

# COUNSELLING CARDS FOR HEALTH FACILITIES

Counsel the family with pregnant women and children 0–3 years on **Early Childhood Development and Nutrition**



**These counselling cards on stimulation and nutrition complement existing job aids in use at health facilities**

Inspired by the *Care for Child Development* package (WHO/UNICEF)

August 2015

Version 1



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## Acknowledgements

These counselling cards have been inspired by the *Care for Child Development* package, developed by the World Health Organization (WHO) and UNICEF. The cards have been developed through a collaborative process led by PATH and involving provincial- and district-level governmental stakeholders in Mozambique and county- and national-level governmental stakeholders in Kenya. Funding for developing the counselling cards was provided by the Conrad N. Hilton Foundation and BHP Billiton Sustainable Communities.

In multiple instances, illustrations and content have been taken from the UNICEF Community Infant and Young Child Feeding Counselling Package, developed through a partnership among UNICEF New York, Nutrition Policy Practice, and University Research Co., LLC/Center for Human Services (URC/CHS) and released in 2010. Additional illustrations have been created by PATH illustrators Mauro Manhiça and Stephen Obwera Nyangao and sourced from Hesperian Health Guides and Raising Children Network.

Although any part of this package may be printed, copied and/or adapted to meet local needs, PATH would wish to be notified in advance. Furthermore, the Ministry of Health (Kenya), Ministério de Saúde (Ministry of Health, Mozambique), PATH, UNICEF, WHO, Nutrition Policy Practice, and URC/CHS should be credited as the source of these materials.

# 1

## BE A GOOD ROLE MODEL TO CAREGIVERS AS YOU INTERACT WITH CHILDREN

\* Call the child **BY NAME**.

\* **TALK TO THE CHILD.**  
Explain what you are doing.

\* **OBSERVE AND RESPOND TO THE CHILD'S SIGNALS.** For example, if the child points to something, say the name of the thing that attracted her/his attention.

\* **TREAT THE CHILD'S BODY WITH RESPECT.** For example, do not lift the child abruptly or by pulling her/his arm.



# 2

## COUNSELLING IN NUTRITION AND STIMULATION

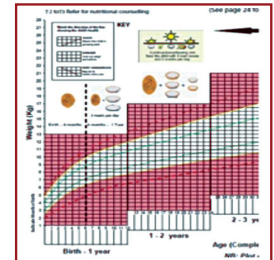
**Integrate the following steps at appropriate points during consultations**

- \* Check the child's growth and nutritional status
- \* Ask about nutrition practices, PRAISE the caregiver
- \* Counsel the caregiver and refer the child as needed

- \* Check the child's psychomotor development
- \* Ask about care and stimulation practices, PRAISE the caregiver
- \* Counsel the caregiver and refer the child as needed

- \* Observe caregiver-child interaction and signs of maternal depression
- \* Counsel and/or refer the caregiver as needed

- \* Record data in appropriate registers and forms



**In routine child health services, prioritise counselling on nutrition and care and stimulation using criteria in Counselling Card 3.**

**In specialised services (CCC, treatment of malnutrition, paediatric ward, etc.), provide counselling on nutrition and care and stimulation in all instances.**

**3**

**DURING TIMES OF HIGH CLIENT VOLUME, PRIORITISE COUNSELLING OF CAREGIVERS OF CHILDREN AT HIGHER RISK**



**Caregivers of children exposed to HIV**



**Caregivers of HIV-positive children**



**Caregivers of children that show poor growth**



**Caregivers of children with LBW or born prematurely**

**Caregivers of orphans**



**Caregivers with signs of depression**

**Caregivers of children with developmental problems**



**Adolescent mothers**



# 4

## ANTENATAL CARE (1)

### Pay attention to signs of stress, depression, or violence

#### ASK:

- \* Is everything fine at home? How is your relationship with your family?
- \* What are the chores you do at home?
- \* Who helps you out at home?
- \* Do you have time to rest?

#### OBSERVE:

- \* Does the woman have spots or wounds?
- \* Does the woman look sad or is tearful?



#### If you see signs of stress or violence:

- \* Listen and try to understand the situation.
- \* Explain the risks to the unborn child.
- \* Refer the woman to a counsellor, psychiatrist, or social worker.
- \* Help the woman join a mothers' group.
- \* Invite the husband or the mother-in-law to the next consultation.

**Stress during pregnancy can cause a baby to be born preterm, have low birth weight , or grow poorly after birth.**

# 5

## ANTENATAL CARE (2)

**Help the mother and the father bond with the unborn child.**

**ASK the mother/father if they already feel the baby moving.**



**COUNSEL the parents to massage the mother's belly, to listen to the child in the womb, and to talk to the child.**

**At 1 month:**

The child's heart starts beating.

**At 2.5 months:**

The child's brain and lungs are already functional.

**At around 5 months:**

The mother may start to feel the child move. The child moves more when the mother is relaxed.

**At around 6 months:**

The child starts to hear the mother's voice and her heartbeat; she/he will recognize the mother's voice after birth.

**At 7 months:**

The child can recognise light and turns her/his head toward the source of light.



