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# Responsive Care and Early Learning Addendum Training Package

## GHANA

Training Aid



## Attribution

This document was adapted from the *Responsive Care and Early Learning Addendum Training Package: Participant Handouts* which was published by USAID Advancing Nutrition and made possible by the generosity of the American people through the United States Agency for International Development (USAID).

## Note to the Training Team

Some of the pages of the Training Aid will need to be cut, which is indicated by a dashed line. This can be done by the facilitators as part of advance preparation for the training, or by the vendor who prints and laminates the Training Aid pages. Note that not all sessions require the use of materials from the Training Aid; it is critical for the facilitator to read the materials list for each session to prepare appropriately. Consider adding the session and objective number to the back of each training aid (illustration, case study, etc.) after making the required cuts.

Additionally, facilitators can organize training aids using large envelopes or folders to separate the various materials printed from the Training Aid and the handouts and labelling them with the corresponding session and objective. This will make transitions between activities faster and easier. Remember to collect all materials used from the Training Aid following each session so that they are not misplaced or discarded. For an overview of materials and preparation requirements, see the sections “Materials” and “Advance Preparation” that begin each session.

## Recommended Citation

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Image Credit: Víctor Nolasco for JSI

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## Session 2, Learning Objective I

### Training Aid 2.1: Illustration of a Healthy Baby





## Training Aid 2.2: Five Components of the Nurturing Care Framework



Source: WHO (World Health Organization), UNICEF (United Nations Children's Fund), and World Bank Group. 2018. *Nurturing Care Framework for Early Childhood Development: A Framework for Helping Children Survive and Thrive to Transform Health and Human Potential*. Geneva: WHO. <https://apps.who.int/iris/bitstream/handle/10665/272603/9789241514064-eng.pdf>

# Good Health



# Adequate Nutrition





# Opportunities for Early Learning



# Safety and Security



# Responsive Caregiving



## Session 2, Learning Objective 2

### Training Aid 2.3: Experience Cards (Child A)

#### Positive Experiences

Engaging in play with caregivers



Hygiene and quality time with dad



Responding to a child's nonverbal communication



Exclusive breastfeeding during the first 6 months



Growth monitoring



#### Negative Experiences

Witness domestic violence

Lack of screening services resulted in delayed detection and intervention for hearing loss







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# Witness domestic violence

**Lack of screening  
services resulted in  
delayed detection  
and intervention for  
hearing loss**

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**Training Aid 2.4: Experience Cards (Child B)**

