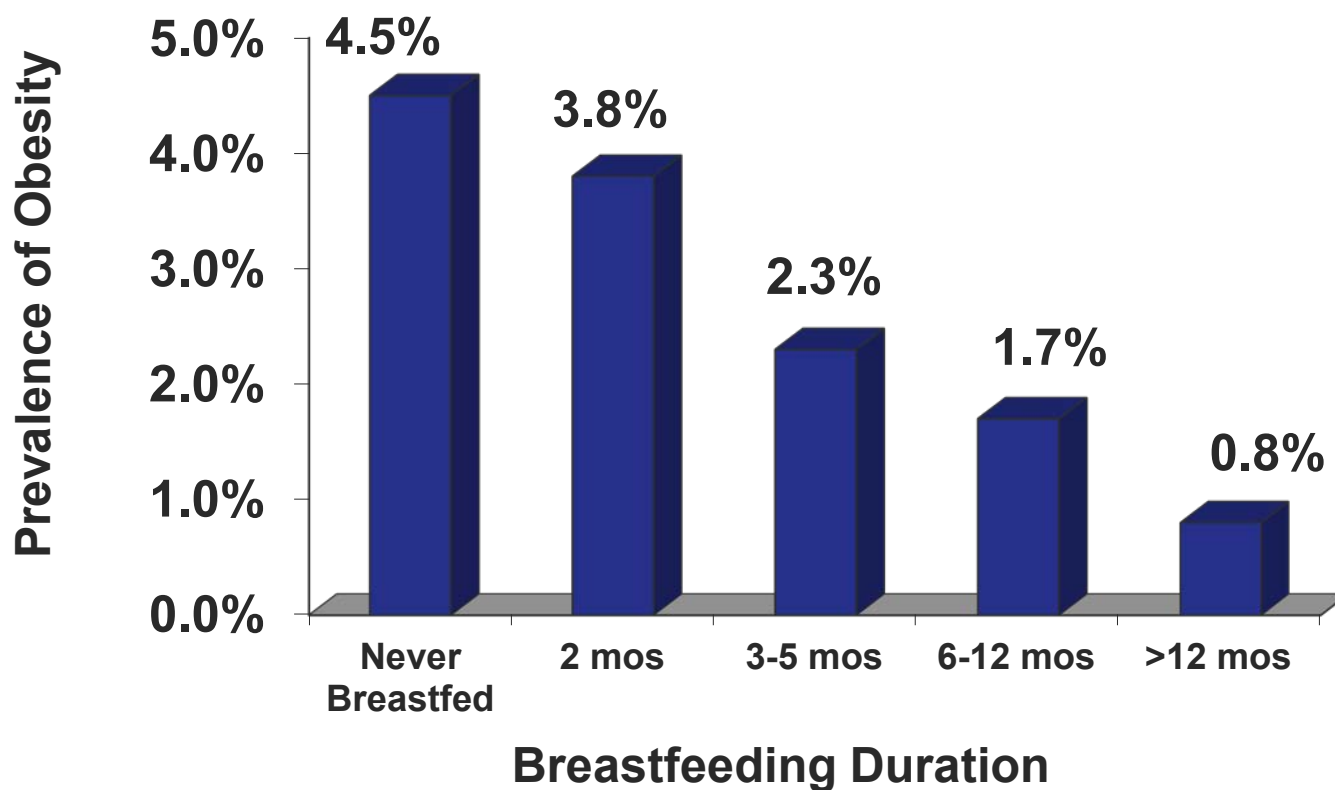


# AMA Recommended Behaviors for Obesity Prevention and Treatment

- Breastfeed
- Increase physical activity
- Limit TV and screen time
- Eat more fruits and vegetables
- Eat breakfast daily
- Eat out less often, particularly fast food
- Limit portion sizes
- Limit sugar-sweetened beverages



# Babies Who are Exclusively Breastfed are Less Likely to Become Obese



Von Kries R, Koletzko B, Sauerwald T, von Mutius E, Barnert D, Grunert V, von Voss H. Breast feeding and obesity: cross sectional study. *BMJ* . 1999;319:147-150.