**Mothers and fathers who talk to their baby before birth are more likely to be sensitive and responsive caregivers.**



## 6

## ANTENATAL CARE (3)

**ASK the woman: Which of these foods do you eat frequently? How many meals do you have per day? PRAISE. Counsel and help to create a plan for the home.**

These foods  
provide  
strength



These foods  
provide  
protection  
from diseases



These  
foods help  
the body  
grow

These foods  
provide  
extra energy



SUGAR

- \* A pregnant woman should eat all four food groups every day, have an extra meal per day, and drink plenty of fluids.
- \* Using iodized salt and taking iron-folic acid tablets reduces the chances of birth defects and developmental delays.

# 7

## ANTENATAL CARE (4)

**ASK the woman: Have you made an individual birth plan? Can you tell me about it? PRAISE. Counsel accordingly.**



**Know your due date**



**Identify the health facility where you will give birth**



**Identify someone who can accompany you to the facility**



**Make arrangements for transportation**



**Save money for meeting expenses associated with giving birth**

# 8

## MATERNITY WARD & POSTNATAL CARE (1)

**1. Check the newborn's Apgar score, at 1 and at 5 minutes.**

If the child has Apgar score of lower than 7 at 5 minutes, refer the child to the specialist.

**2. Check the reflexes and muscle tone of the child.** Weak or non-existent reflexes, or limp body—especially after a difficult birth—may indicate paralysis or asphyxia. Such a child needs to be referred to the specialist immediately.

Rooting and suction reflexes	Grasp reflex	Moro reflex
		

**3. Check if the newborn has jaundice (yellow skin, yellow eye-whites, and very pale palms).**

If so, transfer to referral hospital immediately.

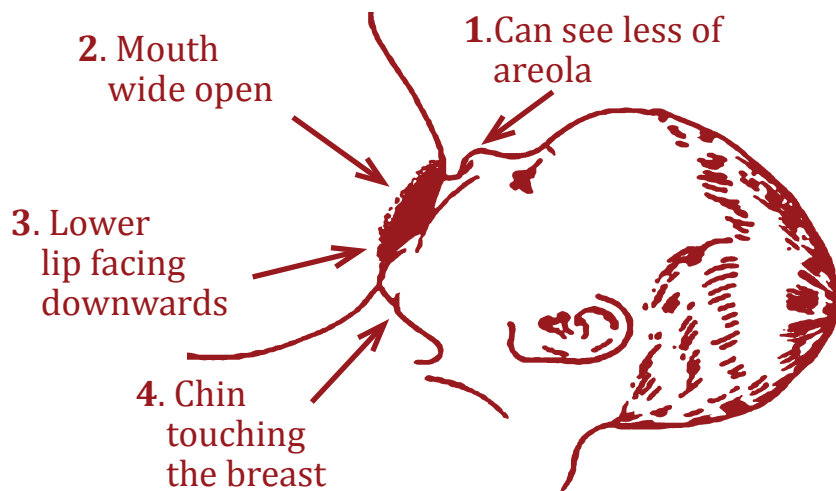
**4. Check for any malformations and refer accordingly.**

**Register the Apgar Score and other information about the newborn in the appropriate register, in order to permit proper follow-up.**

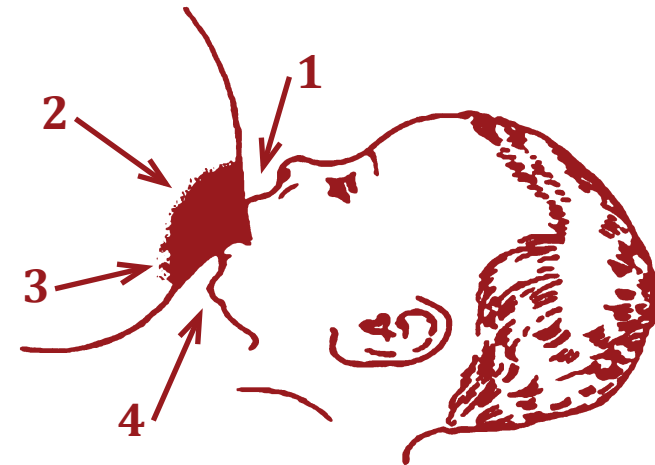
# 9

## MATERNITY WARD & POSTNATAL CARE (2)

**ASK the mother: Does your child suckle well? Ask the mother to show how she breastfeeds. PRAISE. Advise and help make a plan to breastfeed at home.**



**Good attachment**



**Poor attachment**

- \* **Breastfeed within an hour of birth. The first milk, colostrum, is nutritious and protects the newborn against infections.**
- \* **Ensure that the baby's mouth is open and takes the areola along with the nipple.**
- \* **There is always enough breastmilk. The more the mother breastfeeds, the more milk is produced.**
- \* **Empty one breast first, before giving the other breast. The "hind-milk"—which flows from a breast before it is emptied—contains more fat and is very nutritious.**

**Give only breastmilk to a child in the first six months. It has all the nutrients required by a child and protects the child from diseases.**

