



*Republic of Zambia*

## ***Nurturing Care for Early Childhood Development***



### ***Family Counseling Cards***

*Job Aid/Training Tool for Service Providers*  
*2020 version*



## FOREWORD

The survival of children through their early years largely depends on the adults who care for them. Children need to eat well in order to grow, be healthy and strong. They also need protection from illness and injuries as they explore the world around them. On the other hand, adults help children from birth to learn the skills that will make it possible for them, to become competent, happy, and caring adults.

The **Caring for the Child's Healthy Growth and Development** package was developed to increase and expand access to essential health services in order to meet the demand for materials to train community health workers in the context of the Integrated Management of Childhood Illnesses (IMCI) strategy. Community Health Workers among other responsibilities support the efforts of families and other caregivers as they raise their children. Their support is critical to the child's healthy growth and development, especially when caregivers also face poverty, chronic illness or are disadvantaged.

I am delighted to note that in the last two decades Zambia has made good progress in reducing the under-five mortality rates reducing from 168 per 1000 births in 2002 to 75 per 1000 in 2014. However current data sadly indicates that Zambia has a very high rate of stunting as a result of chronic malnutrition affecting a large part of the population. Stunting amongst children below the age of 5 years of age is estimated at 40%. My huge concern is that available evidence reveals that children who are stunted may not attain a good level of educational achievement; be economically successful in adult life as compared with normal children and in the long run will themselves therefore have children who are chronically malnourished, thereby perpetuating the vicious cycle of poverty and poor health out-comes.

In order therefore to move beyond mere child survival toward child thriving, in line with the SDG's, I am convinced that implementing **Caring for Child Development** (play and communication) in Zambia with almost half of under 5 children that are stunted is of high priority, and underscores the need for the current plan to roll-out CCD, targeting children 0 – 3 years of age. According to the lancet series of ECD studies, interventions have more impact when they target disadvantaged children, start with younger children, are longer in duration, are comprehensive involving health, nutrition, development and consistent with cultural beliefs and practices.

The **Caring for the Child's Healthy Growth and Development** package guides health workers and other counselors to help families build stronger relationships with their children and solve problems in caring for their children at home. Care for the child's Health Growth and development recommends play and communication activities in order for families to stimulate the learning of their children. Also, through play and communication, adults learn how to be sensitive to the needs of children and respond appropriately to meet these needs. Certainly, these basic living skills contribute to the survival, as well as healthy growth and development, of young children.

My expectation is at the end of this course, participants will be able to counsel families to:

- Breastfeed young children as well as, give their children nutritious complementary foods.
- Play and communicate with their children to help them learn, as well as to strengthen their relationship with their children.
- Prevent childhood illnesses and injury.
- Recognize signs of illnesses and accordingly take their sick children to a healthy facility for care.



Honourable Dr. Chitalu Chilufya - MP  
**MINISTER OF HEALTH**

# ACKNOWLEDGEMENTS

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*The training materials are fully compatible with the IMCI guidelines for first-level health workers. They are intended to serve as an additional tool to implement the IMCI strategy in the provision of basic health services and MOHs strategy to integrate ECD/CCD services for children by community health workers.*

*The Ministry of Health is grateful to all who contributed to the work involved during the adaptation of the document and provided valuable input and feedback.*

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|                         |   |              |
|-------------------------|---|--------------|
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| Chama Bobb              | Project Coordinator                     | EGPAF        |
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**Dr Kennedy Malama**  
**Permanent Secretary -Technical Services**  
**Ministry Of Health**

## Materials for use in counseling the family

*Counselling Cards*

*Pen or pencil*

*Referral Notes*

*For washing hands:*

*Soap*

*For feeding:*

*Spoon, measuring container or bowl*

*For play and communication:*

*Sand—or other—homemade rattle,*

*Tablespoon and metal lid, 3 stackable cups  
or bowls, scarf or cloth, circles and squares,  
small ball, colourful small object*

**REMINDER—Before starting to counsel the family, ask:**

***“How old is your child? Then, how is your child doing?”***

|   |   |
|---|---|
| <p><b>If a young infant from birth to 1 month old (or mother/caregiver) is sick</b></p> | <p><i>If you have been trained to care for a newborn at home:</i><br/>Assess the young infant and mother/caregiver to identify problems and take action.</p> <p><i>If you have not been trained:</i><br/>Refer mother/caregiver and infant to the health facility. If the infant can drink, counsel to continue breastfeeding more frequently.</p>                      |
| <p><b>If a child 2 months or older is sick</b></p>                                      | <p><i>If you have been trained to care for the sick child:</i><br/>Use the <b>Sick Child Recording Form</b> to identify problems and take action.</p> <p><i>If you have not been trained:</i><br/>Refer child to the health facility. If child can drink, counsel to continue breastfeeding more frequently or, if the child is not breastfed, to give more fluids.</p> |

***If child is well:***

*Then, continue with the visit using the counselling cards for the child's age.*

## Visits to promote Nurturing care for Early Childhood Development

| Pregnancy visits   | ECD counseling in pregnancy  |
|--|--|
| Routine visits   | Counseling for the child's age   |
| <b>Newborn, birth up to 1 month</b><br><br><i>visit all babies on the day of birth Day1,Day 3,Day 7</i><br><i>Extra visits for small and very small babies Days 2 and 14</i> | <b>1 Immediate newborn care</b><br><b>2 Support breastfeeding</b><br><b>3 Assess for danger signs and record weight</b><br><b>4 Decide how to proceed after assessment</b><br><b>5 Assist with referral or if well play and Communicate with the newborn</b> |
| <b>Visit 1. Young infant, age 1 to 2 months</b><br><i>Pages 1-8</i>  | <b>1 Feed the young infant</b><br><b>2 Play and communicate with the young infant</b><br><b>3 Prevent illness, injury, promote security and safety</b><br><b>4 Respond to illness, injury and abuse</b>  |
| <b>Visit 2. Child, age 3 to 4 months</b><br><i>Pages 9-16</i>  | <b>1 Feed the child</b><br><b>2 Play and communicate with the child</b><br><b>3 Prevent illness, injury, promote security and safety</b><br><b>4 Respond to illness, injury and abuse</b>  |
| <b>Visit 3. Child, age 5 months</b><br><i>Pages 17-24</i>  | <b>1 Feed the child</b><br><b>2 Play and communicate with the child</b><br><b>3 Prevent illness, injury, promote security and safety</b><br><b>4 Respond to illness, injury and abuse</b>  |

| Opportunity contacts  | Counseling for the child's age  |
|---|---|
| <b>Child, age 6 to 8 months</b><br><i>Pages 27-34</i>                     | <b>1 Feed the child</b><br><b>2 Play and communicate with the child</b><br><b>3 Prevent illness, injury, promote security and safety</b>  |
| <b>Child, age 9 to 11 months</b><br><i>Pages 35-42</i>                    | <b>1 Feed the child</b><br><b>2 Play and communicate with the child</b><br><b>3 Prevent illness, injury, promote security and safety</b><br><b>4 Respond to illness, injury and abuse</b> |
| <b>Child, age 1 year</b><br><i>Pages 43-50</i>                            | <b>3 Feed the child</b><br><b>4 Play and communicate with the child</b><br><b>5 Prevent illness, injury, promote security and safety</b><br><b>6 Respond to illness, injury and abuse</b> |
| <b>Child, age 2 years and older (up to 5 years)</b><br><i>Pages 51-58</i> | <b>1 Feed the child</b><br><b>2 Play and communicate with the child</b><br><b>3 Prevent illness, injury, promote security and safety</b><br><b>4 Respond to illness, injury and abuse</b> |

|  |   |
|--|---|
| <b>SUMMARY Cards with GROWTH CHARTS</b><br><i>Page 60-64</i> | <b>1 Recommendations for feeding your child</b><br><b>2 Recommendations for caring for your child's development</b><br><b>3 Recommendations for preventing and responding to illness</b><br><b>GROWTH CHART – Boys</b><br><b>GROWTH CHART - Girls</b> |
|--|---|

*The Family Counseling Cards contribute to the implementation of the intervention package on Caring for Newborns and Children in the Community. This intervention supports the community component of the Integrated Management of Childhood Illness (IMCI), a joint WHO and UNICEF strategy for child health, growth, and development.*

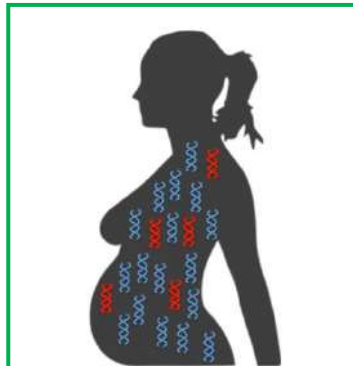
*To complete Visits 1-3, through age 5 months, use routinely scheduled visits to counsel families (e.g. for growth monitoring or immunizations). For children age 6 months or older, use any opportunity for contact with the family, including follow-up visits for the sick child*



## Visits to promote Nurturing care for Early Childhood Development in Pregnancy



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10



11



12

## What to do when you visit a pregnant woman

**Step 1: Greet : How are you.** *(If sick attend to the sick pregnant woman if trained or refer for treatment if not trained and wish the her quick recovery and make a fresh appointment, If she is fine proceed as follows)* **I am visiting to talk about how to take care of yourself and the development of the unborn baby.**

**Step 2: Explain.** Eating recommended foods during pregnancy and doing recommended activities during pregnancy is very important for yourself and the baby's growth and development. *Let me check on your Antenatal card or MHC booklet on what activities so far you have done, please give me the Antenatal card or MHC hand booklet, if she has. Look at the tests done, examination findings and praise the pregnant woman for having been attending ANC services.*

**Step 3: ASK.** What do you see in these pictures? *(LISTEN to the answers. PRAISE the pregnant woman for what she knows. Then, give the key messages as indicated below):*

- The parent's health and well-being even before pregnancy, the pregnancy environment and interacts with the unborn baby together with other recommended activities, influence the children to be on different growth and development path ways that will impact their life-long health, their cognitive potential and their behavior and social functioning.
- When you are pregnant – Picture 1, you should know that Pregnancy environments impact multiple genomes or chromosomes (genetic material or inherited human characteristics material from parents).
- You should know that within the female fetus are the developing germ cells that will form the grandchild of the mother – picture 2
- Maternal nutrition promotes good development of the unborn baby, you need to eat nutritious foods – picture 3
- Attend ANC services – picture 4, you will receive many services for your benefit and the benefit of the unborn baby, sleep under ITN to prevent malaria – picture 5, take malaria prevention tablets and iron tablets that helps to make blood strong, repeated attacks of malaria or severe malaria, anaemia and HIV infection are risks that affect child development
- Avoid heavy duties tasks/jobs – picture 6, Avoid stress or depression – picture 7 and being shouted at – picture 8 because these have negative effects to the unborn baby and the impact can be lifelong.
- From 6 months of pregnancy talk and sing to your baby as part of stimulation, the baby is now able to hear in the womb, massage the belly or let your partner massage your belly – picture 9; have more rests – pictures 10 and 11, avoid risk behaviours /practices like smoking alcohol
- Know your HIV status and access HIV treatment if positive – picture 12

**Step 3: ASSESS:** *Why is parent's health and well-being before pregnancy and pregnancy environments important? What should you do to ensure that you are healthy and to help the growth and development of your unborn baby? What are some of the tasks/jobs you should avoid that can negatively affect your unborn baby? What activities are you supposed to do to help the unborn baby to develop properly?*

**Step 4: CHECK UNDERSTANDING, and DISCUSS what the family and pregnant woman will do.**  
*What activities are you supposed to do to help the unborn baby to develop properly?*

## ***ROUTINE VISITS***

**For a child from 1 through 5 months old**

**ASK the child's age. Then select the visit cards for the child's age.**

***Visit 1. Young infant, age 1 to 2 months***

***Visit 2. Child, age 3 to 4 months***

***Visit 3. Child 5 months***



## *Visit 1. Young infant, age 1 to 2 months*

### **1 Feed the young infant**



1



2



3



4

***Breastfeed at least 8 times in 24 hours***

## Visit 1. Young infant, age 1 to 2 months

### 1 Feed the young infant

**Step 1: How are you and the baby.** *(If sick or the baby is sick attend to the sick if trained or refer for treatment if not trained and wish the caregiver or baby quick recovery and make a fresh appointment, If both are fine proceed as follows)* **I am visiting to talk about how to feed and care for your baby.**

**Step 2: Explain.** Feeding and caring for the baby is important for the baby's growth and brain development. Let me check how the baby is growing, please give me the under 5 card or MHC hand book. **look at the weight/height on the baby's growth card, interpret curves to the mother/caregiver.**

**Step 3: ASK.** What do you see in these pictures? *(LISTEN to the answers. PRAISE the mother/caregiver for what she knows. Then, give the key messages as indicated below):*

- It is important to breastfeed whenever the baby shows signs of hunger - opening his mouth wide towards the breast, sucking fingers, or moving lips like in Picture 1. Give ONLY breast milk to your child because:
  - Breast milk is the best food for the baby, and the baby does not need any other foods or fluids.
  - Breast milk protects against infections.
- Position the baby correctly for a breast feed; hold the baby turned close to your body so that the baby attaches well to the breast.
  - The baby's mouth must be wide open, lower lip turned outward, darker part of the breast (areola) above the breast than below and chin touching the breast like in Picture 2 and 3.
- You should breast feed the baby at least 8 times in 24 hours, including at night like in Picture 4. **[If the baby is small (low birth weight), feed baby every 2 to 3 hours. You should wake the baby for feeding after 3 hours, if the baby does not wake her/himself. Small babies need lots of breast milk to catch up on the growth and development].**
- If milk is not enough breastfeed more, the more the baby suckles the breast, the more milk is produced.

**Step 3: ASSESS:** How do we know that the baby is hungry? What is the best way to correctly position the baby for breastfeeding? What are the signs that the baby is well attached to the breast? How often should you breastfeed? Do you have any difficulties in breastfeeding the baby?

**Step 4: CHECK UNDERSTANDING, and DISCUSS what the family will do.**

*(If baby is getting other foods or fluids, or mother/caregiver thinks she does not have enough milk, give this advice as follows)*

- It is important that you should now start to decrease giving other foods and fluids, and to increase the frequency of breastfeeds.
  - You need to identify signs of hunger, before the baby cries and feed the child
- (For other feeding problems, such as problem with the breast, refer mother/caregiver and child to the health facility)*

## *Visit 1. Young infant, age 1 to 2 months*

### **2 Play and communicate with the young infant**



1



2



3



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## Visit 1. Young infant, age 1 to 2 months

### 2 Play and communicate with the young infant

**Step 1: ASK the mother/caregiver and family, and LISTEN.** Let us now assess developmental milestones for the child, we will use the Under 5 or MCH hand book (Advise what to do if there is any delayed milestone(s)). Now we will discuss play and communication or stimulation and how to help the baby learn.

**Step 2: Explain:** Children learn through play; play helps the child's brain to develop, play awakens some important skills or abilities in the child brain that will help it develop well. It is therefore important that the child should play with other family members as well.

**Step 3 ASK: What activities do you see in these pictures?** (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows. Then, give the key messages on how to play and communicate with the child as indicated below:*

- As a whole family you should enjoy playing with the baby; allow the baby to move freely, so he can kick, move, and discover his hands and toes. The baby should reach to touch familiar faces like in Picture 1.
- Move colourful objects in front of your baby's eyes to help the baby learn to follow and reach for things like in Picture 2. This helps to develop motor skills by moving and coordinating small muscles with purpose.
- Allow the baby to practice controlling the movements of the baby's eyes and hands. This helps eye-hand coordination.
- Make the baby smile and laugh by making funny faces and different sounds – picture 3.
- Get the conversation going by copying the baby's sounds and gestures, watch closely what the baby is doing so that you can respond to the baby and its needs –pictures 4. This helps language development.