# Little changes. Big rewards.



## Little changes. Big rewards. Are you ready?



Every body needs a balance of nutritious foods and active living to achieve a healthy weight and prevent problems such as diabetes and heart disease. As a parent, you have the power to teach your children healthy habits that will last a lifetime.

Here are some simple steps that can bring big rewards for your entire family.

### Get moving

- Aim for at least 60 minutes of activity a day.
- Escape the pull of the couch—get up and get moving.

### Pull the plug

- Limit screen time (TV, computers, and video games) to 1 to 2 hours a day.
- Move the TV out of the bedroom.

### Eat smart

- Aim for 5 to 9 servings of fruits and vegetables a day.
- Fuel up with breakfast every morning.

### Drink well

- Choose water or non-fat milk.
- Limit soda, sports drinks, juice, and sweetened drinks—one can is equal to drinking a candy bar!



# Get Moving:

Aim for at Least 60 Minutes  
of Physical Activity a Day

## Tips:

- Schedule outdoor time: plan family walks, outings to the park, or bike rides
- Be active indoors: dance, vacuum, make beds, play balloon volleyball
- Sign up for activities through the YMCA, Parks and Recreation, schools and community centers
- Use the Resource Guide for activities in your city



# Pull the Plug:

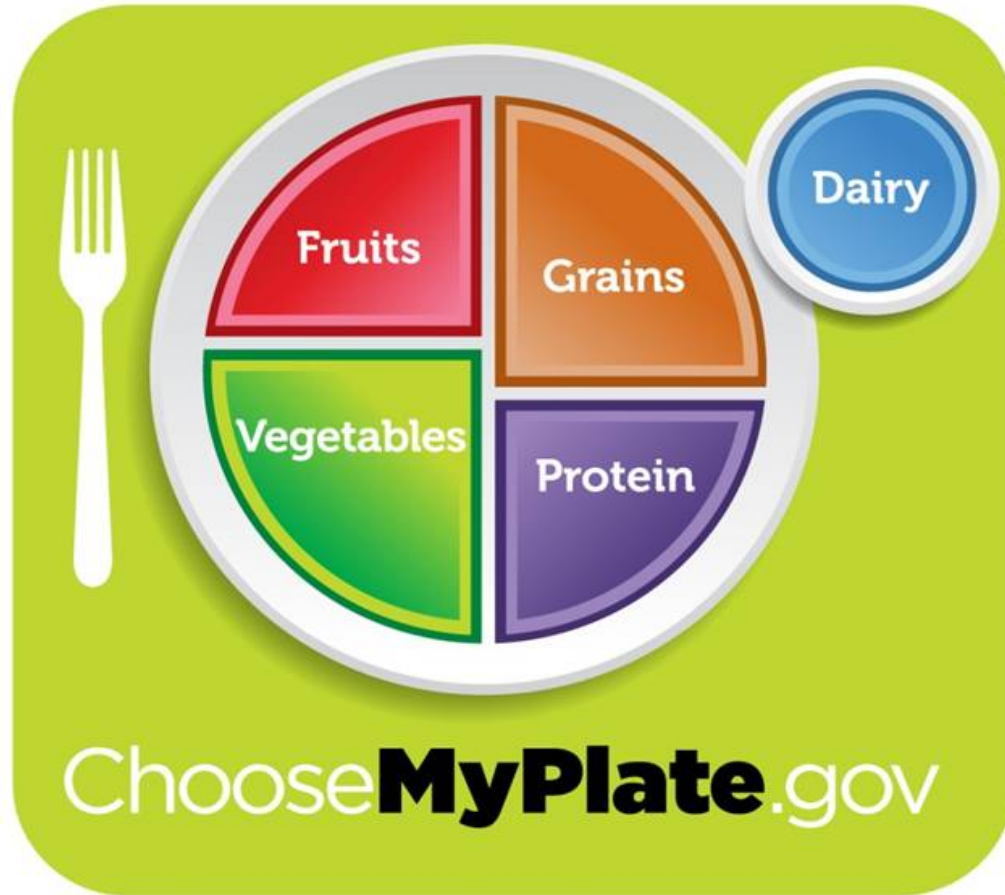
Limit Screen Time to Less Than  
1-2 hours/day