# 10

## MATERNITY WARD & POSTNATAL CARE (3)

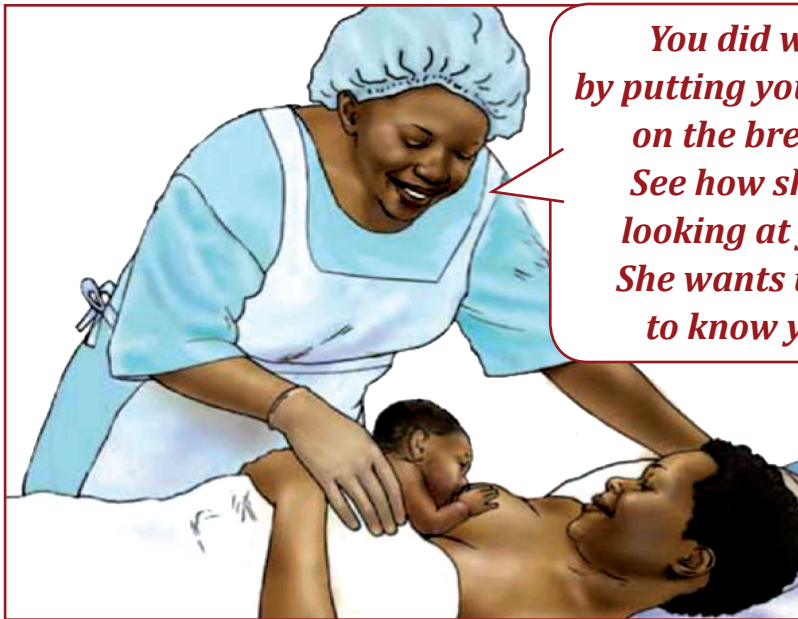


- \* Position the baby well. The head and body should be in the same line with the mother's body. The child's body should face the mother.
- \* Breastfeed on demand, both day and night.
- \* Look at the baby, cuddle, and talk to it, while breastfeeding. The baby will feel loved.

# 11

## MATERNITY WARD & POSTNATAL CARE (4)

**OBSERVE:** Does the mother look at the baby? Smile at the baby? Respond to signals from the baby? **PRAISE** the mother and counsel if needed.



*You did well  
by putting your baby  
on the breast!  
See how she is  
looking at you?  
She wants to get  
to know you!*

If the mother does not interact with the child, ask her to look the child in the eyes.

Then ask her to copy the child's sounds and gestures. The child will start responding and it will help the mother be responsive to the child.

If the mother shows signs of maternal depression, refer to a support group or specialist.



When the father comes to visit, invite him to spend 10–15 minutes holding his child. Help the father feel comfortable. This will help the father create a bond with the baby and to be more involved in caregiving.

# 12

## MATERNITY WARD & POSTNATAL CARE (5)

**ASK the mother: Which of these foods do you eat frequently? How many meals do you have per day? PRAISE. Counsel and help to create a plan for the home.**

These foods provide strength



These foods help the body grow



These foods provide protection from diseases

These foods provide extra energy



SUGAR

**During breastfeeding, a woman should eat four times (meals) every day, eat foods from all four food groups, drink plenty of fluids, and take sufficient rest.**

# 13

## MATERNITY WARD & POSTNATAL CARE [LBW] (6)

If the child is born premature or with low birth weight (LBW, < 2,500 grams), teach the mother and other family members to practise KANGAROO CARE. Help make a plan for continuing the practice at home. PRAISE and explain why the practice is important.



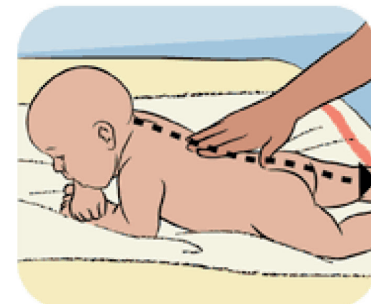
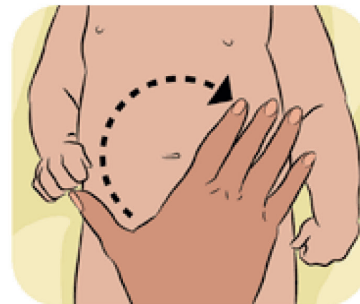
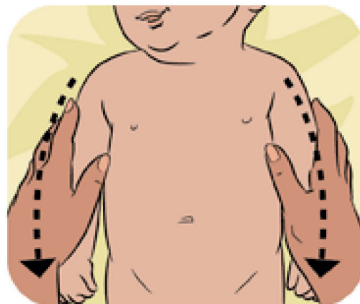
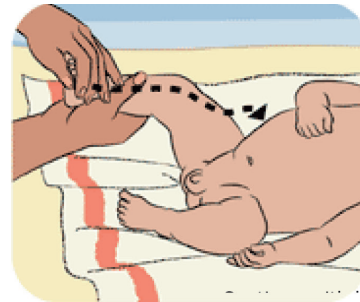
The mother and other family members should continue practising KANGAROO CARE without interruption until the child reaches 2,500 grams. This method stabilises the newborn's breathing and heart-rate, reduces infections, and enables rapid weight-gain.



# 14

## MATERNITY WARD & POSTNATAL CARE [LBW] (7)

**ASK** the mother to show how she massages her child. **PRAISE** the mother and show more techniques. Help the mother make a plan for massaging the child at home. Explain the benefits of massage for children that are sick or born with LBW.



**Massage helps sickly and low-weight newborns recover faster.  
It helps the child breathe and sleep better, and increases appetite.**

**Do not do massage if the baby has just eaten or seems sleepy.  
STOP if the baby starts crying - she/he may have had too much stimulation!**

# 15

## MATERNITY WARD & POSTNATAL CARE (8)

**ASK the caregiver: Do you play with your child? Talk to your child? Ask the caregiver to demonstrate. PRAISE. Help the caregiver practice one of the activities below. PRAISE her/him for the effort.**



Look at the baby and talk to her/him. Imitate the sounds and gestures.