**Positive Experiences**

Meeting a child’s basic needs



Complementary feeding from 6–24 months



**Negative Experiences**

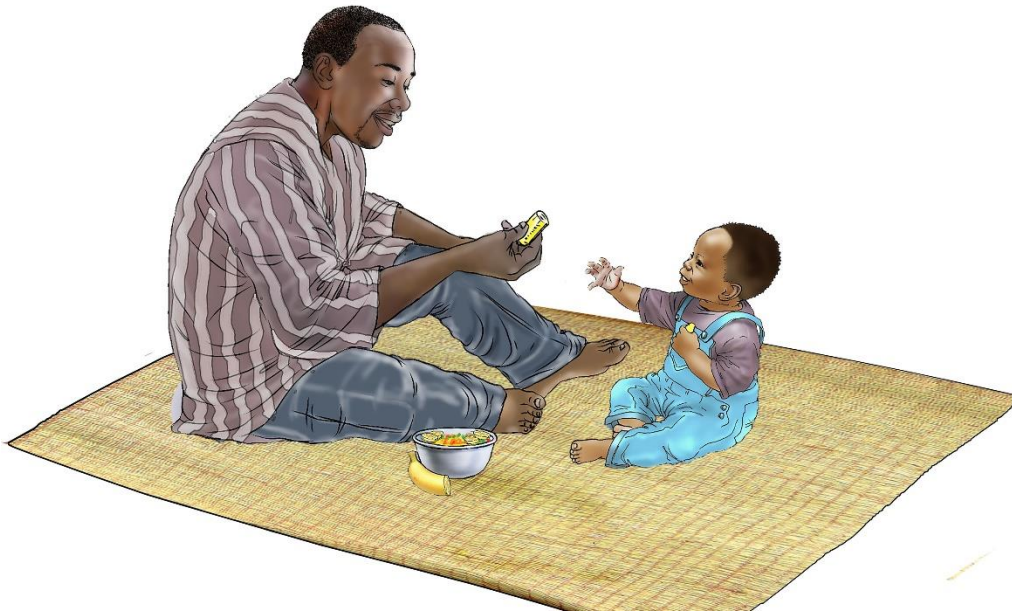
Born premature

Food insecurity

Caregiver depression

Repeated physical punishment

Malnutrition



# Born premature

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# Food insecurity