## Tips:

- No screen time for children under 18 months
- < 1 hr of screen time for children 18 mon-5 yrs
- Remove TV, computers and other electronic screen devices from children's bedrooms
- Turn off all electronics during mealtimes



# Eat Smart







# Eat Smart:

## Eat More Fruits and Vegetables

### **Tips:**

- Offer fruits or vegetables for snacks instead of chips, cookies, and candy
- Choose frozen or canned vegetables if fresh are not available
- Cut up fruits and vegetables so they are ready to eat



# Eat Smart: Eat Breakfast Daily

## Tips:

- Stock kitchen with easy to grab breakfast items (fruits, mini bagels, cheese sticks, yogurt)
- Eat breakfast with your child
- Enroll your child in a school breakfast program



# Eat Smart: Eat Less Fast Food

## Tips:

- Prepare most meals in advance at home to avoid the temptation of fast food
- Order the smallest size food/beverage
- Avoid “extras” such as cheese, bacon, mayonnaise and gravy
- Avoid foods listed as “breaded”, “crispy”, “crunchy”, “creamy” or “deep fried”



# Drink Well:

## Limit Sugary Beverages

### Tips:

- Decide what drinks will be available in your home
- Offer water or nonfat/lowfat milk instead of juice or soda
- Do not give juice to children under 1 year of age
- AAP recommendations for 100% juice by age:
  - 4 ounces for children ages 1-3 years
  - 4 - 6 ounces for children ages 4-6 years
  - 8 ounces for children 7 and older



# Delivering the Message

## Step #1: Engage the Patient/Parent

- Can we take a few minutes to discuss your/your child's weight?

## Step #2: Share Information

- Share BMI and discuss the risks of an unhealthy weight.

## Step #3: Guide family toward behavior change

- What easy DAILY change could you make?
- How could you make it fun? (Motivation)
- How could you make it easier? (Ability)
- What is something you already do every day that you could link the change to which will help you remember? (Trigger)

## Step #4: Arrange for Follow-up

- Let's set up a future appointment to talk about how things are going.

Adapted from Effective Communication with Families, Kaiser Permanente © 2004 and Fogg BJ. [BJ Fogg's Behavior Model: What Causes Behavior Change?](#) Stanford, CA: BJ Fogg, Ph.D., Persuasive Technology Lab @ Stanford University; © 2015. Available from: <http://behaviormodel.org/>.



The phone rings . . .  
and you don't answer. Why?



Motivation

Did not want  
to answer

Ability

Could not  
get to  
phone

Trigger

Could not  
hear ring

Behavior Change requires  
Motivation, Ability and Trigger to occur at the same time



# Make it easy for people to do what they already want to do . . .

- Boost **motivation** (pleasurable, rewards)
- Increase **ability**  
(simple small steps, less time, less cost)
- Focus on **trigger** (cue to action, reminder)

\* All of the above must occur at the same time



# Will This Boy Change His Behavior?

*Behavior* (**B**) is the result of three factors coming together at the same time –  
Motivation (**M**), Ability (**A**), and Triggers (**T**).

In other words, Do you want to do it? Do you have the ability to do it? Were you prompted to do it at the *right time and in the right way*?

**B** Will a 12-year old boy eat more fruits and vegetables?

**M** States he doesn't like the way they taste



**A** The store on the way home from school doesn't sell them

**T** Posters at school show kids eating fruit with the message that it's healthy



*What if a fun homework assignment prompted students to make a tasty fruit shake with dad?*





# Will This Girl Change Her Behavior?

*Behavior* (**B**) is the result of three factors coming together at the same time –  
Motivation (**M**), Ability (**A**), and Triggers (**T**).