Rock and swing your baby. This is good for developing physical coordination.

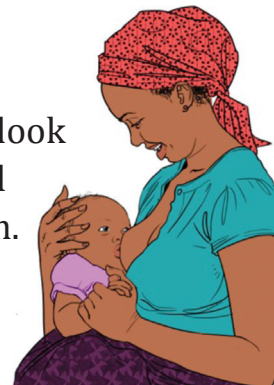


Move the arms and legs of the baby.

Touch the baby gently and watch the reaction.



While breastfeeding, look at the baby and cuddle her/him.



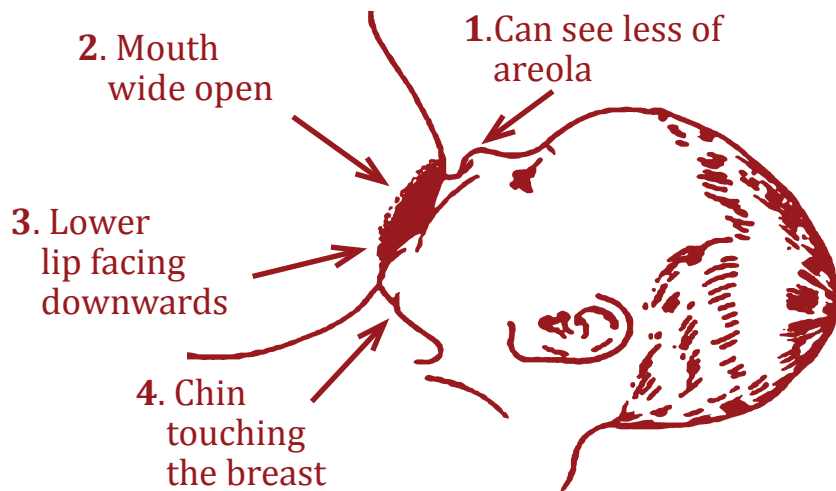
Talk and play with your baby during bathtime.

**Explain what the child learns from each activity.  
Ask how the caregiver can continue doing the activity at home.**

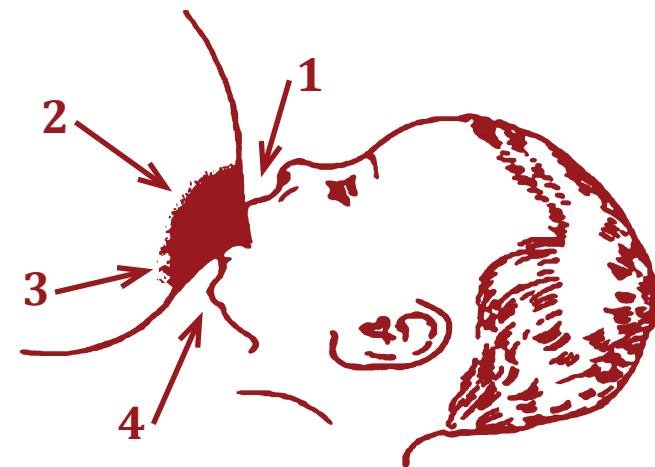
# 16

## CHILDREN 0–6 MONTHS (1)

**ASK the mother: Does your child suckle well? Ask the mother to show how she breastfeeds. PRAISE. Advise and help make a plan to breastfeed at home.**



**Good attachment**



**Poor attachment**

- ✳ Give only breastmilk to a child in the first six months. It has all the nutrients required by a child and protects the child from diseases.
- ✳ Ensure that the baby's mouth is open and takes the areola along with the nipple.
- ✳ There is always enough breastmilk. The more the mother breastfeeds, the more milk is produced.
- ✳ Empty one breast first, before giving the other breast. The “hind-milk”—which flows from a breast before it is emptied—contains more fat and is very nutritious.



- \* Position the baby well. The head and body should be in the same line with the mother's body. The child's body should face the mother.
- \* Breastfeed on demand, both day and night.
- \* Look at the baby, cuddle, and talk to it, while breastfeeding. The baby will feel loved.

ASK the mother: Which of these foods do you eat frequently? How many meals do you have per day? PRAISE. Counsel and help to create a plan for the home.

These foods provide strength



These foods help the body grow



These foods provide protection from diseases



These foods provide extra energy



SUGAR

During breastfeeding, a woman should eat four times (meals) every day, eat foods from all four food groups, drink plenty of fluids, and take sufficient rest.

# 19

## CHILDREN 0–3 MONTHS (4)

**ASK the caregiver: Do you play with your child? Talk to your child? Ask the caregiver to demonstrate. PRAISE. Help the caregiver practice one of the activities below. PRAISE her/him for the effort.**



Look at the baby and talk to her/him. Imitate the sounds and gestures.



Rock and swing your baby. This is good for developing physical coordination.

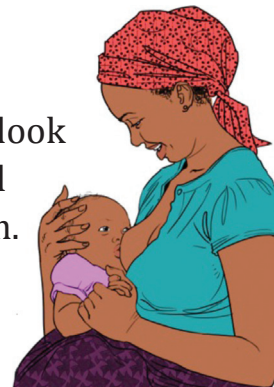


Move the arms and legs of the baby.

