

COUNSELLING CARD 1

COUNSEL ON RESPONSIVE CARE AND EARLY LEARNING

1: GREET THE CAREGIVER

- Invite all family members including young children to join
- Sit yourself at the caregiver's eye level



2: OBSERVE CAREGIVER-CHILD RELATIONSHIP

- Does caregiver look and smile at the child?
- Does caregiver gently hold or stroke the child?
- Does caregiver respond to the child's sounds or gestures?

3: CHECK CHILD'S MILESTONES

- Ask the caregiver if the child is doing activities appropriate for his/her age
- If you are not sure, ask the caregiver to do some activities with the child

4: ASK ABOUT PLAYING & TALKING WITH THE CHILD

- Ask: Do you usually play with your child? Can you show me?
- Ask: Do you usually talk with your child? Can you show me?

5: PRAISE THE CAREGIVER

- Mention all the positive things you saw or heard caregiver do
- Explain why this is important

6: COUNSEL THE CAREGIVER

- If caregiver does not respond well to the child, ask him/her to observe and copy the child.
- Once the "conversation" is going, demonstrate a new activity with the child
- Let the caregiver try the activity with the child.
- Praise the caregiver and explain why this is important.
- Make plan for home (who will play with the child, when...)

7: REFER THE CHILD IF NEEDED. REGISTER

- Refer the child with delayed milestones to the Health Facility
- Register the referral and the counseling provided.



COUNSELLING CARD 2

CHECK DEVELOPMENTAL MILESTONES

- If the child is “between” age groups, check the milestones for the earlier age group.
- If the child is born early, deduct the “missing” weeks from the child’s actual age, before checking the milestones.

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>Rolls over</p>	<p>Babbles</p> <p>Ahahah...</p>	<p>Responds to caregiver emotions</p>
9 Months	<p>Mamama...</p> <p>Sits without support</p> <p>Babbles</p>	<p>Starts to crawl or stand up</p>	<p>Imitates sounds and gestures of caregiver</p>	<p>Responds to own name</p> <p>Achieng!</p>	
1 Year	<p>Crawls and stands with support</p>	<p>Picks up 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>Bring me 2 papayas, daughter.</p> <p>Responds to requests</p>	<p>Nice chicken!</p> <p>Sings and uses short sentences</p>	<p>Imitates actions of adults</p>	
3 Years	<p>Jumps and runs</p>	<p>Begins to dress and undress by her/himself</p>	<p>Groups similar objects</p>	<p>Plays with other children</p>	<p>Says first name and tells a short story</p>

Refer the child with delayed milestones.



COUNSELLING CARD 3

RECOMMENDED EARLY LEARNING ACTIVITIES (Part I)

In the first 3 months



From 3 to 6 months



From 6 to 9 months



When playing:

It is easy to discover if a child has developmental problems

A child's appetite and sleeping patterns improve

The child becomes active and intelligent



COUNSELLING CARD 4

RECOMMENDED EARLY LEARNING ACTIVITIES (Part II)

From 9 to 12 months

Bye bye!

Where is the doll?

Caa, caa...

Yes, it's a red car!

From 1 to 2 years

What is this, Onyango?

Where is your nose?

What are you building, Omolo?

Kick the ball to me!

From 2 to 5 years

Let me tell you a story..

What color is this one?

Step over the broom two times!

When playing:

The child learns to make good choices

The child and caregiver become friends

The child learns skills for success at school and work later in life



COUNSELLING CARD 5

PLAYBOX SESSION

1: SET UP THE PLAYBOX & GREET THE CAREGIVERS

2: EXPLAIN THE IMPORTANCE OF PLAY

1. Explain **why caregivers should play and talk with their children** right from birth.
2. **Demonstrate** an activity for younger child and for older child. Discuss what the child may be learning in each activity (4 areas).
3. Explain how to use **daily moments** to play and talk with the child



3: INVITE 1–2 MODEL CAREGIVERS TO SHARE THEIR PRACTICES

1. Identify 1-2 caregivers who you observed to be very responsive to their children
2. Ask them to share with others how they play and talk with their children, and why

4: EXPLAIN PLAYBOX RULES

1. Children can play with the toys **while in the waiting area**.
2. Caregivers can help their child **select a toy** and are **encouraged to play with the child**.
3. Children should **return a toy** before taking another toy or before entering the consultation.
4. Children should **wash their hands** before playing.