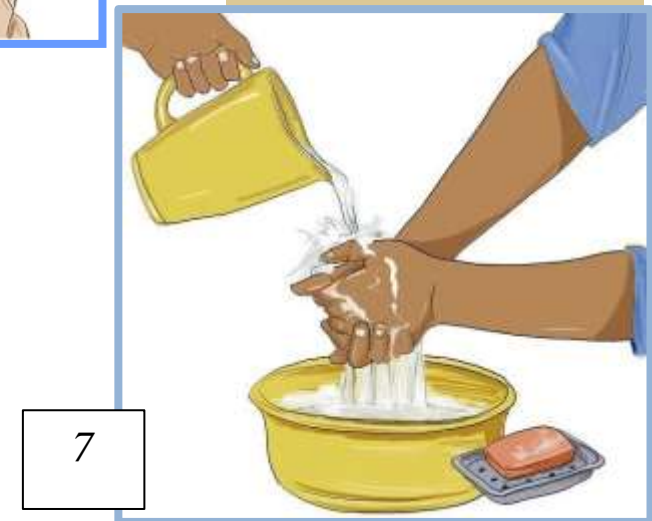
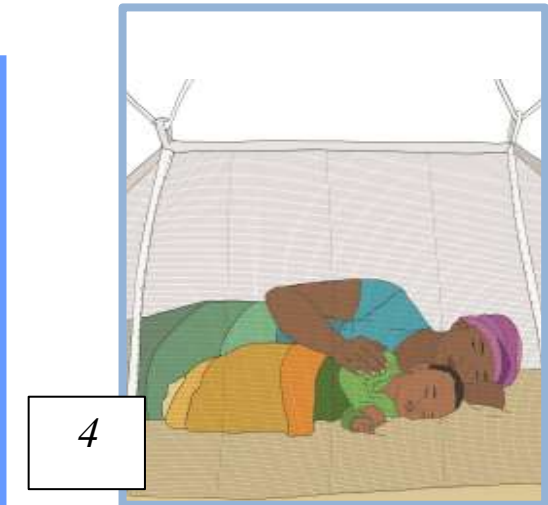
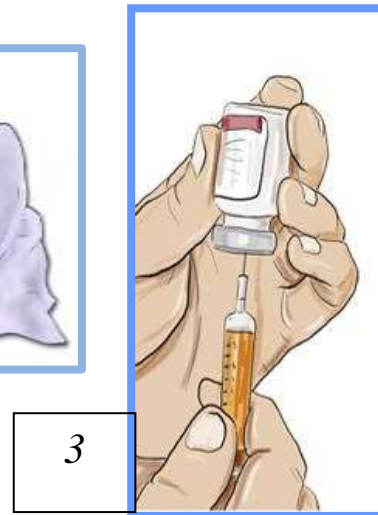
**Step 4: ASSESS CHECK UNDERSTANDING, and DISCUSS what the family will do:** How do you play with your baby? How do you talk with your baby? How do you get your baby to smile? Show me how you play and talk with the baby. Show me what you do to try to get the baby to smile.

- **Observe the mother/caregiver's demonstration.** Please show me how you will be playing and communicating with your child. If there is no difficulty, **PRAISE** the mother/caregiver. If the mother/caregiver has difficulty playing or talking with the baby, or trying to get the baby to smile, explain that: It is sometimes difficult when the child is this age. Please play a game with the baby again, look close into the baby's face, and copy the baby's sounds and gestures.
- **Encourage the family to play with the child.** What time during the day are you going to be formally playing with your child at home? Games, like copying, will help you and the baby learn to communicate, and will prepare the baby for talking later. For a new interaction skill, make an appointment with the family that, I will visit you again in 2 days time to come and see how you are playing and talking with your child.



## Visit 1. Young infant, age 1 to 2 months

### 3 Prevent illness, injury and promote security and safety





## Visit 1. Young infant, age 1 to 2 months

### 3 Prevent illness, injury, promote security and safety

**Step1: Ask mother/caregiver and family, and LISTEN.** I will now talk about how to help keep the baby healthy, prevention from injury and promotion of security and safety.

**Step 2: Explain.** Security and safety provide protection to a child and is a right for all children and a responsibility for all of us. Every child must grow up in a safe, habitable and protected environment. In addition, all children should be registered at birth and get a birth certificate that affirms them to be citizens of a country, birth registration is a government requirement by law.

**Step 3: Ask.** What do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows. Then give the key messages linking the family's answers to the pictures as indicated below*):

- Exclusively breastfeed the baby until the baby is 6 months old like in picture 1. Breast milk protects the baby from illness such as diarrhoea- picture 2
- Taken your baby for vaccinations at age 6 weeks like in picture 3 to prevent many childhood illnesses. Vaccines could save your baby's life.
- You and the baby must sleep under an insecticide treated bed net every night to prevent the mosquito bites that cause malaria like in picture 4. Repeated attacks of malaria are one of the risks factors to the child's development.
- Know your HIV status as parents and that of the child's and get HIV medicine. HIV infection is also risk factor to development.
- Register your baby at birth, and get a birth certificate, if the baby is not yet registered Picture 5.
- Be aware of potential dangers in the home & secure or remove them like in picture 6
- Everyone must wash their hands carefully with soap and water like in picture 7 after using the toilet or changing nappy, before preparing or serving food, and before feeding the baby and other children or eating.

**Step4: ASSESS CHECK UNDERSTANDING, and DISCUSS what the family will do.**

- **Has your baby been vaccinated?** Check the vaccination record. If the baby has not been vaccinated according to the schedule, ask when and where the family will take the baby to be vaccinated.
- **Do you have an insecticide-treated bed net? Do you and your children sleep under the bed net?** If yes, **PRAISE** the family. Check to see if the bed net is properly used. If there is not an effective bed net, discuss how to get a bed net. Explain how to use a bed net
- **Has your baby been tested for HIV infection?** Check the HIV status record. If the HIV status is unknown, advise to go for testing
- **Has your baby been registered at birth?** If the baby has not been registered advise caregiver to take the baby for birth registration
- **What do you think can harm the baby in your home or surroundings?** Discuss any dangers with caregiver
- **Where do you wash your hands? Is there soap?** If necessary, help the family identify how they can prepare a convenient place to wash their hands. Demonstrate how and review when, to wash their hands in the advent of Covid-19.

## Visit 1. Young infant, age 1 to 2 months

### 4 Respond to illness, injury and abuse



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4



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## Visit 1. Young infant, age 1 to 2 months

### 4 Respond to illness, injury and abuse

**Step 1: ASK the mother/caregiver and family, and LISTEN.** I am now are going to talk about what to do if the child becomes sick, is injured or abused.

**Step2: Explain.** It is important to know in advance what to do if the child becomes sick, is injured or abused to avoid panicking or delay.

**Step3: ASK.** What do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows, talk about what caregiver and the family can do if the baby becomes sick, is injured or abused. Link the family's answers to the picture stories. Then, give the key messages as indicated below*):

- Watch for signs showing that the baby is sick such as cough, diarrhoea, fever, feels cold or any other illnesses – picture 1.
- Rush the baby to the clinic if the baby has the following **danger signs** like in picture 2, 3& 4:
  - Failing or unable to breast feed
  - Has convulsion or fits.
  - Has difficulty or fast breathing.
  - Feels very hot or very cold.
- Continue breastfeeding as you go to the clinic if baby can feed to keep up energy.
- Also rush baby to clinic if you see the following signs:
  - Crying unreasonably
  - Protecting certain parts of the body.
  - Unexplained bruises, burns, snake bites, deformities or other injuries.
  - Bleeding
- Apply pressure dressing to any bleeding wounds
- Splint or support fractured bones to reduce pain and damage to area.
- Report any abuse of the child to the health facility or police.

**Step4: ASSESS, CHECK UNDERSTANDING, and DISCUSS what the family will do.**

- **What signs of illness will you watch for in your baby? PRAISE the family for all signs that they know.** Add the signs they forget to say. *Emphasize the four danger signs.*
- **What signs of injury would you see in your baby? Praise the family for all that they know.** Add the signs they forgot to say.
- **If you see any one of these signs, what will you do?** *Emphasize that the baby must go immediately to the health facility or police. Young babies can quickly become very weak. If the baby can feed, the mother/caregiver should breastfeed more often.*

## *Visit 2. Child, age 3 to 4 months*

### **1 Feed the child**



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2



3



4

**8 times in 24 hours**



## Visit 2. Child, age 3 to 4 months

### 1 Feed the child

**Step 1: How are you and the baby?** (If sick or the baby is sick attend to the sick if trained or refer for treatment if not trained and wish the caregiver or baby quick recovery and make a fresh appointment, If both are fine proceed as follows): **I am visiting to talk about how to feed and care for your baby.**

**Step 2: Explain.** Feeding and caring for the baby is important for the baby's growth and brain development. Let me check how the baby is growing, please give me the under 5 card or MHC hand book. look at the weight/height on the baby's growth card, interpret curves to the mother/caregiver, check on developmental milestones and advise.

**Step 3: ASK.** What do you see in these pictures? (*LISTEN* to the answers. *PRAISE* the mother/caregiver for what she knows. Then give the key messages as indicated below):

- Breastfeed whenever the baby shows signs of hunger - opening his mouth wide towards the breast, sucking fingers, or moving lips like in Picture 1.
- Give ONLY breast milk to your child like in picture 2 because:
  - Breast milk is the best food for the baby
  - Breast milk protects against infections and helps the child's brain to grow
  - The baby does not need any other foods or fluids - Picture 3
- Breast feed the baby at least 8 times in 24 hours, including at night like in Picture 4. The more the child suckles the breast, the more milk is produced.

**Step4: ASSESS, CHECK UNDERSTANDING, DISCUSS what the family will do:** How are you going to be feeding your baby? How often? How do we know that the baby is hungry? What difficulties if any are you having in breastfeeding?

Support exclusive breastfeeding, and solve problems, if needed. For example:

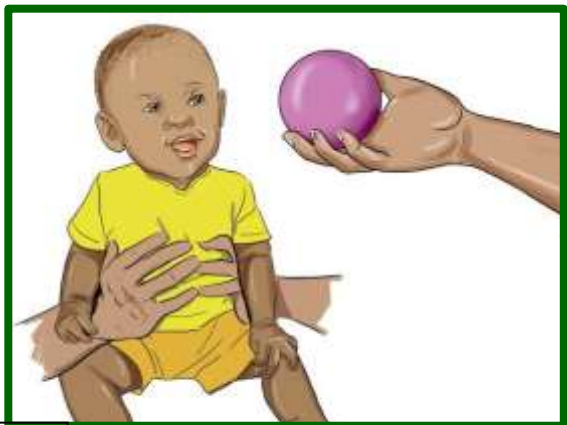
- If child is getting other foods or fluids, or mother/caregiver thinks she does not have enough milk, help mother/caregiver to decrease giving other foods and fluids, and to increase the frequency of feeds.
- Explain that her child is growing fast and wants to feed frequently. Help mother/caregiver identify signs of hunger before the child cries.
- If there is a problem, ask to see mother/caregiver and child in 5 days. If the problem continues or there is a new problem, refer mother/caregiver and child to the health facility for counselling.
- For other feeding problems, such as problems with the breast, refer mother/caregiver and child to the health facility



## *Visit 2. Child, age 3 to 4 months*

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### **2 Play and communicate with the child**



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## Visit 2. Child, age 3 to 4 months

### 2 Play and communicate with the child

**Step1: ASK the mother/caregiver and family, and LISTEN.** Let us assess developmental milestones for the child, we will use the Under 5 or MCH hand book (*Advise what to do if there is any delayed milestone(s)*). We will now discuss play and communication or stimulation and how to help the baby learn.

**Step2: Explain.** Children learn through play; play helps the child's brain to develop, play awakens some important skills or abilities in the child brain that will help it develop well. It is therefore important that the child should play with other family members as well.

**Step3: ASK.** What activities do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows. Then give the key messages as indicated below*):

- Play is the way that the child learns, by moving colourful objects slowly in front of the child's face like in Picture 1 & 2; help the child to grab and hold objects, this helps to develop eye - hand coordination.
- Talk about the object, even though the child cannot yet speak, this helps to develop language and communication.
- Playing with a rattle, which has been filled with stones or seeds, makes the child enjoy and look towards the sound. Let the child begin to shake the rattle to make own sounds like in Picture 3. This enhances learning which takes place through the use of eyes and ears.
- The moving of the head from left to right following the sound of the rattle, enhances the development of neck muscles.
- Children learn through the sensory motor skills, touching, testing, smelling and hearing. The objects must be clean and safe because the child may put on the mouth like in picture 4.
- Playing and talking to a child helps the child learn. Even at this very young age, the baby learns some basic skills for life. And the baby also learns that the family loves her/him.

**Step 4: ASSESS, CHECK UNDERSTANDING and DISCUSS what the family will do.** How do you play, talk and make your child smile? Show me how you play, talks and smile with the child? (*If there is no difficulty, PRAISE the caregiver. If the mother/caregiver or other caregiver has difficulty playing or talking with her child, or trying to get the child to smile, explain that:*) It is sometimes difficult when the child is this age. Help the caregiver do an activity with the child.

- **Observe an activity.** Give the caregiver a homemade rattle or a ball to play with the child and see how the child looks at the object, plays with it and make a sound. What do you think the child is learning to do?
- **Encourage the family to play with the child.** When you play and talk with the child, you are helping the child to learn. What things could the child play with? (*Guide them to use safe, clean household objects or homemade toys.*) Emphasize this fact: **What time could you formally play and talk with the child each day** For a new interaction skill, make an appointment with the family that, **I will visit you again in 2 days time to come and see how you are playing and talking with your child.**

## *Visit 2. Child, age 3 to 4 months*

### *3 Prevent illness, injury and promotion of security and safety*



1



2



3



4



5



6



7

## Visit 2. Child, age 3 to 4 months

### 3 Prevent illness, injury, promote security and safety

**Step 1: Ask mother/caregiver and family, and LISTEN.** I will now talk about how to help keep the baby healthy, prevention from injury and promotion of security and safety.

**Step 2: Explain.** Security and safety provide protection to a child and is a right for all children and a responsibility for all of us. Every child must grow up in a safe, habitable and protected environment. In addition, all children should be registered at birth and get a birth certificate that affirms them to be citizens of a country, birth registration is a government requirement by law.

**Step 3: Ask.** What do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows. Then, give the key messages linking the family's answers to the pictures as indicated below*):

- Exclusively breastfeed the baby until the baby is 6 months old like in picture 1. Breast milk protects the baby from illness such as diarrhoea - picture 2.
- Take the baby for vaccinations at age 10 weeks and at 14 weeks like in picture 3 to prevent many childhood illnesses. Vaccines could save your baby's life.
- You and the baby must sleep under an insecticide treated bed net every night to prevent the mosquito bites that cause malaria like in picture 4. Repeated attacks of malaria are one of the risks factors to the child's development.
- Know your child's HIV status and get HIV medicine if exposed or is positive. HIV infection is also risk factor.
- The baby must be registered at birth, and get a birth certificate, if the baby is not yet registered picture 5,
- Be aware of potential dangers in the home & secure or remove them like in picture 6
- All must wash their hands carefully with soap and water like in picture 7 after using the toilet or changing nappy, before preparing or serving food, and before feeding the baby and other children or eating.