Touch the baby gently and watch the reaction.



While breastfeeding, look at the baby and cuddle her/him.



Talk and play with your baby during bathtime.

**Explain what the child learns from each activity.  
Ask how the caregiver can continue doing the activity at home.**

# 20

## CHILDREN 3–6 MONTHS (5)

**ASK the caregiver: Do you play with your child? Talk to your child? Ask the caregiver to demonstrate. PRAISE. Help the caregiver to practice one of the activities below. PRAISE her/him for the effort.**



Look at the baby and talk to her/him.  
Imitate the sounds and gestures.



Hang colorful things above the baby,  
or pass objects in front, in order to  
train her/his sense of vision.



Place the baby belly down. Lay  
some toys on the floor and let her/  
him try and touch and grab them.



Let your child hear different  
sounds. Observe her/his reactions.



Swing your child. This improves  
the child's coordination.



Show your child her/his reflection  
in a mirror and say her/his name.

**Explain what the child learns from each activity.  
Ask how the caregiver can continue doing the activity at home.**

# 21

## CHILDREN 6–12 MONTHS (1)

**ASK the caregiver: What do you feed your child? How do you prepare the food? PRAISE.** Explain what else can be added to a child's meal to make it more nutritious. Help the caregiver to create a plan for improving a child's diet at home.

### BASIC FOOD

**PORRIDGE OF MAIZE,  
RICE, OR SORGHUM**



### SUPPLEMENT WITH:

- \* **FOODS THAT HELP THE CHILD TO GROW**
- \* **FOODS THAT PROTECT THE CHILD AGAINST DISEASES**

### FOODS THAT HELP THE CHILD TO GROW



### FOODS THAT PROTECT THE CHILD AGAINST DISEASES



- \* Teach a new recipe to the caregiver and check that the caregiver tries the recipe at home.
- \* Introduce one new foodstuff into the child's diet every week. A child often needs to taste a new food 5–6 times before liking it.
- \* Do not to give candy, sugary drinks, and unhealthy snacks. They spoil the child's appetite.
- \* Children should not be given black tea.



# 22

## CHILDREN 6–9 MONTHS (2)

**ASK the caregiver: How many times do you feed solid foods to the child every day? What do you do before you feed your child? PRAISE. Counsel and help make a plan to improve feeding practices at home.**

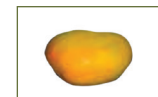
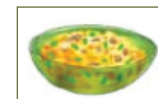
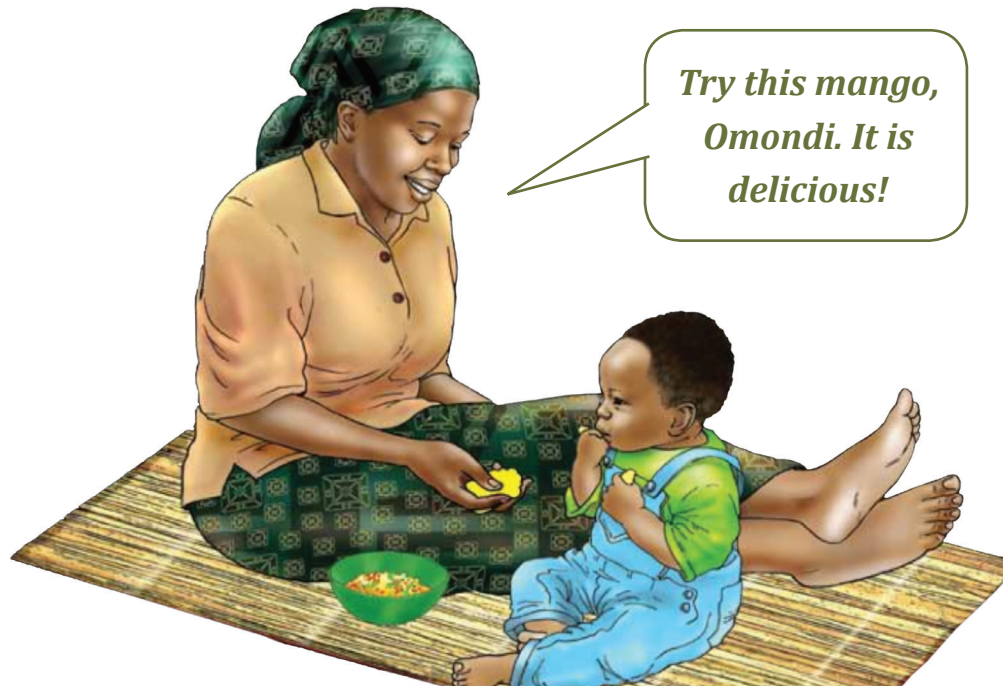


- ⊗ Breastfeed the child first, before giving complementary foods.
- ⊗ Start by giving complementary foods 2 times per day in small quantities.
- ⊗ Do not give food that is too diluted.
- ⊗ Wash your child's hands and your own hands before feeding.
- ⊗ An HIV-positive mother should continue breastfeeding until the child is 12 months old.