# Caregiver depression

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# Malnutrition

# Repeated physical punishment

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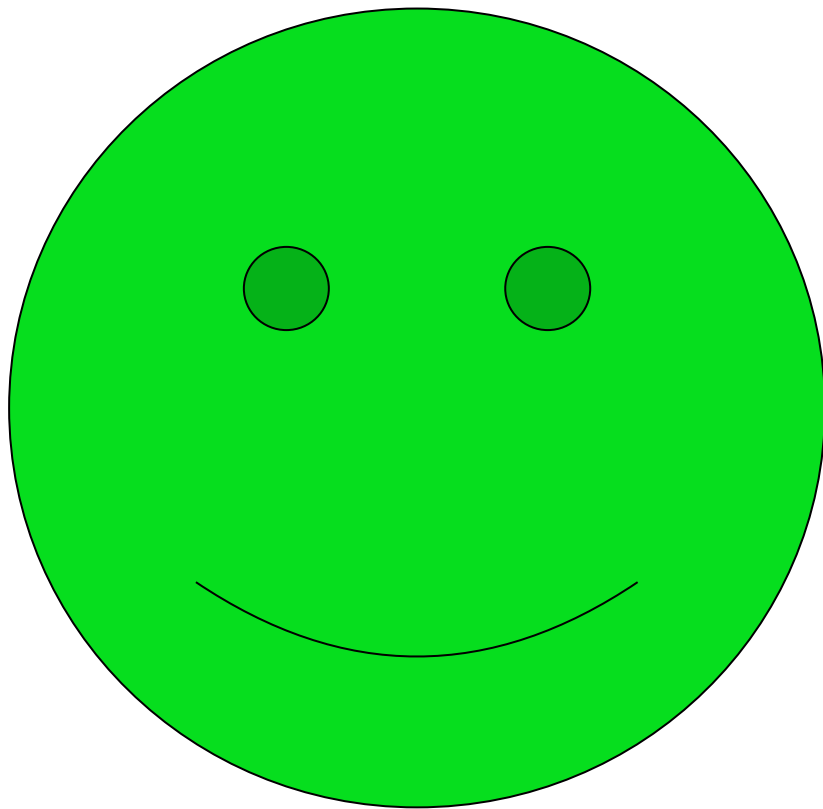
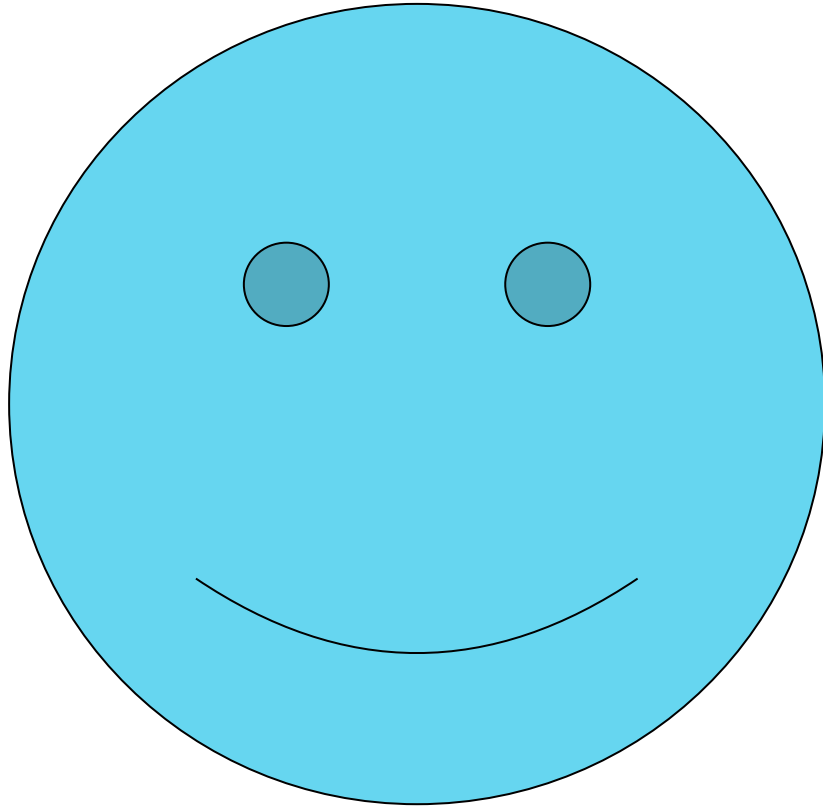
**Training Aid 2.5: Colourful Smiley Faces and White Faces with Frowns**