**Step 4: ASSESS CHECK UNDERSTANDING, and DISCUSS what the family will do.**

- **Has your baby been vaccinated?** Check the vaccination record. If the baby has not been vaccinated according to the schedule, ask when and where the family will take the baby to be vaccinated.
- **Do you have an insecticide-treated bed net? Do you and your children sleep under the bed net?** If yes, **PRAISE** the family. Check to see if the bed net is properly used. If there is not an effective bed net, discuss how to get a bed net. Explain how to use a bed net
- **Have you as parents and the baby been tested for HIV infection?** If the HIV status is unknown, advise to go for testing.
- **Has your baby been registered at birth?** If the baby has not been registered advise caregiver to take the baby for birth registration
- **What do you think can harm the baby in your home or surroundings?** Discuss any dangers with caregiver
- **Where do you wash your hands? Is there soap?** If necessary, help the family identify how they can prepare a convenient place to wash their hands. Demonstrate how and review when, to wash their hands in the advent of Covid-19.



## Visit 2. Child, age 3 to 4 months

### 4 Respond to illness, injury and abuse



1



2



3



4



5



6



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## Visit 2. Child, age 3 to 4 months

### 4 Respond to illness, injury and abuse

**Step 1: ASK the mother/caregiver and family, and LISTEN.** I am now are going to talk about what to do if the child becomes sick, is injured or abused.

**Step2: Explain.** It is important to know in advance what to do if the child becomes sick, is injured or abused to avoid panicking or delay.

**Step3: ASK.** What do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows, talk about what caregiver and the family can do if the baby becomes sick, is injured or abused. Link the family's answers to the picture stories, Then give the key messages as indicated below*):

- You and your family must watch for signs showing that the baby is sick such as cough, diarrhoea, fever, feels cold or any other illnesses
- Rush the baby to the clinic (picture 6) if the baby has the following danger signs like in picture 2,3,4 & 5:
  - Failing or unable to breast feed
  - Has convulsion or fits.
  - Has difficulty or fast breathing.
  - Feels very hot or very cold.
- You should continue breastfeeding as you go to the clinic if baby can feed to keep up energy like in picture 7.
- You should also rush baby to clinic if you see the following signs:
  - Crying unreasonably
  - Protecting certain parts of the body.
  - Unexplained bruises, burns, snake bites, deformities or other injuries.
  - Bleeding
- Apply pressure dressing to any bleeding wounds
- Splint or support fractured bones to reduce pain and damage to area.
- Report any abuse of the child to the health facility or police.

**Step4: Assess, CHECK UNDERSTANDING, and DISCUSS what the family will do.**

- **What signs of illness will you watch for in your baby?** **PRAISE** the family for all signs that they know. Add the signs they forget to say. *Emphasize the four danger signs.*
- **What signs of injury would you see in your baby?** **Praise** the family for all that they know. Add the signs they forgot to say.
- **If you see any one of these signs, what will you do?** *Emphasize that the baby must go immediately to the health facility or police. Young babies can quickly become very weak. If the baby can feed, the mother/caregiver should breastfeed more often.*

## Visit 3. Child, age 5 months

### 1 Feed the child



1



2



3

**At least 8 times in 24**

## Visit 3. Child, age 5 months

### 1 Feed the child

**Step1: ASK the mother/caregiver and family, and LISTEN.** *How are you and the baby, (If sick or the baby is sick attend to the sick if trained or refer for treatment if not trained and wish the caregiver or baby quick recovery and make a fresh appointment, If both are fine proceed as follows)* **I am visiting to talk about how to feed and care for your baby.**

**Step2: Explain.** Feeding and caring for the baby is important for the baby's growth and brain development. Let me check how the baby is growing, please give me the under 5 card or MHC hand book. *(look at the weight/height on the baby's growth card, interpret curves to the mother/caregiver)*

**Step3: ASK .** What do you see in these pictures? *(LISTEN to the answers. PRAISE the mother/caregiver for what she knows. Then give the key messages as indicated below):*

- You should breastfeed whenever the child wants to eat or shows signs of hunger like in Picture 1 and 2, Until the child is six months old, you should continue to give ONLY breast milk to the child because:
  - Breastmilk is the best food for the child, and he does not need any other foods or fluids.
  - Breastmilk protects against infections, and helps the child's brain to grow.
  - The more the child suckles the breast, the more milk is produced.
- You should Breastfeed the child at least 8 times in 24 hours, including at night like in Picture 3

**Step4: ASSESS, CHECK UNDERSTANDING and DISCUSS what the family will do:** *Ask about feeding: How are you feeding the child? How often? How do you know that the baby is hungry? What difficulties if any are you having with breastfeeding? Support breastfeeding, and solve problems, if needed.*

- *If child is getting other foods or fluids, or mother/caregiver thinks she does not have enough milk, help mother/caregiver to decrease giving other foods and fluids, and to increase the frequency of feeds.*
- *Help mother/caregiver identify signs of hunger, before the child cries.*
- *If there is a problem, ask to see mother/caregiver and child in 5 days. If after a follow-up there is no improvement with a child who is almost six months old, you may need to begin to help the mother/caregiver introduce complementary foods.*
- **Prepare for adding complementary foods.**
  - *When the child is six months old, the child needs to receive thick porridge and well-mashed foods, in addition to breast milk. Arrange with the family when you can see them soon after the child has turned 6 months, to help them add foods. (See Feed the Child, age 6 to 8 months, page 29.)*

## Visit 3. Child, age 5 months

### 2 Play and communicate with the child



1

2



3

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## Visit 3. Child, age 5 months

### 2 Play and communicate with the child

**Step 1: ASK the mother/caregiver and family, and LISTEN.** Let us assess developmental milestones for the child, we will use the Under 5 or MCH hand book, developmental milestones show how the baby is developing (*Advise what to do if there is any delayed milestone(s)*).

**Step 2: Explain.** To help the baby learn and attain developmental milestones, we will now discuss play and communication or stimulation. Children learn through play; play helps the child's brain to develop, play awakens some important skills or abilities in the child brain's that will help it develop well. It is therefore important that the child should play with other family members as well.

**Step 3: Ask.** What do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows. Then give the key messages on how to play and communicate with the child as indicated below:*

- Provide a variety of play objects like wooden spoons and other household objects to reach for, grab, and examine like in Picture 1.
- Give a variety of play objects to a child, this helps the child to think as the child looks at and touches new things. Talk to the child as play, this encourage the child to explore things around him/her.
- Look into the child's face and talk softly to the child, this will make the child to respond and make happy sounds - Picture 2.
- Roll the ball back and forth, this help you and the child interact with delight like in Picture 3
- By playing and talking to the child you will be helping the child to learn words and other skills even before the child can speak. - Picture 4.

**Step 4: ASSESS CHECK UNDERSTANDING and DISCUSS what the family will do.**

- **How do you play, talk and get your child to smile? Show me how you play, talk and smile with the child.** . (*If there is no difficulty, PRAISE the caregiver. If the mother/caregiver or other caregiver has difficulty playing or talking with her child, or trying to get the child to smile, explain that it is sometimes difficult when the child is this age*). Help the caregiver do an activity with the child. **Observe an activity.** Give the caregiver a wooden **spoon** or other safe object from the home to play with the child. Help the caregiver to see how the child looks at the object and uses the hands. As they play together, ask what the caregiver thinks the child is thinking about and learning to do.
- **Encourage the family to play with the child.** When you play and talk with the child, you are helping the child to learn and develop language skills. What things at home could your child play with? (*Guide them to use safe, clean household objects or homemade toys.*) Emphasize this fact: **Find time to play and talk with the child each day to help the child learn.** For a new interaction skill, make an appointment with the family that, **I will visit you again in 5 days time to come and see how you are playing and talking with your child.**



## Visit 3. Child, age 5 months

### 3 Prevent illness, injury, promote security and safety



1



2



3



4



5

## Visit 3. Child, age 5 months

### 3 Prevent illness, injury, promote security and safety

**Step1: Ask mother/caregiver and family, and LISTEN.** I will now talk about how to help keep the baby healthy, prevention from injury and promotion of security and safety.

**Step 2: Explain.** Security and safety provide protection to a child and is a right for all children and a responsibility for all of us. Every child must grow up in a safe, habitable and protected environment. In addition, all children should be registered at birth and get a birth certificate that affirms them to be citizens of a country, birth registration is a government requirement by law.

**Step 3: Ask.** What do you see in these pictures? (*LISTEN* to the answers. **PRAISE** the mother/caregiver for what she knows. Then, give the **key messages** linking the family's answers to the pictures as indicated below):

- Exclusively breastfeed the baby until the baby is 6 months old like in picture 1. Breast milk helps to prevent diarrhoea and other illnesses.
- You and the baby must sleep under an insecticide treated bed net every night to prevent the mosquito bites that cause malaria like in picture 2. Repeated attacks of malaria are one of the risks factors that affect child's development.
- The baby must be registered at birth, and get a birth certificate, if the baby is not yet registered, take the child for birth registration like in picture 3.
- You must be aware of potential dangers in the home & secure or remove them like in picture 4.
- Everyone must wash their hands carefully with soap and water like in picture 5 after using the toilet or changing nappy, before preparing or serving food, and before feeding the baby and other children or eating.

**Step 4: ASSESS CHECK UNDERSTANDING and DISCUSS what the family will do.**

- **Has your child been vaccinated?** No new vaccines are needed between ages 5 to 6 months. However, check the vaccination card. If the child has not been vaccinated according to the schedule through the fourteenth week, ask when and where the family will take the child to be vaccinated.
- **Do you have an insecticide-treated bed net? Do you and your child (and other young children) sleep under a bed net?** If yes, **PRAISE** the family. If there is no effective bed net, advise family how to get a bed net. Explain how to treat and use the bed net.
- **Where do you wash your hands? Is there soap?** If necessary, help the family identify how they can prepare a convenient place to wash their hands. Demonstrate how, and review when, to wash their hands.

## Visit 3. Child, age 5 months

### 4 Respond to illness, injury and abuse



1



2



## Visit 3. Child, age 5 months

### 4 Respond to illness, injury and abuse

**Step 1: ASK the mother/caregiver and family, and LISTEN.** I am now are going to talk about what to do if the child becomes sick, is injured or abused.

**Step2: Explain.** It is important to know in advance what to do if the child becomes sick, is injured or abused to avoid panicking or delay.

**Step3: Ask.** What do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows, talk about what caregiver and the family can do if the baby becomes sick, is injured or abused. Link the family's answers to the picture stories. Then, give the key messages as indicated below*):

- You and your family must watch for signs showing that the baby is sick such as cough, diarrhoea, fever, feels cold or any other illnesses
- Rush the baby to the clinic if the baby has the following danger signs like in picture 1:
  - Failing or unable to breast feed
  - Has convulsion or fits.
  - Has difficulty or fast breathing.
  - Feels very hot or very cold.
- You should continue breastfeeding as you go to the clinic if baby can feed to keep up energy.
- You should also rush the baby to clinic if you see the following signs:
  - Crying unreasonably
  - Protecting certain parts of the body.
  - Unexplained bruises, burns, snake bites, deformities or other injuries.
  - Bleeding
- Apply pressure dressing to any bleeding wounds
- Splint or support fractured bones to reduce pain and damage to area.
- Report any abuse of the child to the health facility or police.

**Step 3: ASSESS CHECK UNDERSTANDING and DISCUSS what the family will do.**

- What signs of illness will you watch for in your baby? **PRAISE** the family for all signs that they know. Add the signs they forget to say. *Emphasize the four danger signs.*
- What signs of injury would you see in your baby? **Praise** the family for all that they know. Add the signs they forgot to say.
- If you see any one of these signs, what will you do? *Emphasize that the baby must go immediately to the health facility or police. Young babies can quickly become very weak. If the baby can feed, the mother/caregiver should breastfeed more often.*



## ***OPPORTUNITY CONTACTS***

**For child age 6 months up to 5 years old**

**ASK the child's age. Then select the visit cards for the child's age.**

*Child, age 6 to 8 months*

*Child, age 9 to 11 months*

*Child, age 1 year*

*Child, age 2 years and older*

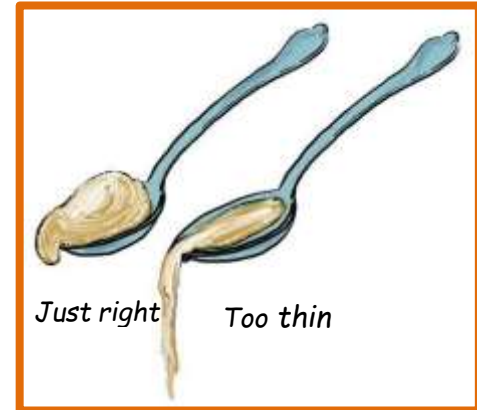
## Child, age 6 to 8 months

### 1 Feed the child

1



2



3

One half cup (125 ml) complementary food, at 2 or 3 meals each day



4



Snack, 1 or 2 times each day



5

## Child, age 6 to 8 months

### 1 Feed the child

**Step 1: GREETINGS.** How are you and the baby, (If sick or the baby is sick attend to the sick if trained or refer for treatment if not trained and wish the caregiver or baby quick recovery and make a fresh appointment, If both are fine go to step2)

**Step 2: Explain.** Today I am visiting to talk about your growing child.

How is the child growing? Let me first check how the baby is growing, please give me the under 5 card or MHC hand book. look at the weight/height on the baby's growth card, interpret curves to the mother/caregiver . I will now talk about how to feed the child

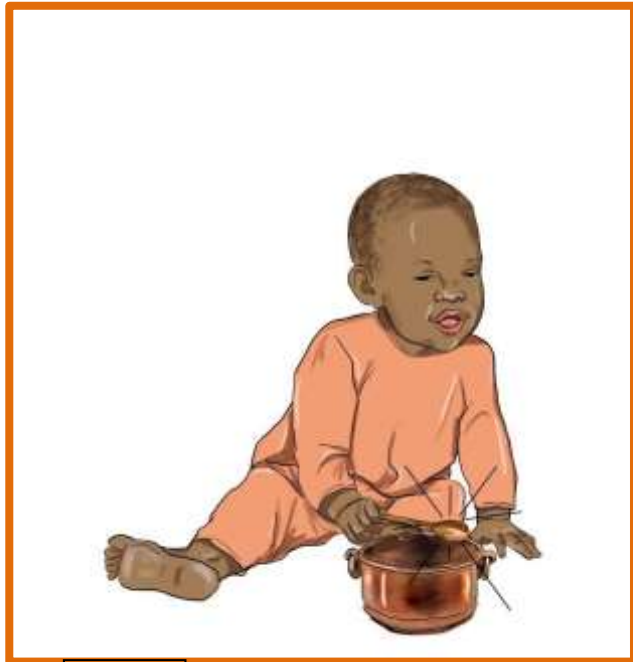
**Step 3:Ask.** What do you see in these pictures? (*LISTEN* to the answers. *PRAISE* the mother/caregiver for what she knows. Then, give the *key messages* on how to feed the growing child as indicated below:

- Continue breastfeeding the baby as often as the baby wants like in picture 1
- Now the baby has reached 6 months old, start giving **thick porridge, fruit and dark green vegetables** rich in vitamin A.
- Every day if possible, start adding foods from animal sources like **meat, fish or kapeta, eggs, and yoghurt or milk or other daily products** to meet the needs of the growing child
- **Mash** the food so the child should eat it easily. Make sure that the food is thick and stays on the spoon like in picture 2
- Give **2 to 3 tablespoons of food** and increase it to **½ cup (125ml) of food** at each meal like in picture 3 giving **2 to 3 meals** each day.
- Offer the child **1 or 2 snacks** each day between meals which the child seems hungry like in picture 4. Fruits like bananas, Pawpaw, mangoes and other locally available fruits make a good snack.
- Feed the child slowly and patiently while playing to encourage the child's interest in eating new foods like in picture 5
- When the baby is sick offer favourite foods more frequently.

**Step 4: ASSESS CHECK UNDERSTANDING, and DISCUSS** *what the family will do.* Ask about feeding the child: Still breastfeeding? What complementary foods? How is it prepared? How many meals and snacks each day? How (quantity) much? What difficulties, if any, are you having?