# 23

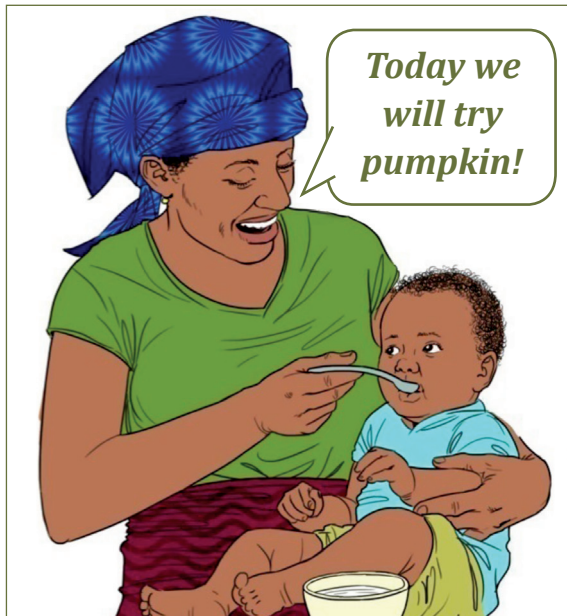
## CHILDREN 9–12 MONTHS (3)

**ASK the caregiver: How many times do you feed your child every day? What do you do before you feed your child? PRAISE. Counsel and help make a plan to improve child feeding at home.**



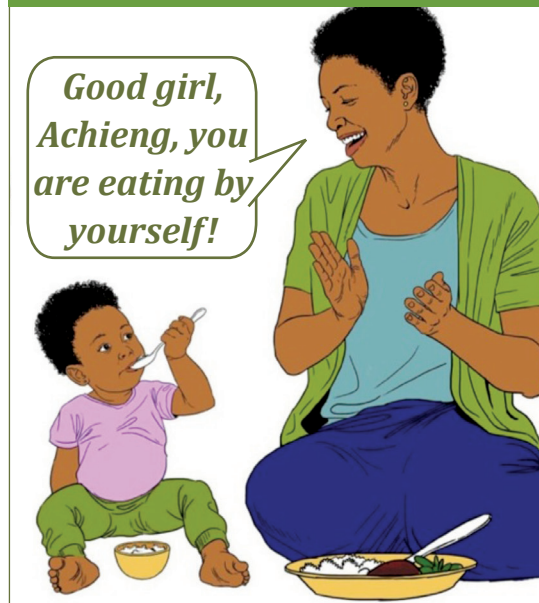
- \* Breastfeed the child first, before giving complementary foods.
- \* Give up to ½-cup (1 cup=250 ml) of complementary foods 3 times a day.
- \* Do not give food that is too diluted. Offer a piece of fruit between meals.
- \* Wash your child's hands and your own hands before feeding.
- \* An HIV-positive mother should continue breastfeeding until the child is 12 months old.

**ASK** the caregiver: Does your child eat well? What do you do to help your child eat well? **PRAISE** the caregiver's good practices and counsel if needed.



- \* Offer a new foodstuff every week and have the child eat it several times to become familiar with its taste
- \* Vary the manner of preparing foods

- \* Play games to help the child eat
- \* Do not get angry if the child eats slowly or creates a mess while eating
- \* Praise the child



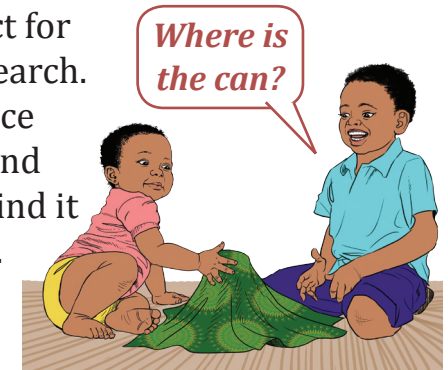
- \* Talk about the colours and flavours of the food
- \* Explain how food helps the child to grow
- \* Show that you also like the food

Whenever possible, feed the child at the same place and time. This will help the child to be less distracted and to eat better.

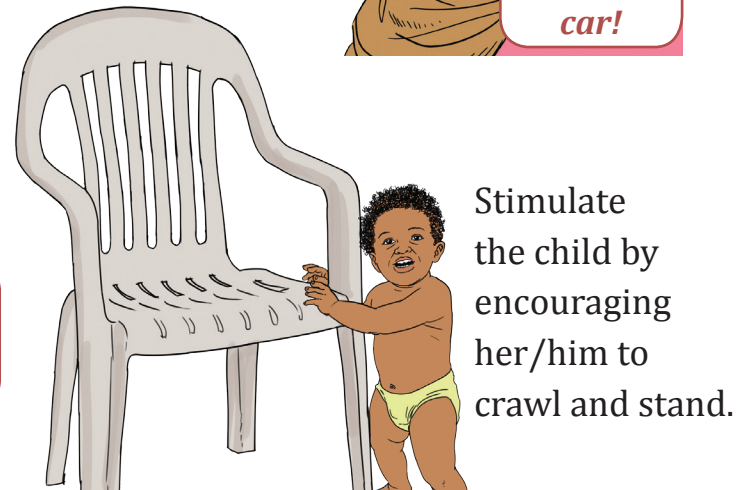
**ASK the caregiver: Do you play with your child? Talk to your child? Ask the caregiver to demonstrate. PRAISE. Help the caregiver to practice one of the activities below. PRAISE her/him for the effort.**



Hide an object for the child to search. Cover your face with a scarf and let the child find it (peek-a-boo).



Talk and play with the child while changing the diaper.