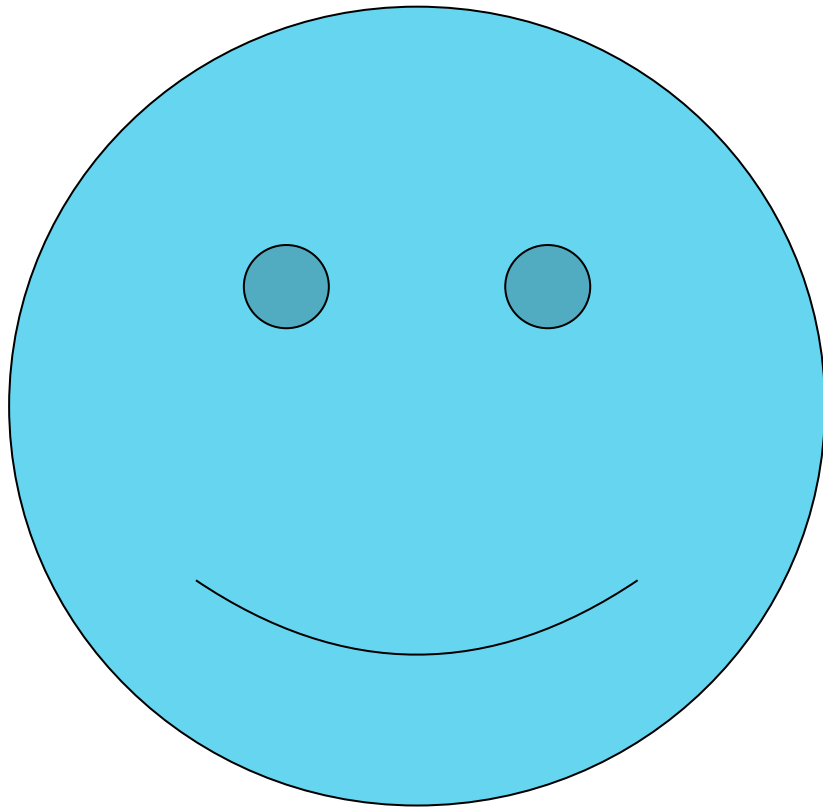
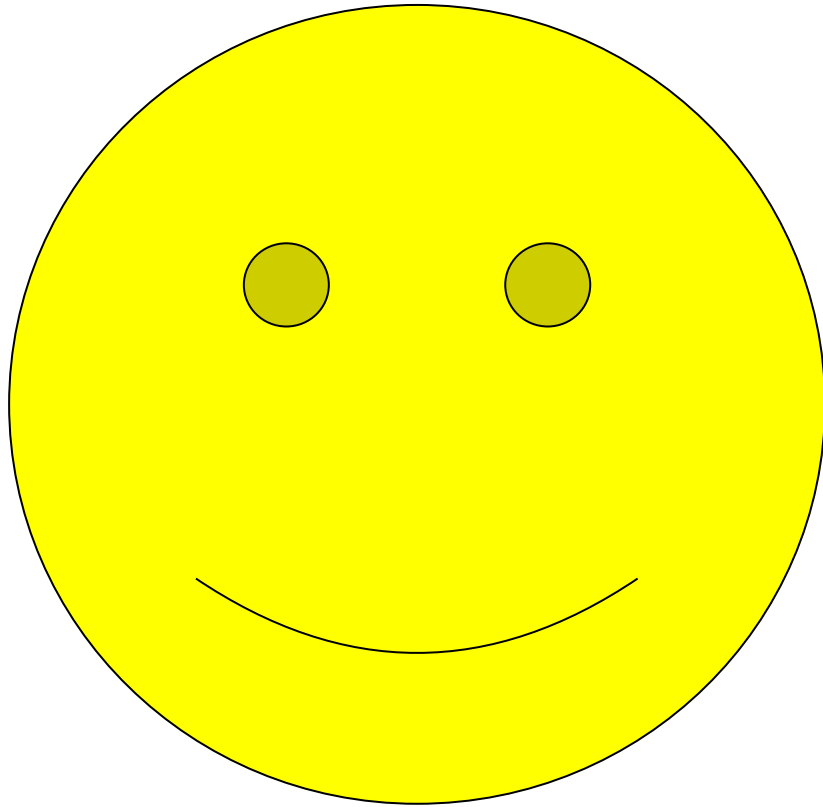
10 colourful smiley faces