- Check to see that the child receives a variety of animal-source and a vitamin A-rich food, the child has his own serving, the amount is sufficient, and the family feeds the child patiently. Solve problems as needed.
- If there is a feeding problem or the child is not gaining weight, ask to see mother/caregiver and child in 5 days. If the problem continues, refer mother/caregiver and child to the health facility for counseling.

## 2 Play and communicate with the child



1



2



3



4



## 2 Play and communicate with the child

**Step 1: ASK the mother/caregiver and family, and LISTEN.** Let us assess developmental milestones for the child, we will use the Under 5 or MCH hand book, developmental milestones show how the baby is developing (*Advise what to do if there is any delayed milestone(s)*).

**Step 2: Explain.** To help the baby learn and attain developmental milestones, we will now discuss play and communication or stimulation. Children learn through play; play helps the child's brain to develop, play awakens some important skills or abilities in the child's brain that will help it develop well. It is therefore important that the child should play with other family members as well.

**Step 3:** What do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows. Then, give the key messages on how to play and communicate with the child as indicated below:*

- Let the bang metal pots and spoons like in Picture 1. Let the child drop things to make noises and get the family members to pick them up – picture 2. The child will learn by playing with simple household objects, and as family members encourage the child to explore the things around him/her. These activities at the same time allow stimulating the child's hearing skills.
- Calls the child by name and see child respond. The child understands the word even before he/she can talk like in Picture 3. The family should enjoy seeing how much the child learns as they play and talk with the child. They want the child to be smart as he/she grows up.
- Play some simple games with your child like in picture 4

**Step 4: ASSESS CHECK UNDERSTANDING and DISCUSS** what the family will do:

- **How do you play with your child? How do you talk with your child? How do you get your child to smile? How do you think your child is learning?** Please show me how you **play and talk** with the child. Show me what you do to get your child to **smile**. *If there is no difficulty, PRAISE the caregiver. If the caregiver has difficulty playing or talking with the child, or trying to get the child to smile, help her/him try while doing an activity with her child*
- **Observe an activity.** Give the caregiver a wooden spoon and the cover of a metal pot (or similar objects to make a sound). **Please give these to the child to play with.** As the child looks at the objects, makes sounds with them, or drops them, ask; **what do think the child is thinking about and learning to do?**
- **Encourage the family to play with the child.** When you play and talk with the child, you are helping the child to learn and develop language skills. **What things at home could your child play with?** (*Guide them to use safe, clean household objects or homemade toys.*) *Emphasize this fact: Find time to play and talk with the child each day to help the child learn. For a new interaction skill, make an appointment with the family that, I will visit you again in 5 days time to come and see how you are playing and talking with your child.*

## Child, age 6 to 8 months

### 3 Prevent illness, injury, promote security and safety

1



2



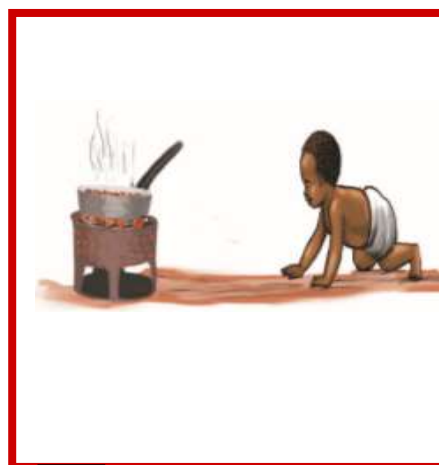
3



4



5



6



7

## Child, age 6 to 8 months

### 3 Prevent illness, injury, promote security and safety

**Step 1: Ask mother/caregiver and family, and LISTEN.** I will now talk about how to help keep the baby healthy, prevention from injury and promotion of security and safety.

**Step 2: Explain.** Security and safety provide protection to a child and is a right for all children and a responsibility for all of us. Every child must grow up in a safe, habitable and protected environment. In addition, all children should be registered at birth and get a birth certificate that affirms them to be citizens of a country, birth registration is a government requirement by law.

**Step 3: Ask.** What do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows then give the key messages linking the family's answers to the pictures as indicated below*):

You and the family should know that feeding your child well is important to help him stay healthy. Also:

- Everyone must wash their hands carefully with soap and water like in picture 1 after using the toilet or changing nappy, before preparing or serving food, and before feeding the baby and other children or eating.
- Together with the baby sleep under an insecticide treated bed net every night to prevent the mosquito bites that cause malaria like in picture 2. Repeated attacks of malaria are one of the risks factors that affect child's development.
- You and your partner should know your HIV status and that of the child get HIV medicine for yourselves if positive and for the child if exposed or positive. HIV infection is also a risk factor that affects child's development.
- Take your baby to the clinic to receive Vitamin A, it good for baby's healthy and eye site – picture 3
- If the baby is not yet registered, take the child for birth registration and get a birth certificate – Picture 4
- You must be aware of potential dangers in the home & secure or remove them like in picture 5, 6 and 7

**Step 4: ASSESS CHECK UNDERSTANDING and DISCUSS what the family will do.**

- **Has your child been vaccinated?** No new vaccines are needed between ages 5 to 6 months. However, check the vaccination card. If the child has not been vaccinated according to the schedule through the fourteenth week, ask when and where the family will take the child to be vaccinated.
- **Where do you wash your hands? Is there soap?** If necessary, help the family identify how they can prepare a convenient place to wash their hands. Demonstrate how, and review when, to wash their hands.
- **Do you have an insecticide-treated bed net? Do you and your child (and other young children) sleep under a bed net?** If yes, **PRAISE** the family. If there is no effective bed net, advise family how to get a bed net. Explain how to treat and use the bed net.

## Child, age 6 to 8 months

### 4 Respond to illness, injury and abuse



1



2



3



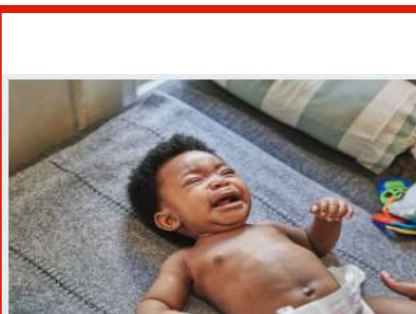
4



5



6



7



8



## Child, age 6 to 8 months

### 4 Respond to illness, injury and abuse

**Step 1: ASK the mother/caregiver and family, and LISTEN.** I am now are going to talk about what to do if the child becomes sick, is injured or abused.

**Step2: Explain.** It is important to know in advance what to do if the child becomes sick, is injured or abused to avoid panicking or delay.

**Step3:ASK.** What do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows, talk about what caregiver and the family can do if the baby becomes sick, is injured or abused. Link the family's answers to the picture stories. Then, give the key messages as indicated below*):

- You must watch for signs showing that the baby is sick such as cough, diarrhoea, vomiting, fever, feels cold or any other illnesses
- Rush the baby to the clinic if the baby has the following danger signs like in pictures 3, 4, 5 & 6:
  - Failing or unable to breast feed
  - Has convulsion or fits.
  - Has difficulty or fast breathing.
  - Feels very hot
- You should continue breastfeeding as you go to the clinic if baby can feed to keep up energy.
- You should also rush the baby to clinic if you see the following signs:
  - Crying unreasonably - picture 7
  - Protecting certain parts of the body.
  - Unexplained bruises, burns, snake bites, deformities or other injuries.
  - Bleeding
- Apply pressure dressing to any bleeding wounds as you go to the clinic.
- Splint or support fractured bones to reduce pain and damage to area as you go to the clinic.
- Report any abuse of the child to the health facility or police.

**Step 4: ASSESS CHECK UNDERSTANDING and DISCUSS what the family will do.**

- **What signs of illness will you watch for in your baby?** *PRAISE the family for all signs that they know. Add the signs they forget to say. Emphasize the four danger signs.*
- **What signs of injury would you see in your baby?** *Praise the family for all that they know. Add the signs they forgot to say.*
- **If you see any one of these signs, what will you do?** *Emphasize that the baby must go immediately to the health facility if they see any danger sign or police for abuse. Young babies can quickly become very weak. If the baby can feed, the caregiver should breastfeed more often.*



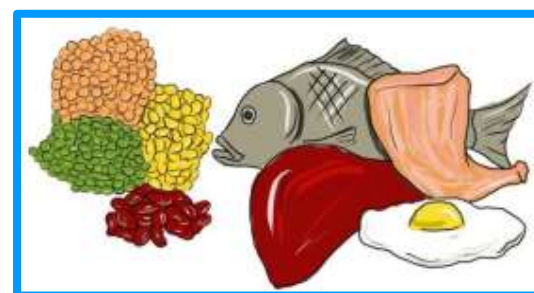
**1 Feed the child**



1



2



3

**One half cup (125 ml)  
complementary food, at 3  
or 4 meals each day**



4



**Snack, 1 or 2  
times each day**



5

### 1 Feed the child

**Step 1: GREETINGS.** How are you and the baby, (If sick or the baby is sick attend to the sick if trained or refer for treatment if not trained and wish the caregiver or baby quick recovery and make a fresh appointment, If both are fine go to step2)

**Step 2: Explain and Ask.** Today I am visiting to talk about your growing child. How is the child growing? Let me first check how the baby is growing, please give me the under 5 card or MHC hand book. look at the weight/height on the baby's growth card, interpret curves to the mother/caregiver. I will now talk about how to feed the child

**Step 3: Ask.** What do you see in these pictures? (*LISTEN* to the answers. *PRAISE* the mother/caregiver for what she knows. Then, give the *key messages* on how to feed the growing child as indicated below:

- Continue to breastfeed the child as often as the child wants like in picture 1
- Give the child family foods like in picture 2. These include **dark green vegetables** rich in vitamin A and other locally available vegetables. Everyday also add food from animal sources (**some meat, fish, inswa, vinkubala, eggs and sour milk or other dairy products**). **Mash or finely chop** the bits of food that the child can eat easily
- Give the child  $\frac{1}{2}$  **cup** (125ml) of food at each meal like in picture 3, now **3 or 4 meals** each day.
- Avoid giving children commercially made foods such as **sugary fizzy drinks (carbonated) and biscuits** and other similar foods.
- Offer the child **1 or 2 snacks** each day between meals which the child eats if its hungry like in picture 4. Bananas and other locally available foods and bread or vitumbuwa make a good snack. For snacks give small chewable items that the child can hold. This helps the child to learn how to use hands.
- Feed the child slowly and patiently while playing to encourage the child's interest in eating new foods like in picture 5. When s/he is sick offer favourite foods more frequently.

**Step 4: ASSESS CHECK UNDERSTANDING, and DISCUSS what the family will do.** Ask about feeding the child: Still breastfeeding? What complementary foods? How is it prepared? How many meals and snacks each day? How (quantity) much?

**What difficulties, if any, are you having?**

- Check to see that the child receives a variety of animal-source and a vitamin A-rich food, the child has his own serving, the amount is sufficient, and the family feeds the child patiently. Solve problems as needed.
- If there is a feeding problem or the child is not gaining weight, ask to see mother/caregiver and child in 5 days. If the problem continues, refer mother/caregiver and child to the health facility for counseling.

*Child, age 9 to 11 months*

*2 Play and communicate with the child*



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### 2 Play and communicate with the child

**Step 1: ASK the mother/caregiver and family, and LISTEN.** Let us assess developmental milestones for the child, we will use the Under 5 or MCH hand book, developmental milestones show how the baby is developing (*Advise what to do if there is any delayed milestone(s)*).

**Step 2: Explain.** To help the baby learn and attain developmental milestones, we will now discuss play and communication or stimulation. This involves giving the child chance to play different games using a variety of items to sharpen their observation and thinking skills, raising curiosity and follow simple instructions. It is therefore important that the child should play with other family members as well.

**Step 3: ASK.** What do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she know. Then, give the key messages on how to play and communicate with the child as indicated below:*

As a family ensure that the child learns by playing games.

- Play peek-a-boo with the child like in picture 1, Hide things and then find hidden things with the child like in picture 2
- Respond to the child's interests. Mention to the child names of people and things before the child can talk like in picture 3
- Play hand games like clap – clap and bye – bye like in picture 4, let the child point at familiar things and name them – picture 5
- The child at this age understands many words, can follow simple instructions. The child will soon speak her own words
- The child through play is learning about people and how things work. This will help the child be ready for school.

**Step 4: ASSESS CHECK UNDERSTANDING DISCUSS what the family will do.**

- **How do you play with your child? How do you talk with your child? How do you get your child to smile? How do you think your child is learning?** Ask the caregiver (or the child's other primary caregiver) to show you how she **plays and talks** with the child. Then ask her to show what she does to get her child to **smile**. If there is no difficulty, **PRAISE** the mother/caregiver. If the mother/caregiver or other caregiver has difficulty playing or talking with the child, or trying to get the child to smile, help her do an activity with her child
- **Observe an activity.** Give the mother/caregiver a scarf or other cloth, and ask her to play **peek-a-boo** with her child. Ask her what she thinks the child is thinking about and learning to do.
- **Encourage the family to play with the child at home.** Encourage the family to play with the child. When you play and talk with the child, you are helping the child to learn and develop language skills. What things could your child play with and name at home? (*Guide them to use safe, clean household objects or homemade toys*). Emphasize this fact: **Find time to play with the child each day to help the child learn.**



## *Child, age 9 to 11 months*

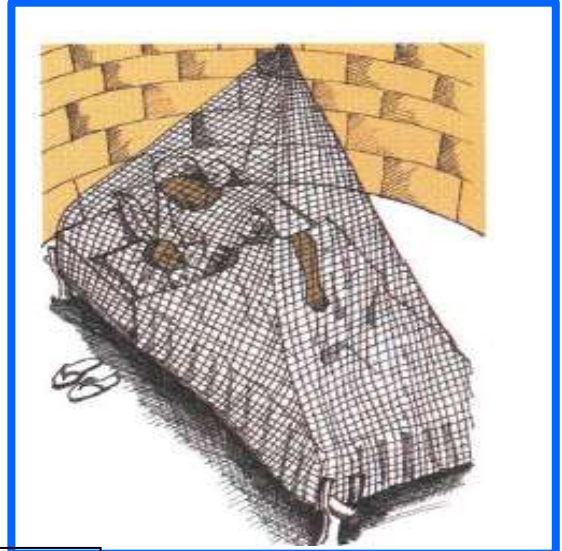
### *3 Prevent illness, injury, promote security and Safety*



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### 3 Prevent illness, injury, promote security and safety

**Step 1: Ask mother/caregiver and family, and LISTEN.** I will now talk about how to help keep the baby healthy, prevention from injury and promotion of security and safety.

**Step 2: Explain.** Security and safety provide protection to a child and is a right for all children and a responsibility for all of us. Every child must grow up in a safe, habitable and protected environment. In addition, all children should be registered at birth and get a birth certificate that affirms them to be citizens of a country, birth registration is a government requirement by law.