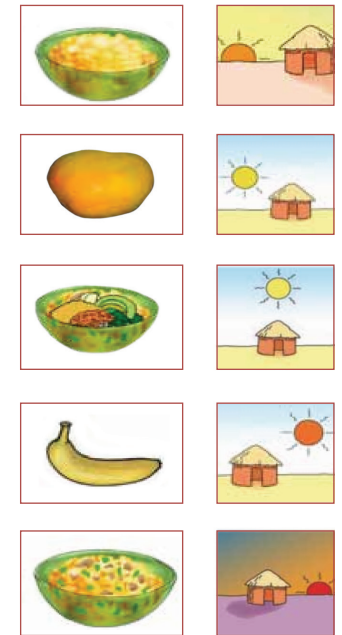


**Explain what the child learns from each activity.  
Ask how the caregiver can continue doing the activity at home.**

# 26

## CHILDREN 1 YEAR AND OLDER (1)

**ASK the caregiver: How many times do you feed your child every day? What do you do before you feed the child? PRAISE. Counsel and help make a plan to improve feeding practices at home.**



- \* From 1 year, children can be given family meals. Ensure all four food groups are present.
- \* Give your child 3 meals and at least 2 healthy snacks daily.
- \* Wash your child's hands and your own hands before feeding.
- \* Do not give unhealthy snacks and sugary drinks, especially before meals.
- \* An HIV-negative mother should continue breastfeeding until the child is 24 months old.

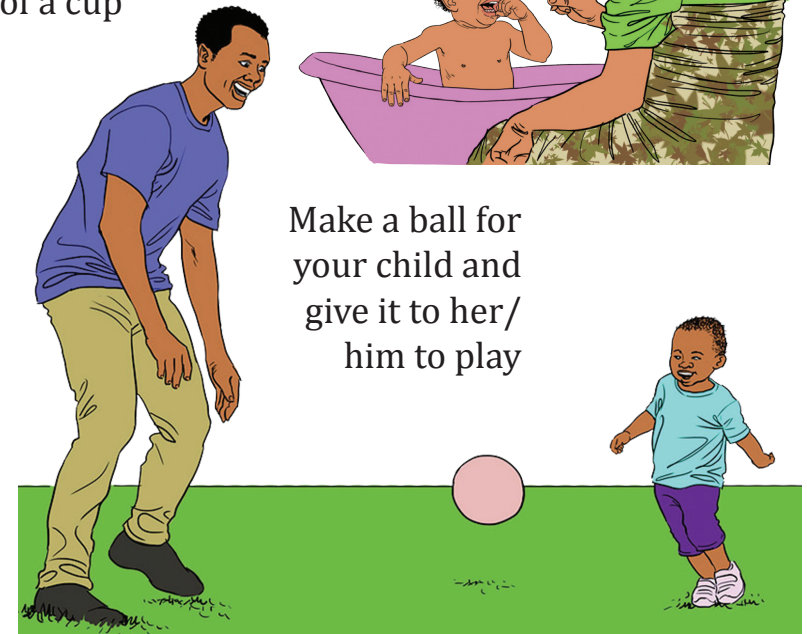
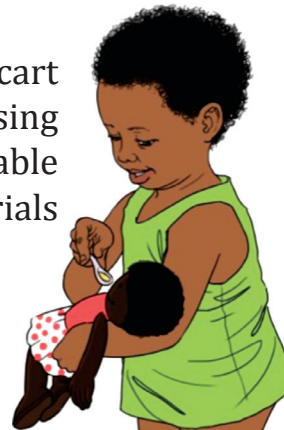
**ASK the caregiver: Do you play with your child? Talk to your child? Ask the caregiver to demonstrate. PRAISE. Help the caregiver to practice one of the activities below. PRAISE her/him for the effort.**



Encourage the child to do simple things on her/his own—e.g., drinking out of a cup



Make a doll or cart for the child using locally available materials



**Explain what the child learns from each activity. Ask how the caregiver can continue doing the activity at home.**

# 28

## CHILDREN 2 YEARS AND OLDER (3)

**ASK the caregiver: Do you play with your child? Talk to your child? Ask the caregiver to demonstrate. PRAISE. Help the caregiver to practice one of the activities below. Praise her/him for the effort.**



Teach the child to count, group similar objects, and compare other objects.



Give the child objects to thread together.



**3 years and above**

**Explain what the child learns from each activity. Ask how the caregiver can continue doing the activity at home.**

# 29

## ALL FAMILIES WITH CHILDREN: NEGLECT

**ASK the caregiver: Do you leave your child at home alone for extended periods of time? Do you often leave your child in the care of another child younger than 10 years of age?**



- \* It is not difficult to integrate caring for a child into daily household chores.
- \* Involve the child in household chores and engage her/his attention by asking questions or playing simple games.
- \* Do not leave a child unattended or with a child caregiver for long periods of time.
- \* Children who suffer such neglect in their early years have poor social skills as adults and may suffer from poor cognitive development.



If your child does something wrong, what do you do? If your child refuses to do something that you asked her/him to do, what do you do?



- \* Physically punishing a child makes the child feel scared. Physical punishment does not necessarily teach a child to behave properly.
- \* Teach a child to behave properly by explaining why she/he cannot do something.
- \* If the child persists in behaving badly, withhold something that the child likes—e.g., a playing with friends or a favourite toy.
- \* Ask the child to clean up, if she/he has made a mess.
- \* Do not always oblige a child. Give a child options and allow her/him to make decisions.