In other words, Do you want to do it? Do you have the ability to do it? Were you prompted to do it at the *right time and in the right way*?

**B** Will a 16-year old teenage girl drink more water?

**M** Says she wants her skin to look better



**A** Drinks mostly soda; has tried but forgets to drink more water during the day



**T** School nurse gave a handout on the importance of water



*What if the school nurse gave her a reusable water bottle and shared resources about mobile apps that remind her to drink water?*



# My Healthy Lifestyle Goal Tracker

## My Healthy Lifestyle Goal Tracker

Keeping track helps me make changes *(See back page for helpful tips.)*

### Get Moving

Aim for at least 60 minutes of activity a day\*

Color in **one circle for each 30 minutes** that you are active.

My goal is to Get Moving \_\_\_ hour(s) a day.

Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saturday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sunday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To Get Moving this week, I will:

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\* To view the 2008 Physical Activity Guidelines for Americans, visit [www.cdc.gov/physicalactivity](http://www.cdc.gov/physicalactivity)

### Eat Smart

Aim for 5 to 9 servings of fruits and vegetables a day\*

Color in **one circle for each serving** of fruit or vegetables you eat.

My goal is to Eat \_\_\_ servings a day.

Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saturday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sunday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To Eat Smart this week, I will:

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\* Recommended number of servings varies by age, sex and level of activity. Visit [www.fruitsandvegiesmatter.gov](http://www.fruitsandvegiesmatter.gov) for more information.

### Pull the Plug

Limit screen time to 1 to 2 hours a day

Color in **one circle for each 30 minutes** that you had any screen time. **Limit** TV, computer, and video game time.

My goal is to have no more than \_\_\_ hour(s) of screen time a day.

Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Saturday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sunday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To Pull the Plug this week, I will:

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### Drink Well

Choose water and non-fat milk

Color in **one circle for each glass** of non-fat milk and water that you drink. **Limit** soda, sports drinks, juice, & sweetened drinks.

My goal is to drink \_\_\_ glasses of non-fat milk and water a day.

Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Sunday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This week, I will Drink Well by choosing:

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# Role Playing Exercise





# Summary

- It is important for providers to discuss weight status for all children 2 years of age and older
- *'Little changes. Big rewards.'* is an effective tool from a national campaign to deliver key evidence-based health promotion messages
- Providers can promote and support behavior change using effective and persuasive communication techniques with families



# Resources

- [KAISER PERMANENTE – The Brief Negotiation Roadmap](http://www.kphealtheducation.org/roadmap/roadmap.html)  
<http://www.kphealtheducation.org/roadmap/roadmap.html>
- [Expert Committee Recommendations Regarding the Prevention, Assessment, and Treatment of Child and Adolescent Overweight and Obesity: Summary Report. \*Pediatrics\*; 120:S164-S192, 2007.](http://pediatrics.aappublications.org/content/120/Supplement_4/S164.full)  
[http://pediatrics.aappublications.org/content/120/Supplement\\_4/S164.full](http://pediatrics.aappublications.org/content/120/Supplement_4/S164.full)
- [Recommendations for prevention of childhood obesity. \*Pediatrics\*; 120:S229-S253, 2007.](http://pediatrics.aappublications.org/content/120/Supplement_4/S229.full)  
[http://pediatrics.aappublications.org/content/120/Supplement\\_4/S229.full](http://pediatrics.aappublications.org/content/120/Supplement_4/S229.full)
- [BJ Fogg, PhD](http://www.bjfogg.com)  
<http://www.bjfogg.com>
- [Fogg Method: 3 steps to changing behavior](http://www.foggmethod.com/)  
<http://www.foggmethod.com/>
- CHDP Promoting Healthy Weight Toolkit  
Presentation, toolkit and tools  
<http://www.dhcs.ca.gov/services/chdp/Pages/HealthyWeightToolkit.aspx>