**Step 3: Ask.** What do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows. Then, give the key messages linking the family's answers to the pictures as indicated below*):

You and the family should know that feeding your child a variety of nutritious foods is important to help the child stay healthy. Also:

- Everyone must wash their hands carefully with soap and water like in picture 1 after using the toilet or changing nappy, before preparing or serving food, and before feeding the baby and other children or eating.
- You and the baby must sleep under an insecticide treated bed net every night to prevent the mosquito bites that cause malaria like in picture 2. Repeated attacks of malaria are one of the risks factors that affect child's development.
- The baby must be taken for vaccinations-at age 9 months like in picture 3 for measles rubella vaccine to prevent measles and rubella. Vaccines prevent childhood illnesses and could save your child's life.
- Know your child's HIV status and get HIV medicine if exposed or is positive. HIV infection is also risk factor.
- The baby must be is registered at birth, and get a birth certificate, if the baby is not yet registered, take the child for birth registration
- You must be aware of potential dangers in the home & secure or remove them like in picture 5, 6 and 7

**Step 4: ASSESS CHECK UNDERSTANDING and DISCUSS what the family will do.**

- **Has your child been vaccinated?.** Check the vaccination record. If the baby has not been vaccinated according to the schedule, ask when and where the family will take the baby to be vaccinated against Measles Rubella.
- **Where do you wash your hands? Is there soap?** If necessary, help the family identify how they can prepare a convenient place to wash their hands. Demonstrate how, and review when, to wash their hands.
- **Do you have an insecticide-treated bed net? Do you and your child (and other young children) sleep under a bed net?** If yes, PRAISE the family. If there is no effective bed net, advise family how to get a bed net. Explain to care and use the bed net.
- **What are some of the things that can harm the baby in your home or surroundings?** Observe the home environment and surroundings for any dangers and potential abuse with caregiver and discuss how to ensure that the child is safe and well protected.

## *Child, age 9 to 11 months*

### *2 Respond to illness, injury and abuse*



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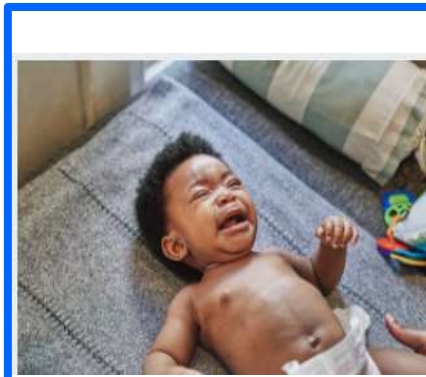
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## Child, age 9 to 11 months

### 4 Respond to illness, injury and abuse

**Step 1: ASK the mother/caregiver and family, and LISTEN.** I am now are going to talk about what to do if the child becomes sick, is injured or abused.

**Step 2: Explain.** It is important to know in advance what to do if the child becomes sick, is injured or abused to avoid panicking or delay.

**Step 3: ASK.** What do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows, talk about what caregiver and the family can do if the baby becomes sick, is injured or abused. Link the family's answers to the picture stories. Then, give the key messages as indicated below*):

- You and your family must watch for signs showing that the baby is sick such as cough, diarrhoea, fever, feels cold or any other illnesses – pictures 1 and 2
- Rush the baby to the clinic if the baby has the following danger signs like in pictures 3, 4 and 5:
  - Failing or unable to breast feed
  - Has convulsion or fits.
  - Has difficulty or fast breathing.
  - Feels very hot or very cold.
- You should continue breastfeeding as you go to the clinic if baby can feed to keep up energy.
- You should also rush the baby to clinic if you see the following signs:
  - Crying unreasonably – picture 6
  - Protecting certain parts of the body.
  - Unexplained bruises, burns, snake bites, deformities or other injuries.
  - Bleeding
- Apply pressure dressing to any bleeding wounds as you go to the clinic using a clean piece of cloth like in picture 7
- Splint or support fractured bones to reduce pain and damage to area as you go to the clinic.
- Report any abuse of the child to the health facility or police.

**Step 4: ASSESS CHECK UNDERSTANDING and DISCUSS what the family will do.**

- **What signs of illness will you watch for in your baby?** PRAISE the family for all signs that they know. Add the signs they forget to say. *Emphasize the four danger signs.*
- **What signs of injury would you see in your baby?** Praise the family for all that they know. Add the signs they forgot to say.
- **If you see any one of these signs, what will you do?** *Emphasize that the baby must go immediately to the health facility if they see any danger sign or police for abuse. Young babies can quickly become very weak. If the baby can feed, the caregiver should breastfeed more often.*

## Child, age 1 year

### 1 Feed the child



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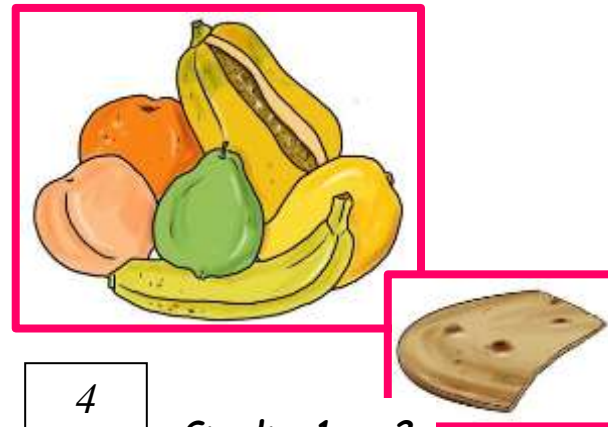


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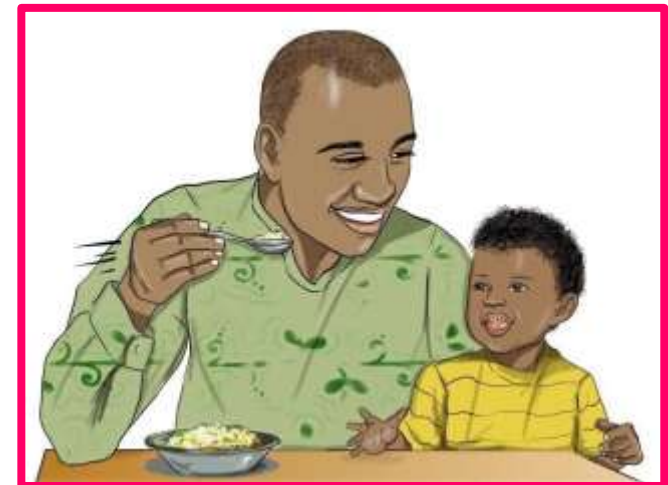
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**Three-fourths cup  
(almost 200 ml)  
complementary food, at 3  
or 4 meals each day**



4

**Snacks, 1 or 2  
times each day**



5



### 1 Feed the child

**Step 1: GREETINGS.** How are you and the baby, (If sick or the baby is sick attend to the sick if trained or refer for treatment if not trained and wish the caregiver or baby quick recovery and make a fresh appointment, If both are fine go to step2)

**Step 2: Explain and Ask.** Today I am visiting to talk about your growing child. How is the child growing? Let me first check how the baby is growing, please give me the under 5 card or MHC hand book. look at the weight/height on the baby's growth card, interpret curves to the mother/caregiver. I will now talk about how to feed the child

**Step 3: Ask.** What do you see in these pictures? *LISTEN* to the answers. *PRAISE* the mother/caregiver for what she knows. Then, give the **key messages** on how to feed the growing child as indicated below:

- Continue breastfeeding the child as often as s/he wants until 2 years old and beyond.
- Give the child greater variety of family foods. These include **fruit and dark green vegetables** that locally available, rich in vitamin A. Everyday also give animal-source foods (some **meat, fish, eggs, vinkubala, inswa, or yoghurt/sour milk and other dairy products**). **Mash or chop the bits** of food so that the child can eat the food easily.
- Give  $\frac{3}{4}$  **cup** of food at each meal like in Picture 3, at **3 or 4 meals** each day.
- Offer the child **1 or 2 snacks** each day between meals like in Picture 4. Bananas and other locally available foods and bread or vitumbuwa make a good snack. For snacks give small chewable items that the child can hold. This helps her learn to use her hands.
- Feed the child slowly and patiently. Encourage the child to eat, but do not force the child to eat. Hold the child's attention by talking to him/her, and play games to encourage the child try new foods like in picture 5.
- When s/he is sick offer favourite foods more frequently.

**Step 4: ASSESS CHECK UNDERSTANDING, and DISCUSS what the family will do.**

- **Ask about feeding the child:** Is the child still breastfeeding? What complementary foods? How is it prepared? How many meals and snacks each day? How (quantity) much? What difficulties, if any, are you having?
  - Check to see that the child receives a variety of food, the child has his/her own serving, the amount is sufficient, and the family feeds the child patiently. Solve problems as needed.
  - If there is a feeding problem or the child is not gaining weight, make an appointment to visit the family in 5 days. **I will be coming to see you and child in 5 days to check on how the child is feeding. If the feeding problem continues, refer caregiver and child to the health facility for counseling.**



*Child, age 1 year*

*2 Play and communicate with the child*



1



2



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4



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### 2 Play and communicate with the child

**Step 1: ASK the mother/caregiver and family, and LISTEN.** Let us assess developmental milestones for the child, we will use the Under 5 or MCH hand book, developmental milestones show how the baby is developing (*Advise what to do if there is any delayed milestone(s)*).

**Step 2: Explain.** To help the baby learn and attain developmental milestones, we will now discuss play and communication or stimulation. The purpose is to provide an environment that supports the development of the emergent literacy and numeracy skills through storytelling, sorting, classification, stacking, naming objects, singing and reading pictures.

**Step 3: ASK .** What do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows. Then, give the key messages on how play and communicate with your child as indicated below:*

- Give your child things to stack up, such as different size cups and bowls like in Picture 1
- Let the child play with the mother/caregiver by putting stones into plastic containers like in Picture 2 and put them in, and take them out, over and over again.
- The child's father should respond to the child's attempts to talk. He should ask the child questions and talk about pictures, and interesting things in books like in Picture 3.
- Let the child point at some pictures and name them – picture 4
- Let the child point at some body parts and name them – picture 5
- By so doing will be helping your child learn by playing and talking with the child even before the child can speak. The child is able to learn words and follow simple instructions. This will help the child get ready for school.

**Step 4: ASSESS CHECK UNDERSTANDING DISCUSS what the family will do.**

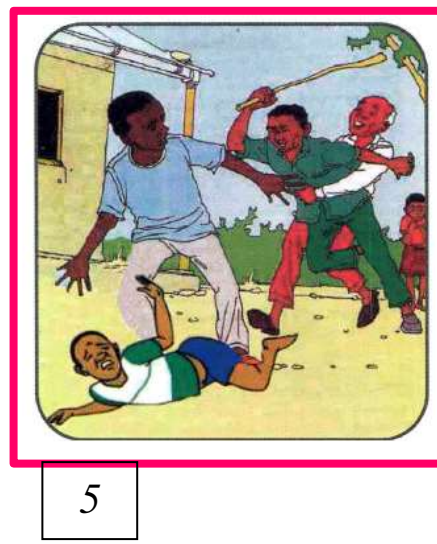
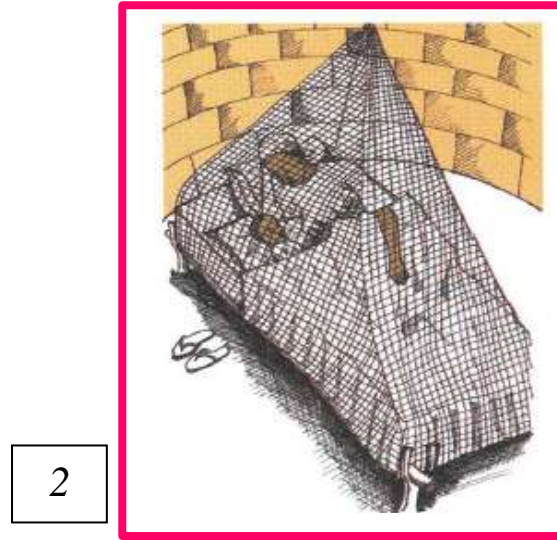
• **ASK:** How do you play with your child? How do you talk with your child? How do you get your child to smile? How do you think your child is learning? Ask the caregiver (or the child's other primary caregiver): Please show me how you play and talk with the child. Show me as well what you do to get her child to smile. If there is no difficulty, **PRAISE** the mother/caregiver. If the mother/caregiver or other caregiver has difficulty playing or talking with the child, or trying to get the child to smile, help her do an activity with her child

• **Observe an activity.** Give the caregiver three stackable items, one at a time, and ask; Play with the child with these items. What do you think your child is thinking about and learning to do as he is attempting to examine and stack the items?

• **Encourage the family to play with the child at home.** When you play and talk with the child, you are helping the child to learn and develop language skills. What things could your child play with and name at home? (*Guide them to use safe, clean household objects or homemade toys.*) Emphasize this fact: **Find time to play with the child each day to help the child learn.**

*Child, age 1 year*

*3 Prevent illness, injury, promote security and safety*



### *3 Prevent illness, injury, promote security and safety*

**Step 1: ASK the mother/caregiver and family, and LISTEN.** I will now talk about how to help keep the baby healthy, prevention from injury and promotion of security and safety.

**Step 2: Explain.** Security and safety provide protection to a child and is a right for all children and a responsibility for all of us. Every child must grow up in a safe, habitable and protected environment. In addition, all children should be registered at birth and get a birth certificate that affirms them to be citizens of a country, birth registration is a government requirement by law.

**Step 2: Ask.** What do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows, then, give the key messages as indicated below*):

You and the family should know that feeding your child a variety of nutritious foods is important to help the child stay healthy. Also:

- Everyone must wash their hands carefully with soap and water like in picture 1 after using the toilet or changing nappy, before preparing or serving food, and before feeding the baby and other children or eating.
- You should also wash the child's hands before a meal or snack. Illnesses pass from person to person by unwashed hands.
- You and the baby must sleep under an insecticide treated bed net every night to prevent the mosquito bites that cause malaria like in picture 2. Repeated attacks of malaria are one of the risks factors that affect child's development.
- Parents should take their child to receive Vitamin A supplement and de-worming tablets like in picture 3 and 4, vitamin A is good for the health of the child and eye sight, de-worming kills worms in a child that suck blood and other problems.
- Know your child's HIV status and get HIV medicine if exposed or is positive. HIV infection is also risk factor.
- Do NOT beat the children like in pictures 5 and 6, beating is NOT a good way teaching or disciplining the child
- Sit the children down, talk to them nicely what you do not want them to do and how to behave correctly like in picture 7

**Step4: ASSESS CHECK UNDERSTANDING and DISCUSS what the family will do.**

- **Has your child been fully vaccinated and received Vitamin A and De-worming tablets ?** Check the vaccination card or MHC hand book. If the child has not been vaccinated according to the schedule, and if the child has not received Vitamin A and De-worming tablets ask when and where the family will take the child to be vaccinated and receive Vitamin A and De-worming tablets
- **Where do you wash your hands? Is there soap?** If necessary, help the family identify how they can prepare a convenient place to wash their hands. Demonstrate how, and review when, to wash their hands.
- **Do you have an insecticide-treated bed net? Do you and your child (and other young children) sleep under a bed net?** If yes, **PRAISE** the family. If there is no effective bed net, advise family how to get a bed net. Explain how to use the bed net.
- **How would you teach your child to do correct things and how to behave well?** Listen to responses and praise them for correct responses and discuss with caregiver to safeguard the child from possible abuse and discuss how to ensure that the child is safe and well protected.



## *Child, age 1 year*

### *4 Respond to illness, injury and abuse*



1



2



3



4



5



6



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## *4 Respond to illness, injury and abuse*

**Step 1: ASK the mother/caregiver and family, and LISTEN.** I am now are going to talk about what to do if the child becomes sick, is injured or abused.

**Step2: Explain.** It is important to know in advance what to do if the child becomes sick, is injured or abused to avoid panicking or delay.