**OBSERVE** how a caregiver interacts with the child, using the following questions to guide you. **PRAISE** when the caregiver is responsive to the child's signals.

*Imitates the child's sounds and gestures?*

*Smiles at the child?*

*Talks to the child?*

*Looks into the child's eyes?*

*Pays attention to what interests the child?*

*Touches or cuddles the child?*

*Quickly comforts the child?*

*Speaks to or treats the child gently?*



If the caregiver has difficulties, ask her/him to look into the child's eyes, observe the child, and imitate the sounds and gestures of the child. The child will begin to respond. Encourage the caregiver to make a game to imitate the child every day.

**Observe if the mother is showing any signs of maternal depression.  
In case yes, support her as recommended below.**

### **SIGNS:**

- \* Lack of interest, low voice, avoids eye contact.
- \* Lack of response to the child's signals.
- \* Weight loss, poor sleep, and lack of appetite.
- \* Crying, negative thoughts.
- \* Children with poor hygiene and health.

### **RISKS FOR THE CHILD:**

- \* Poor hygiene and health, delayed growth.
- \* Delays in cognitive and emotional development.
- \* Behavioral problems.




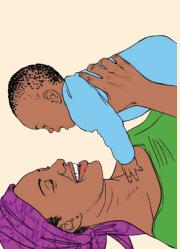



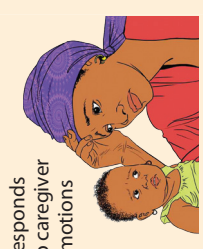


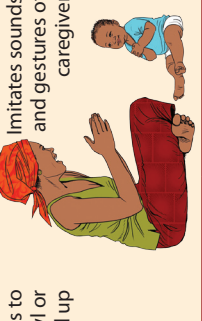
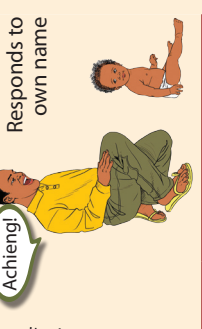
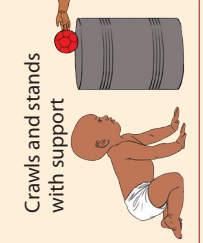



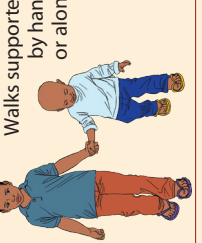
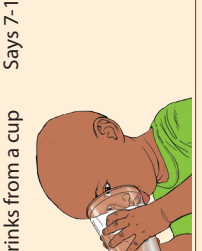

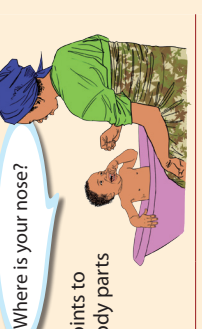
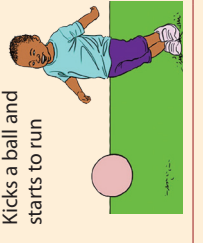




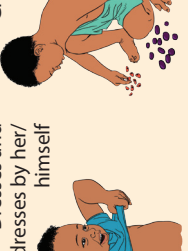




### **WHAT TO DO:**

- \* **Talk** to the mother. **Hear her out.** Explain to the mother how her state **affects the child.**
- \* Encourage the mother to observe and **imitate her child.** Seeing the child respond to her signals can help reduce depression.
- \* Help the mother to join a **mothers support group**, where she may receive emotional support.
- \* If the mother needs more support, **refer** her to a peer counselor or a specialist.

**One in every three HIV-positive women shows signs of depression  
during pregnancy or after birth.**

**Ask the caregiver: Does your child act and behave like other children of her/his age? Check the poster below.**

3 Months	<p>Follows objects with eyes</p> 	<p>Turns head toward sounds</p> 	<p>Holds head upright</p> 	<p>Smiles when you speak</p> 
6 Months	<p>Starts to sit</p> 	<p>Reaches and grasps objects with a hand</p> 	<p>Babbles</p> <p>Ahahahh...</p> 	<p>Responds to caregiver emotions</p> 
9 Months	<p>Sits without support</p> <p>Babbles</p> <p>Mamama...</p> 	<p>Starts to crawl or stand up</p> 	<p>Imitates sounds and gestures of caregiver</p> <p>Achieng!</p> 	<p>Responds to own name</p> 
12 Months	<p>Crawls and stands with support</p> 	<p>Picks objects with two fingers</p> 	<p>Searches for hidden objects</p> 	<p>Points to objects and says 2-3 words</p> 
18 Months	<p>Walks supported by hand or alone</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> 
2 Years	<p>Kicks a ball and starts to run</p> 	<p>Responds to requests</p> <p>Bring me 2 papayas, daughter</p> 	<p>Sings and uses short sentences</p> <p>Nice chicken!</p> 	<p>Imitates actions of adults</p> 
3 Years	<p>Jumps, runs</p> 	<p>Dresses and undresses by her/himself</p> 	<p>Plays with other children</p> 	<p>Says first name and tells a short story</p> 

**If the child shows delays in one or more areas, refer the child to a specialist.**