5: INVITE CAREGIVERS TO WASH THEIR CHILDREN'S HANDS

1. Explain that many children are using the toys and so we should keep them clean.
2. Invite caregivers to **wash their children's hands**.

6: COUNSEL SELECTED CAREGIVERS (CARD 1)

1. Observe caregivers and children. Select for counseling 2-3 caregivers that:
 - **Do not respond** to the child's signals or do not play with the child
 - Treat the child with **anger or aggression**
 - Have a child that seems to be **very sick, malnourished or have a delay**
 - Are very young (**adolescents**), are **grandparents**, or are **fathers**
2. If you identify a child with **delayed milestones**, refer to the nurse.

7: TIDY UP AND CLOSE THE PLAYBOX SESSION

1. Ask the caregivers to **return the toys**. Check that the toys are **complete**.
2. **Repair/Remake** any broken toys using locally available materials.
3. **Register** the session and any referrals made in the playbox register.



COUNSELLING CARD 6

COUNSEL ON NUTRITION (Part I)

NUTRITION OF PREGNANT AND LACTATING WOMEN



Iron-folic acid tablets

Deworming tablets

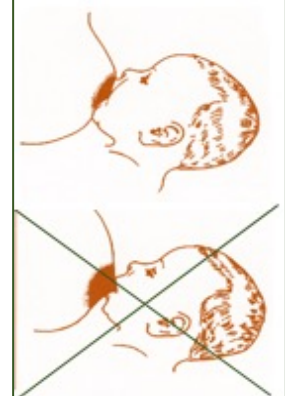
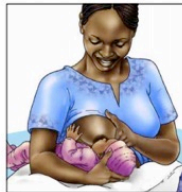
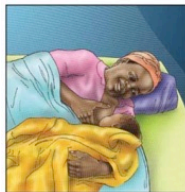
Provide strength

Help the body grow

Protect the body from diseases



0-6 MONTHS



COUNSEL ON NUTRITION

1. Take the children's MUAC measurements and check their height and weight in the Mother & Child Booklet.
2. If MUAC is yellow or red, or if the children's height and weight measurements are not updated, help the caregiver to take the children to the health facility for growth monitoring.
3. Ask the woman what she and her children eat, how much, and how many times per day. Ask what the caregiver does to help the child eat well.
4. Praise the caregiver's good practices. Counsel on how to improve nutrition in the household.
5. Help the caregiver prepare a meal for her children, or create a meal plan for the following day. Praise the caregiver.
6. Encourage the caregiver to take the children to the health facility for deworming and vitamin A, to ensure that the children grow well.



COUNSELLING CARD 7

COUNSEL ON NUTRITION (Part II)

6-8 MONTHS

Airplane landing!

Gradually increase size of meals

½ cup 120ml

This card illustrates the transition from exclusive breastfeeding to the introduction of complementary feeding. It features a central illustration of a father feeding a child with a speech bubble saying "Airplane landing!". To the left, a mother is shown breastfeeding. Below these are icons for water, a measuring cup, and various food groups: grains (green and brown), eggs, chicken, fish, and fruits/vegetables (mango, papaya, banana, watermelon, pumpkin, okra, spinach, tomatoes, and bell peppers). On the right, a grid shows a bowl of porridge, a banana, and a bowl of porridge with vegetables, alongside a 120ml measuring cup. A small triangle indicates the gradual increase in meal size.

9-11 MONTHS

Shall we try this mango, Opiyo?

Gradually increase size of meals

½ cup 120ml

¾ cup 180ml

This card shows a mother offering a mango to a child, with a speech bubble saying "Shall we try this mango, Opiyo?". The layout is similar to the 6-8 month card, but includes a 180ml measuring cup and a larger triangle indicating a further increase in meal size. The food items and grid are consistent with the previous stage.

1-2 YEARS

Good! You are eating on your own.

Gradually increase size of meals

¾ cup 180ml

1 cup 240ml

This card depicts a child eating independently, with a speech bubble saying "Good! You are eating on your own.". It features a 240ml measuring cup and a large triangle indicating the final stage of increasing meal size. The food items and grid are consistent with the previous stages.