**Step3:ASK.** What do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows, talk about what caregiver and the family can do if the baby becomes sick, is injured or abused. Link the family's answers to the picture stories. Then, give the key messages as indicated below*):

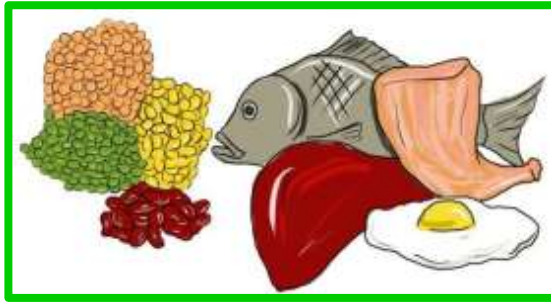
- You and your family must watch for signs showing that the baby is sick such as cough, diarrhoea, fever, feels cold or any other illnesses
- Rush the baby to the clinic if the baby has the following danger signs like in pictures 1, 2, 3 and 4:
  - Failing or unable to breast feed
  - Has convulsion or fits.
  - Has difficulty or fast breathing.
  - Feels very hot or very cold.
- You should continue breastfeeding as you go to the clinic if baby can feed to keep up energy.
- You should also rush the baby to clinic if you see the following signs:
  - Crying unreasonably
  - Protecting certain parts of the body.
  - Unexplained bruises, burns, snake bites, deformities or other injuries.
  - Bleeding
- Apply pressure dressing to any bleeding wounds as you go to the clinic like in picture5
- Splint or support fractured bones to reduce pain and damage to area as you go to the clinic like in picture 6.
- Report any abuse of the child to the health facility or police.

**Step 4: ASSESS CHECK UNDERSTANDING and DISCUSS what the family will do.**

- **What signs of illness will you watch for in your baby?** *PRAISE the family for all signs that they know. Add the signs they forget to say. Emphasize the four danger signs.*
- **If you see any one of these signs, what will you do?** *Emphasize that the baby must go immediately to the health facility if they see any danger sign or police for abuse. Young babies can quickly become very weak. If the baby can feed, the caregiver should breastfeed more often.*
- **What signs of injury would you see in your baby?** *Praise the family for all that they know. Add the signs they forgot to say.*

## Child, age 2 years and older

### 1 Feed the child



1

2



One cup (250 ml) complementary food, at 3 or 4 meals each day



3

Snacks, 1 or 2 times each day



4



## Child, age 2 years and older

### 1 Feed the child

**Step 1: GREETINGS.** How are you and the baby, (If sick or the baby is sick attend to the sick if trained or refer for treatment if not trained and wish the caregiver or baby quick recovery and make a fresh appointment, If both are fine go to step2)

**Step 2: Explain and Ask.** Today I am visiting to talk about your growing child. How is the child growing? Let me first check how the baby is growing, please give me the under 5 card or MHC hand book. look at the weight/height on the baby's growth card, interpret curves to the mother/caregiver . I will now talk about how to feed the child

**Step 3: Ask.** What do you see in these pictures? *LISTEN* to the answers. **PRAISE** the mother/caregiver for what she knows. Then, give the **key messages** on how to feed the growing child as indicated below:

- Give the child a variety of family foods like in picture 1. These include **fruit and dark green vegetables** rich in vitamin A that are locally available. Everyday add animal-source foods like **some meat, fish, kapenta, eggs, yoghurt/sour milk and other dairy products** including **vinkubala and inswa**.
- Give the child at least **one full cup** of food at each meal like in picture 2, at **3 to 4 meals** each day.
- Offer the child **1 or 2 snacks** each day between meals like in picture 3. Bananas and other locally available fruits, bread, vitumbuwa, yoghurt/sour milk make a good snack.
- If a child refuses a new food, play games to encourage the child to eat like in picture 4. Offer tastes several times and show the child that you like the food by tasting the food yourself. Even if the child can eat by his/herself stay with the child to make sure the child eats enough and well.
- When s/he is sick offer favourite foods more frequently.

**Step 4: ASSESS CHECK UNDERSTANDING, and DISCUSS what the family will do.**

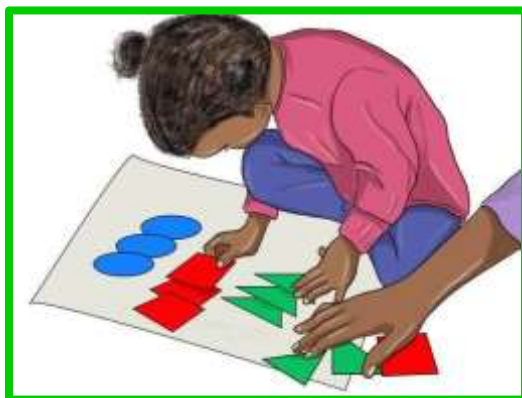
• **Ask about feeding the child:** What foods? How is it prepared? How many meals and snacks each day? How large is the serving? What difficulties, if any, are you having?

- Check to see that the child receives a variety of food, the child has his/her own serving, the amount is sufficient, and the family stays with the child and feeds patiently. Solve problems as needed.
- If there is a feeding problem or the child is not gaining weight, make an appointment to visit the family in 5 days. **I will be coming to see you and child in 5 days to check on how the child is feeding. If the feeding problem continues, refer caregiver and child to the health facility for counseling.**

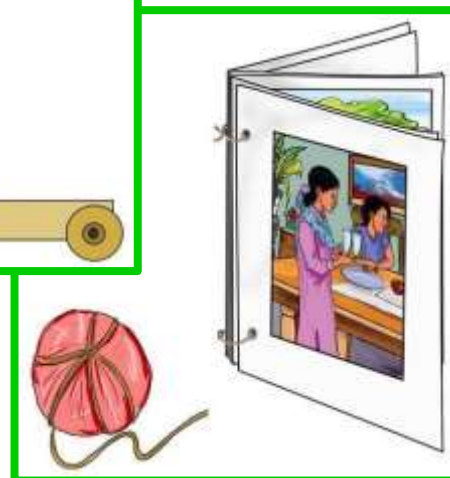
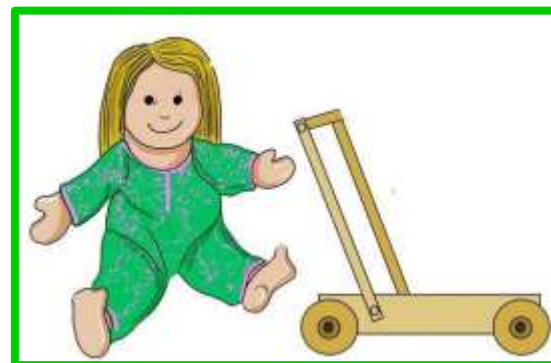
## *Child, age 2 years and older*

### *2 Play and communicate with the child*

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## Child, age 2 years and older

### 2 Play and communicate with the child

**Step 1: ASK the mother/caregiver and family, and LISTEN.** Let us assess developmental milestones for the child, we will use the Under

5 or MCH hand book, developmental milestones show how the baby is developing (*Advise what to do if there is any delayed milestone(s)*).

**Step 2: Explan.** To help the baby learn and attain developmental milestones, we will now discuss play and communication or stimulation. The purpose is to provide stimulating activities that will develop cognitive, social, language and literacy skills through various activities such as cutting, stacking, naming, comparing, counting, playing with others and storytelling.

**Step 3: Ask.** What do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows. Then, give the key messages on how to play and communicate with your child as indicated below:*

- Help your child learn to count, name, and compare things by giving your child simple household items or paper cut-outs, to sort colours and shapes like in Picture 1. Help your child learn a new game.
- Make homemade toys to help the child learn through play: for example, a doll, a push cart, a ball, and simple books with hand-drawn pictures like in picture 2.
- Play with your child using a homemade puzzle made from a magazine picture in picture 3, give children toys to play with like in picture 4
- Respond to your child's attempts to talk. Discuss the child's interests in the book. Ask your child questions, and answer the child's many questions in picture 5. Teach the child stories and songs that you learned as a child.

**Step 4: ASSESS CHECK UNDERSTANDING DISCUSS what the family will do.**

- **ASK:** How do you play with your child? How do you talk with your child? How do you get your child to smile? Please show me how you play and talk with the child. Show me as well what you do to get her child to smile. *If there is no difficulty, PRAISE the mother/caregiver. If the mother/caregiver or other caregiver has difficulty playing or talking with the child, or trying to get the child to smile, help her do an activity with her child*
- **Observe an activity.** Give the caregiver circles and squares of different colours. Ask her Help the child sort them into different small containers. Then ask: What do you think your child is thinking about and learning to do as the child attempts to sort the items. Help her show her appreciation when the child completes an activity by clapping and saying well done.
- **Encourage the family to play with the child at home.** When you play and talk with the child, you are helping the child to learn and develop language skills. What things could your child play with and name at home? (*Guide them to use safe, clean household objects or homemade toys*). Emphasize this fact: **Find time to play with the child each day to help the child learn.**

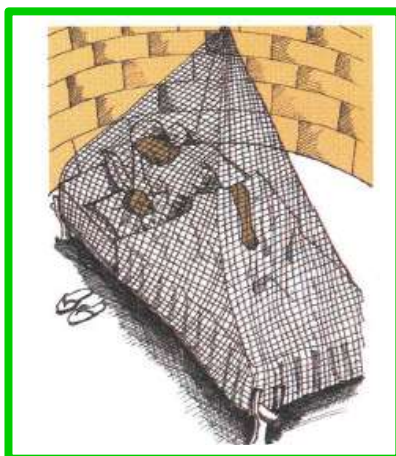


## *Child, age 2 years and older*

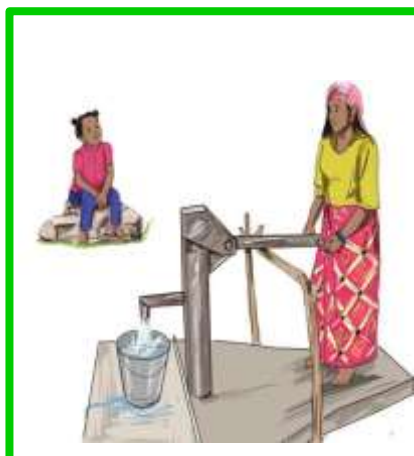
### *3 Prevent illness, injury, promote security and safety*



1



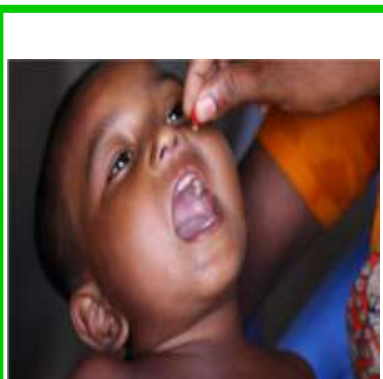
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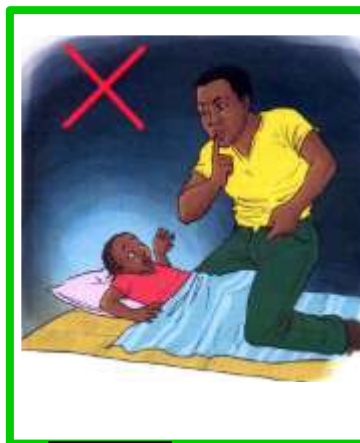
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## Child, age 2 years and older

### 3 Prevent illness, injury, promote security and safety

**Step1: Ask mother/caregiver and family, and LISTEN.** I will now talk about how to help keep the baby healthy, prevention from injury and promotion of security and safety.

**Step 2: Explain.** Security and safety provide protection to a child and is a right for all children and a responsibility for all of us. Every child must grow up in a safe, habitable and protected environment.

**Step 3: Ask.** What do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows then give the key messages linking the family's answers to the pictures as indicated below*):

You and the family should know that feeding your child a variety of nutritious foods is important to help the child stay healthy and grow well. Also:

- Everyone must wash their hands carefully with soap and water like in picture 1 after using the toilet or changing nappy, before preparing or serving food, and before feeding the baby and other children or eating. Illnesses pass from person to person by unwashed hands.
- You and the baby must sleep under an insecticide treated bed net every night to prevent the mosquito bites that cause malaria like in picture 2. Repeated attacks of malaria are one of the risks factors that affect child's development. When pregnant protecting yourself against malaria is especially important.
- Now that the child is two years old or (above), the child is more active. As a family provide a safe and clean environment for the child to explorer and learn under the watchful care of the family. The child needs protection from open fire and water holes like in pictures 3 and 4.
- Take your child to receive Vitamin A and De-worming tablets every 6 months- pictures 5 and 6
- Avoid exposing the child to violence in the home and beating the child in like in Picture 7
- Protect your child from sexual abuse – picture 8. You should avoid other forms of physical abuse like in picture 9

**Step 4: ASSESS CHECK UNDERSTANDING and DISCUSS what the family will do.**

- **Where do you wash your hands? Is there soap?** If necessary, help the family identify how they can prepare a convenient place to wash their hands. Demonstrate how, and review when, to wash their hands.
- **Do you have an insecticide-treated bed net? Do you and your child (and other young children) sleep under a bed net?** If yes, **PRAISE** the family. If there is no effective bed net, advise family how to get a bed net. Explain how to use the bed net.
- **Discuss the environment in and out of the home and safeguarding children against sexual and physical abuse .** Examples: Protection from open fire and water holes? Play areas free of animal and human faeces? Kerosene and cleaning supplies in safe containers and out of reach? Medicine and other dangerous items out of reach? Drinking water covered? Talking and teaching children instead of beating?

## *Child, age 2 years and older*

### *4 Respond to illness, injury and abuse*



1



2



3



4



5



6



7

## Child, age 2 years and older

### 4 Respond to illness, injury and abuse

**Step 1: ASK the mother/caregiver and family, and LISTEN.** Lastly, I am going to talk about what to do if the child becomes sick, is injured or abused.

**Step 2: Explain.** It is important to know in advance what to do if the child becomes sick, is injured or abused to avoid panicking or delay.

**Step 3: ASK.** What do you see in these pictures? (*LISTEN to the answers. PRAISE the mother/caregiver for what she knows, talk about what caregiver and the family can do if the baby becomes sick, is injured or abused. Link the family's answers to the picture stories. then, give the key messages as indicated below*):

- You and your family must watch for signs showing that the baby is sick such as cough, diarrhoea, fever, feels cold or any other illnesses
- Rush the baby to the clinic if the baby has the following danger signs like in picture 1, 2, 3 and 4:
  - Failing or unable to breast feed
  - Has convulsion or fits.
  - Has difficulty or fast breathing.
  - Feels very hot or very cold.
- You should continue breastfeeding as you go to the clinic if baby can feed to keep up energy.
- You should also rush the baby to clinic if you see the following signs:
  - Crying unreasonably
  - Protecting certain parts of the body.
  - Unexplained bruises, burns, snake bites, deformities or other injuries.
  - Bleeding
- Apply pressure dressing to any bleeding wounds as you go to the clinic like in picture 5
- Splint or support fractured bones to reduce pain and damage to area as you go to the clinic like in picture 6.
- Report any abuse of the child to the health facility or police.

**Step 4: ASSESS CHECK UNDERSTANDING and DISCUSS what the family will do.**

- **What signs of illness will you watch for in your baby?** PRAISE the family for all signs that they know. Add the signs they forget to say. Emphasize the four danger signs.
- **If you see any one of these signs, what will you do?** Emphasize that the baby must go immediately to the health facility if they see any danger sign or police for abuse. Young babies can quickly become very weak. If the baby can feed, the caregiver should breastfeed more often.
- **What signs of injury would you see in your baby?** Praise the family for all that they know. Add the signs they forgot to say.



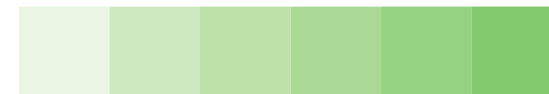
## ***SUMMARY***

***Practices to promote healthy  
growth and development  
for a child age up to 5 years***

**with GROWTH CHARTS and assessment  
of developmental milestones**



## Counsel the Family about Problems in Care for Child Development



### **If the mother/caregiver does not breastfeed, counsel the mother/caregiver to:**

Hold the child close when feeding, look at the child, and talk or sing to the child.

### **If caregivers do not know what the child does to play or communicate:**

- Remind caregivers that children play and communicate from birth.
- Demonstrate how the child responds to activities.

### **If caregivers feel too burdened or stressed to play and communicate with the child:**

- Listen to the caregivers feelings, and help them identify a key person who can share their feelings and help them with their child.
- Build their confidence by demonstrating their ability to carry out a simple activity.
- Refer caregivers to a local service, if needed and available.



### **If caregivers feel that they do not have time to play and communicate with the child:**

- Encourage them to combine play and communication activities with other care for the child.
- Ask other family members to help care for the child or help with chores.

### **If caregivers have no toys for the child to play with, counsel them to:**

- Use any household objects that are clean and safe.
- Make simple toys.
- Play with the child. The child will learn by playing with the caregivers and other people.

### **If the child is not responding, or seems slow:**

- Encourage the family to do extra play and communication activities with the child.
- Check to see whether the child is able to see and to hear.
- Refer the child with difficulties to special services.
- Encourage the family to play and communicate with the child through touch and movement, as well as through language.

### **If the mother/caregiver or father has to leave the child with someone else for a period of time:**

- Identify at least one person who can care for the child regularly, and give the child love and attention.
- Get the child used to being with the new person gradually.
- Encourage the mother/caregiver and father to spend time with the child when possible.

### **If it seems that the child is being treated harshly:**

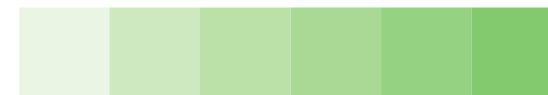
Recommend better ways of dealing with the child.

- Encourage the family to look for -opportunities to praise the child for good behaviour.
- Respect the child's feelings. Try to understand why the child is sad or angry.
- Give the child choices about what to do, instead of saying "don't".





## Recommendations for Care for Child Development



### NEWBORN, BIRTH UP TO 1 WEEK

Your baby learns from birth



**PLAY** Provide ways for your baby to see, hear, move arms and legs freely, and touch you. Gently soothe, stroke and hold your child. Skin to skin is good.



**COMMUNICATE** Look into baby's eyes and talk to your baby. When you are breastfeeding is a good time. Even a new-born baby sees your face and hears your voice.

### 1 WEEK UP TO 6 MONTHS



**PLAY** Provide ways for your child to see, hear, feel, move freely, and touch you. Slowly move colourful things for your child to see and reach for. Sample toys: shaker rattle, big ring on a string.



**COMMUNICATE** Smile and laugh with your child. Talk to your child. Get a conversation going by copying your child's sounds or gestures.

### 6 MONTHS UP TO 9 MONTHS



**PLAY** Give your child clean, safe household things to handle, bang, and drop. Sample toys: containers with lids, metal pot and spoon.



**COMMUNICATE** Respond to your child's sounds and interests. Call the child's name, and see your child respond.

### 9 MONTHS UP TO 12 MONTHS



**PLAY** Hide a child's favourite toy under a cloth or box. See if the child can find it. Play peek-a-boo.



**COMMUNICATE** Tell your child the names of things and people. Show your child how to say things with hands, like "bye bye". Sample toy: doll with face.

### 12 MONTHS UP TO 2 YEARS



**PLAY** Give your child things to stack up, and to put into containers and take out. Sample toys: Nesting and stacking objects, container and clothes clips.



**COMMUNICATE** Ask your child simple questions. Respond to your child's attempts to talk. Show and talk about nature, pictures and things.

### 2 YEARS AND OLDER



**PLAY** Help your child count, name and compare things. Make simple toys for your child. Sample toys: Objects of different colours and shapes to sort, stick or chalk board, puzzle.



**COMMUNICATE** Encourage your child to talk and answer your child's questions. Teach your child stories, songs and games. Talk about pictures or books. Sample toy: book with pictures.

- Give your child affection and show your love
- Be aware of your child's interests and respond to them
- Praise your child for trying to learn new skills



## RECOMMENDATIONS FOR FEEDING YOUR CHILD

**Newborn,  
birth  
up to  
1 week**



- Immediately after birth, put your baby in skin to skin contact with you.
- Allow your baby to take the breast within the first hour. Give your baby colostrum, the first yellowish, thick milk. It protects the baby from many illnesses.
- Breastfeed day and night, as often as your baby wants, at least 8 times in 24 hours. Frequent feeding produces more milk.
- If your baby is small (low birth weight), feed at least every 2 to 3 hours. Wake the baby for feeding after 3 hours, if baby does not wake self.
- Do not give other foods or fluids. Breast milk is all your baby needs.

**1 week  
up to  
6 months**



- Breastfeed as often as your child wants. Look for signs of hunger, such as beginning to fuss, sucking fingers, or moving lips.
- Breastfeed day and night, whenever your baby wants, at least 8 times in 24 hours. Frequent feeding produces more milk.
- Do not give other foods or fluids. Breast milk is all your baby needs.

**6 months  
up to  
9 months**



- Breastfeed as often as your child wants.
- Also give thick porridge or well-mashed foods, including animal-source foods and vitamin A-rich fruits and vegetables.
- Start by giving 2 to 3 tablespoons of food. Gradually increase to 1/2 cup at each meal.
- Give 2 to 3 meals each day.
- Offer 1 or 2 snacks each day when the child seems hungry.



**9 months  
up to  
12 months**



- Breastfeed as often as your child wants.
- Also give a variety of mashed or finely chopped family foods, including animal-source foods and vitamin A-rich fruits and vegetables.
- Give 1/2 cup at each meal.
- Give 3 to 4 meals each day.
- Offer 1 or 2 snacks between meals. The child will eat if hungry.
- For snacks, give small chewable items that the child can hold. Let your child try to eat the snack, but provide help if needed.



**12 months  
up to  
2 years**



- Breastfeed as often as your child wants.
- Also give a variety of mashed or chopped family foods, including animal-source foods and vitamin A-rich fruits and vegetables.
- Give 3/4 cup at each meal.
- Give 3 to 4 meals each day.
- Offer 1 to 2 snacks between meals.
- Continue to feed your child slowly, patiently. Encourage—but do not force—your child to eat.



**2 years  
and  
older**



- Give a variety of family foods to your child, including animal-source foods and vitamin A-rich fruits and vegetables.
- Give at least 1 full cup at each meal.
- Give 3 to 4 meals each day.
- Offer 1 or 2 snacks between meals.
- If your child refuses a new food, offer "tastes" several times. Show that you like the food. Be patient.
- Talk with your child during a meal, and keep eye contact.



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## PREVENT AND RESPOND TO ILLNESS

WHAT IS MOST IMPORTANT TO SAVE YOUR CHILD'S LIFE?



**Exclusively breastfeed your baby up to age 6 months.**

- Breastfeed as often as your baby wants.
- Do not give other foods.



**When your child is age 6 months, begin giving your child nutritious complementary foods.**

**Continue to breastfeed your child up to age 2 years and beyond.**



**Wash your hands carefully with soap and water.**

- After using the toilet.
- After changing the child's nappy.
- Before preparing or serving food.
- Before feeding children or eating.



**In malaria areas, have your child sleep under an insecticide-treated bednet.**



| Age          | 0-59 months | 6-11 months | 12-23 months | 24-59 months | 60 months and over |
|--------------|-------------|-------------|--------------|--------------|--------------------|
| BCG          |             |             |              |              |                    |
| Polio        |             |             |              |              |                    |
| DTP          |             |             |              |              |                    |
| Hib          |             |             |              |              |                    |
| MM           |             |             |              |              |                    |
| Yellow fever |             |             |              |              |                    |
| Measles      |             |             |              |              |                    |
| Rotavirus    |             |             |              |              |                    |
| Shingles     |             |             |              |              |                    |
| Varicella    |             |             |              |              |                    |
| HPV          |             |             |              |              |                    |

**Vaccinate your child according to the immunization schedule.**



**Watch for signs of illness.**

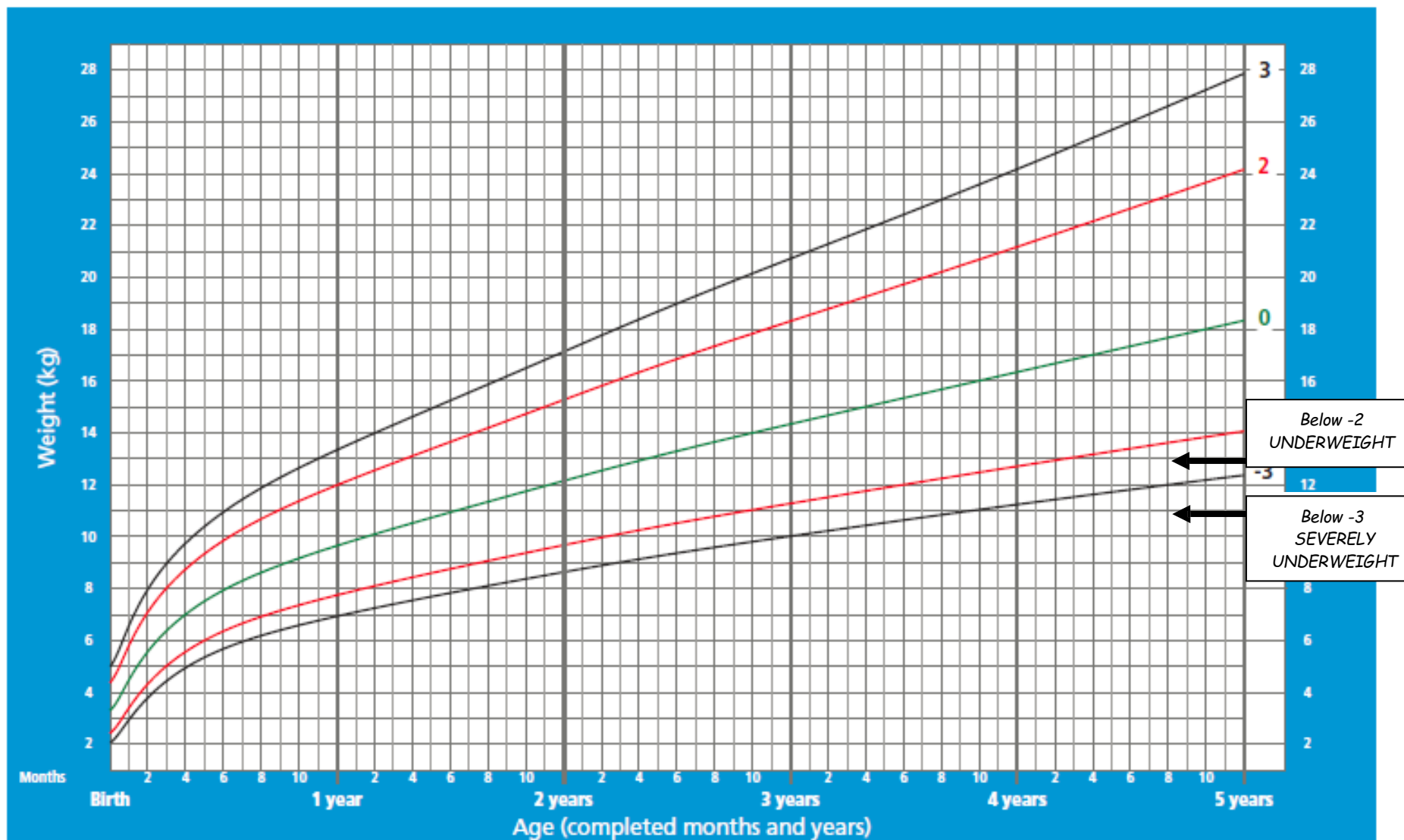
- If your child is sick, take your child to the health facility (or trained community health worker).
- If child has a danger sign, go urgently to health facility.



**For your sick child, offer more fluids and continue feeding.**

# Weight-for-age BOYS

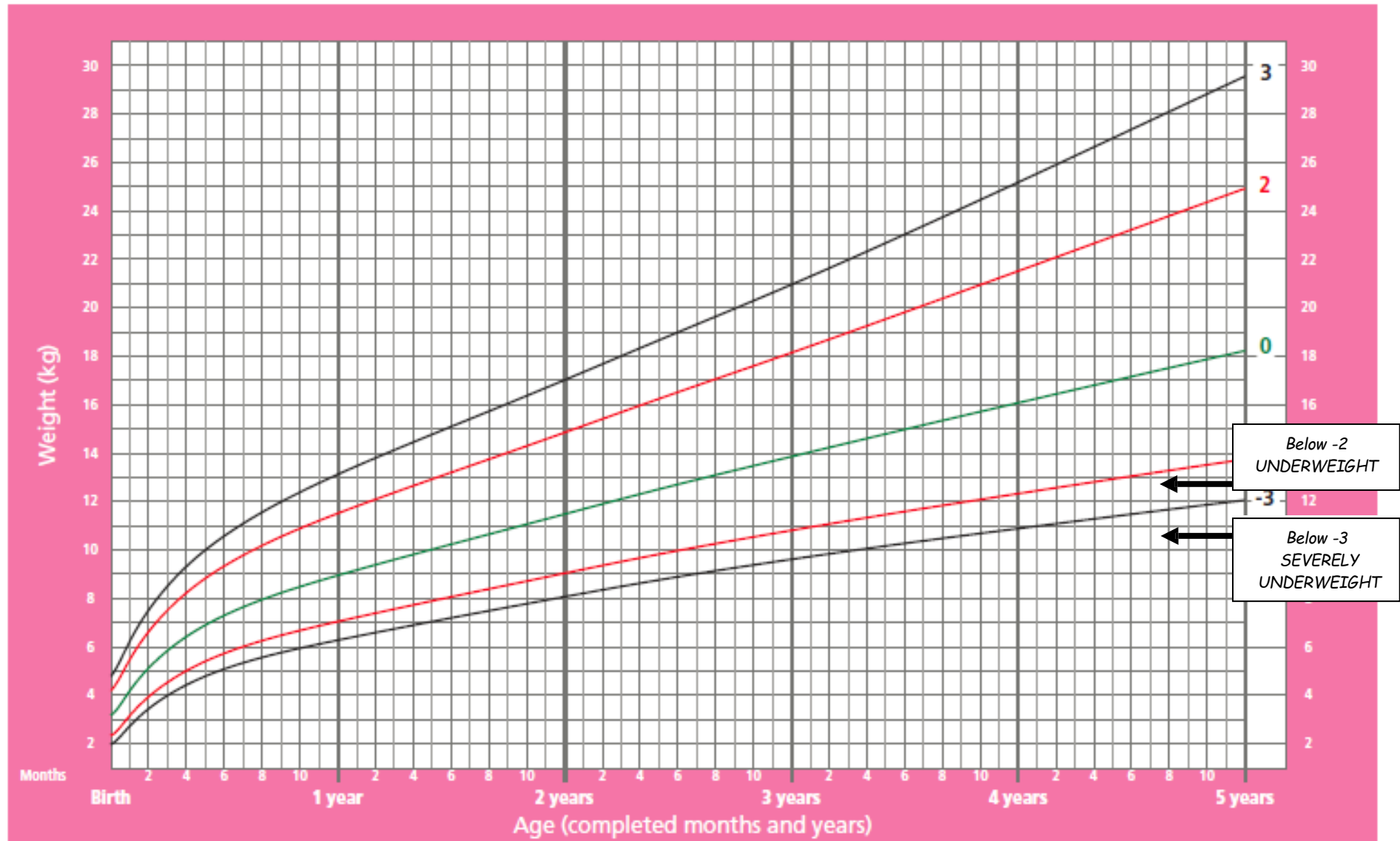
Birth to 5 years (z-scores)



WHO Child Growth Standards

# Weight-for-age GIRLS

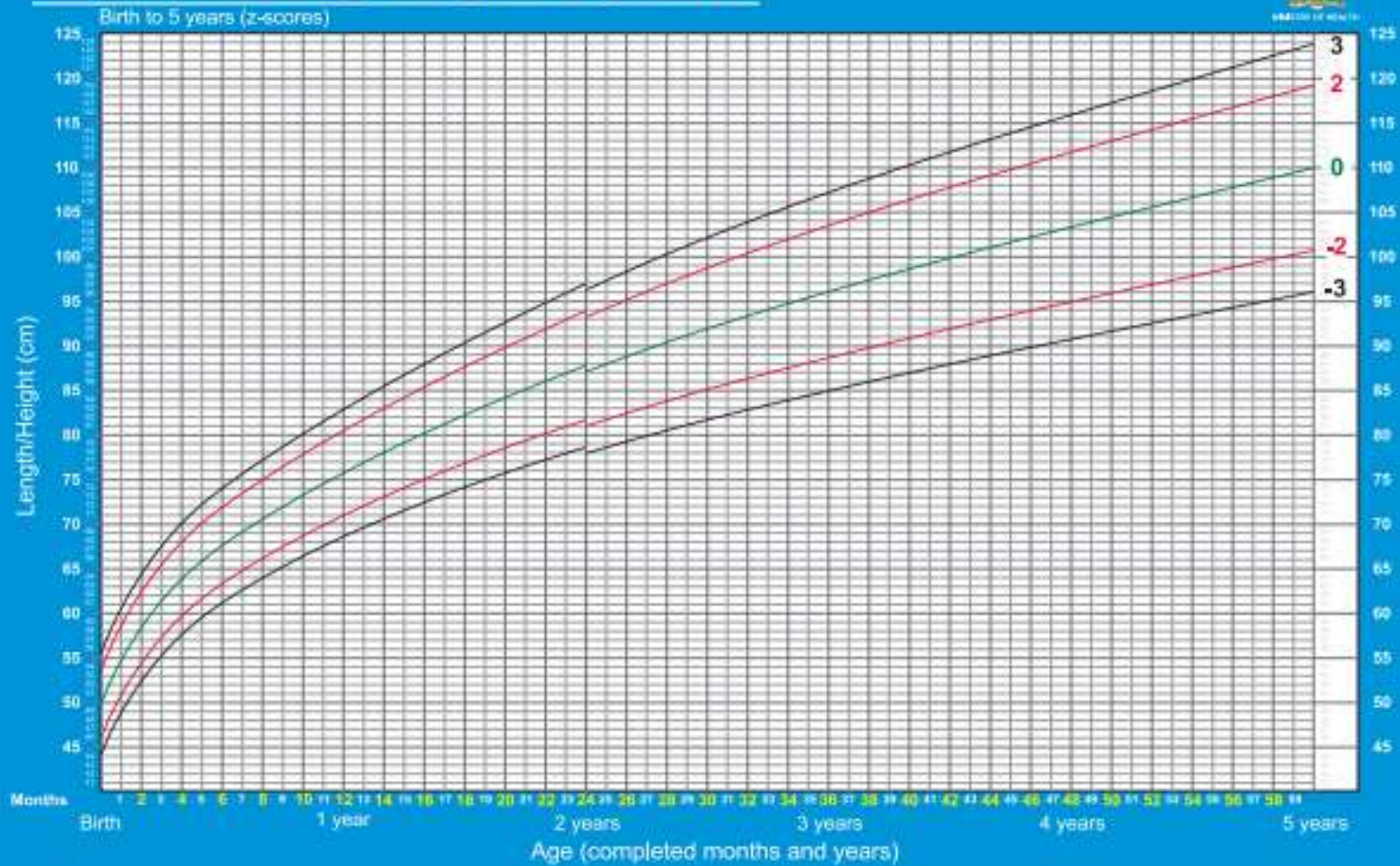
Birth to 5 years (z-scores)



WHO Child Growth Standards

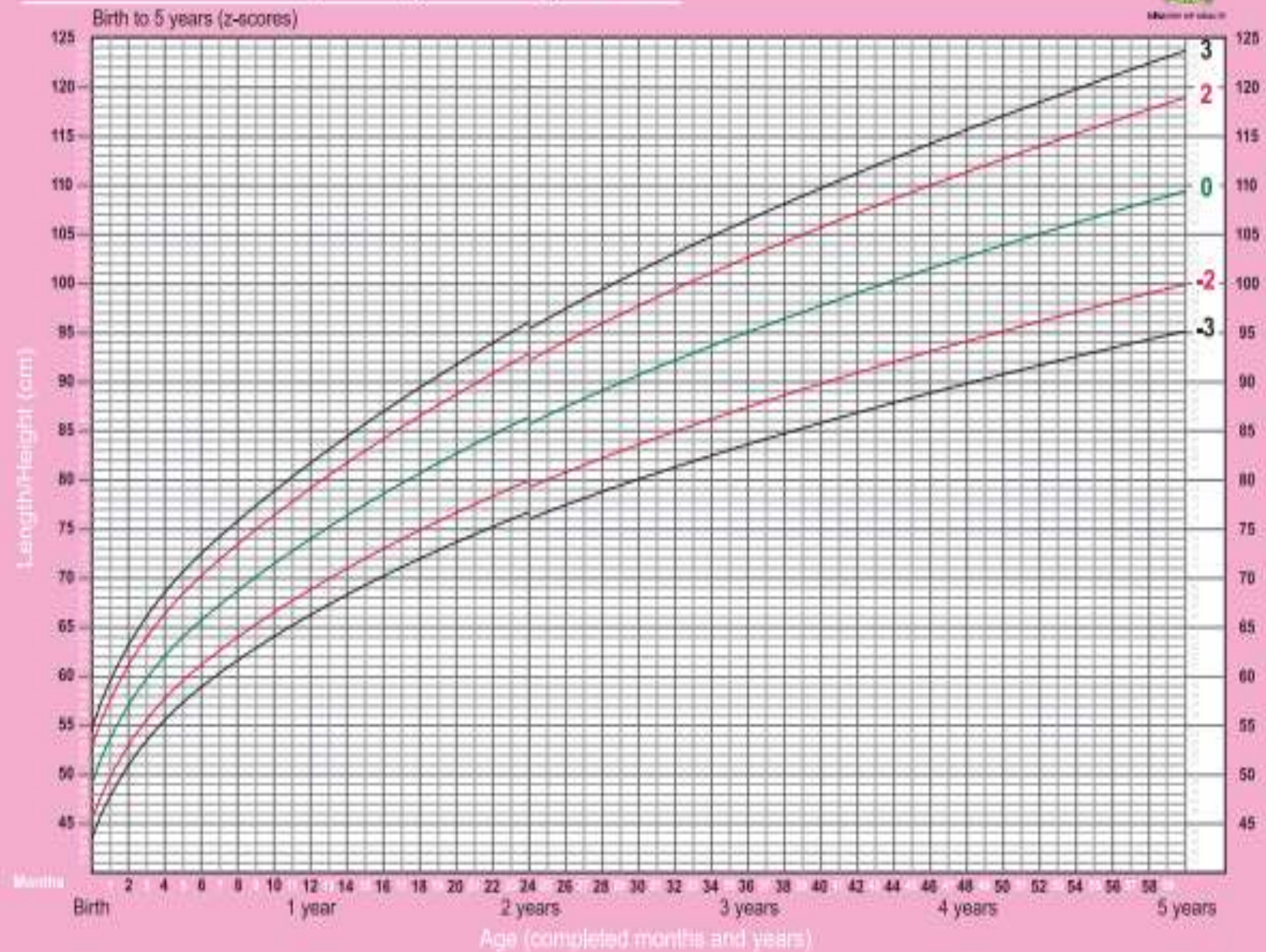


# Combined Length/height-for-age BOYS









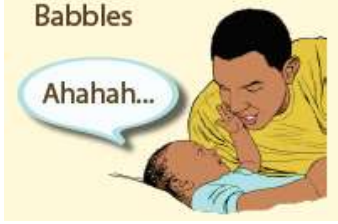


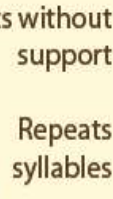






# Combined Length/height-for-age GIRLS








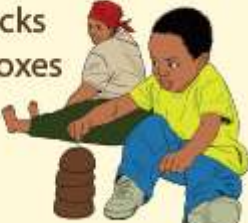







## ASSESSMENT OF DEVELOPMENTAL MILESTONES

|               |  |  |  |   |
|---------------|--|--|--|---|
| 0 -2 months   | <p>Moves legs and hands freely when awake</p>   | <p>Social smile (baby smiles back)</p>                     | <p>Baby follows a colourful object dangled before his/her eyes</p>  | <p>Respond to the sound of a bell</p>          |
| 2 -4 months   | <p>Follows objects with eyes</p>    | <p>Turns head toward sounds</p>                            | <p>Holds head upright</p>   | <p>Smiles when you speak</p>                   |
| 4 -6 months   | <p>Starts to sit</p>  <p>Reaches and grasps objects with a hand</p>    | <p>Rolls over</p>    | <p>Babbles</p> <p>Ahahah...</p>                                     | <p>Takes objects to mouth</p>                  |
| 6 -9 months   | <p>Mamama...</p>  <p>Sits without support</p>  <p>Repeats syllables</p>  | <p>Moves objects from one hand to the other</p>           | <p>Plays peek-a-boo</p>    | <p>Responds to own name</p> <p>Jelita!</p>    |
| 19 -12 months | <p>Takes steps with support</p>   | <p>Picks up small object or string with two fingers</p>  | <p>Imitates simple gestures</p>                                   | <p>Points to objects and says 2-3 words</p>  |



## ASSESSMENT OF DEVELOPMENTAL MILESTONES CONT'D

|                          |   |  |  |  |
|--------------------------|---|--|--|--|
| 12 -18 months            | <p>Walks without support</p>   | <p>Drinks from a cup</p>                           | <p>Says 7-10 words</p>  <p>Lion!</p>                        | <p>Where is your nose?</p> <p>Points to body parts</p>  |
| 18 -24 months            | <p>Kicks a ball and starts to run</p>    | <p>Points at pictures on request</p>               | <p>Sings and uses short sentences</p>  <p>Bring pawpaw?</p> | <p>Builds tower with 3 blocks or small boxes</p>        |
| 24 months & older months | <p>Jumps and runs</p>  <p>Says first name and tells a short story</p>  | <p>Begins to dress and undress by her/himself</p>  | <p>Groups similar objects</p>                              | <p>Plays with other children</p>                       |

## ASSESSMENT AND CLASSIFICATION OF DEVELOPMENTAL MILESTONES

### ASSESS

### CLASSIFY

### ACTION

|  |  |   |
|--|--|---|
| <p>Absence of one or more milestones from current age group<br/> <b>AND</b><br/>         • Absence of one or more milestones from earlier age group<br/> <b>OR</b><br/>         • Regression of milestones signs</p> | <p><i>Pink:</i><br/> <b>DEVELOPMENTAL MILESTONE/S DELAY</b></p>        | <ul style="list-style-type: none"> <li>■ Counsel the caregiver appropriately</li> <li>■ Refer for psychomotor evaluation</li> <li>■ Screen for mothers health needs and risk factors and other possible causes including Malnutrition, TB disease and hyperthyroidism</li> </ul>              |
| <p>Absence of one or more milestones from current age group</p>  | <p><i>Yellow:</i><br/> <b>SOME DEVELOPMENTAL MILESTONE/S DELAY</b></p> | <ul style="list-style-type: none"> <li>■ Praise caregiver on milestones achieved</li> <li>■ Counsel caregiver on play &amp; communication activities to do at home</li> <li>■ Advise to return for follow up in 30 days</li> <li>■ Screen for possible TB disease and other causes</li> </ul> |
| <p>All milestones for the current age group are present</p>  | <p><i>Green:</i><br/> <b>NO DELAYED DEVELOPMENTAL MILESTONE/S</b></p>  | <ul style="list-style-type: none"> <li>■ Praise caregiver on milestones achieved</li> <li>■ Encourage caregiver to give more challenging activities for the next age group</li> <li>■ Advise to continue with follow up consultations</li> </ul>  |



# Checklist for Counselling on Care for Child Development

Date: \_\_\_\_ / \_\_\_\_ / 20\_\_\_\_  
(Day / Month / Year)

Completed by \_\_\_\_

Child's name: First \_\_\_\_\_ Family \_\_\_\_\_ Age: \_\_\_\_ Years/ \_\_\_\_ Months Boy/Girl

Caregiver's name: \_\_\_\_\_ Relationship: Mother/caregiver / Father / Other: \_\_\_\_\_

Address, Community: \_\_\_\_\_

## 1. Identify practices to support the child's development and counsel the caregiver

| Look                         |   | Praise the caregiver if caregiver:  | Advise the caregiver and solve problems if caregiver:   |
|------------------------------|---|---|---|
| All children                 | How does caregiver show her or she is aware of child's movements? | <input type="checkbox"/> Moves towards and with child, and talks to or makes sounds with child.   | <input type="checkbox"/> <b>Does not move with child, or controls child's movements:</b> Ask caregiver to copy child's movements, to follow child's lead  |
|                              | How does caregiver comfort the child and show love?               | <input type="checkbox"/> Looks into child's eyes and talks softly to child, gently touches child or holds child closely.  | <input type="checkbox"/> <b>Is not able to comfort child, and child does not look to caregiver for comfort:</b> Help caregiver look into child's eyes, gently talk to child and hold child.       |
|                              | How does caregiver correct the child?                             | <input type="checkbox"/> Distracts child from unwanted actions with appropriate toy or activity.  | <input type="checkbox"/> <b>Scolds child:</b> Help caregiver distract child from unwanted actions by giving alternative toy or activity.  |
| Ask and listen               |   | Praise the caregiver if caregiver:  | And advise the caregiver and solve problems if caregiver:   |
| Child age less than 6 months | How do you play with your baby?                                   | <input type="checkbox"/> Moves the baby's arms and legs, or gently strokes the baby.<br><input type="checkbox"/> Gets baby's attention with a shaker toy or other object. | <input type="checkbox"/> <b>Does not play with baby:</b> Discuss ways to help baby see, hear, feel, and move, appropriate for baby's age.   |
|                              | How do you talk to your baby?                                     | <input type="checkbox"/> Looks into baby's eyes and talks softly to baby.   | <input type="checkbox"/> <b>Does not talk to baby:</b> Ask caregiver to look into baby's eyes and talk to baby.   |
|                              | How do you get your baby to smile?                                | <input type="checkbox"/> Responds to baby's sounds and gestures to get baby to smile.   | <input type="checkbox"/> <b>Tries to force smile or is not responsive to baby:</b> Ask caregiver make large gestures and cooing sounds; copy baby's sounds and gestures, and see baby's response. |

| Ask and listen               |  | Praise the caregiver if caregiver:  | And advise the caregiver and solve problems if caregiver:   |
|------------------------------|--|---|---|
| Child age 6 months and older | How do you play with your child?         | <input type="checkbox"/> Plays word games or with toy objects, appropriate for age.         | <input type="checkbox"/> <b>Does not play with child:</b> Ask caregiver to do play or communication activity, appropriate for age.  |
|                              | How do you talk to your child?           | <input type="checkbox"/> Looks into child's eyes and talks softly to child, asks questions. | <input type="checkbox"/> <b>Does not talk to child, or talks harshly to child:</b> Give caregiver and child an activity to do together. Help caregiver interpret what child is doing and thinking, and see child respond and smile. |
|                              | How do you get your child to smile?      | <input type="checkbox"/> Draws smile out from child.  |   |
|                              | How do you think your child is learning? | <input type="checkbox"/> Says the child is learning well.                                   | <input type="checkbox"/> <b>Says the child is slow to learn:</b> Encourage more activity with the child, check hearing and seeing. Refer child with difficulties.   |

**2. Ask to see child again in one week, if needed (circle day):**

Monday    Tuesday    Wednesday    Thursday    Friday    Weekend