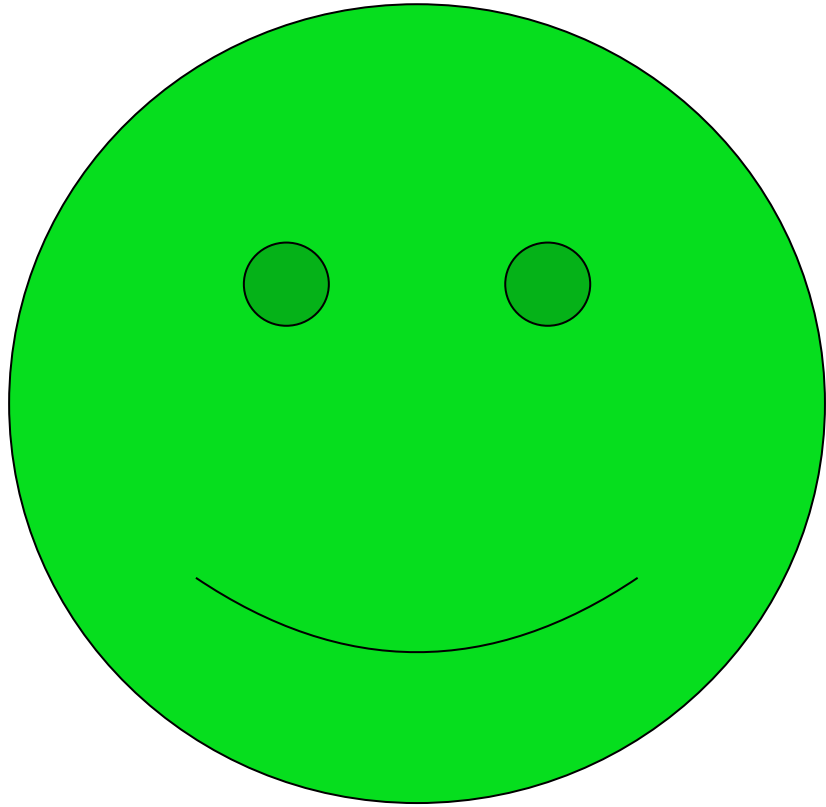
10 white faces with frowns

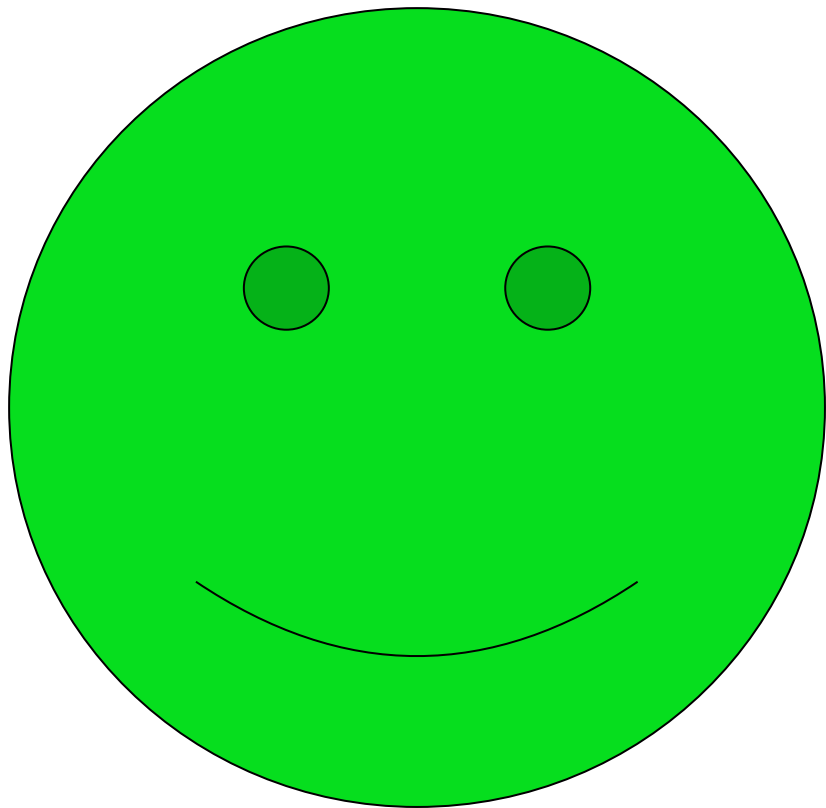
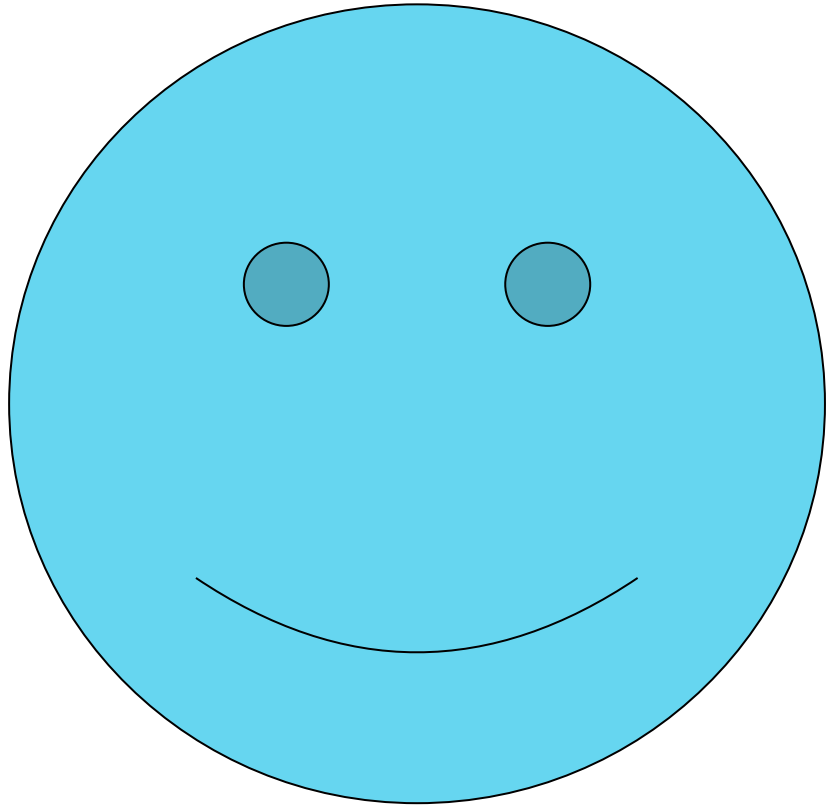


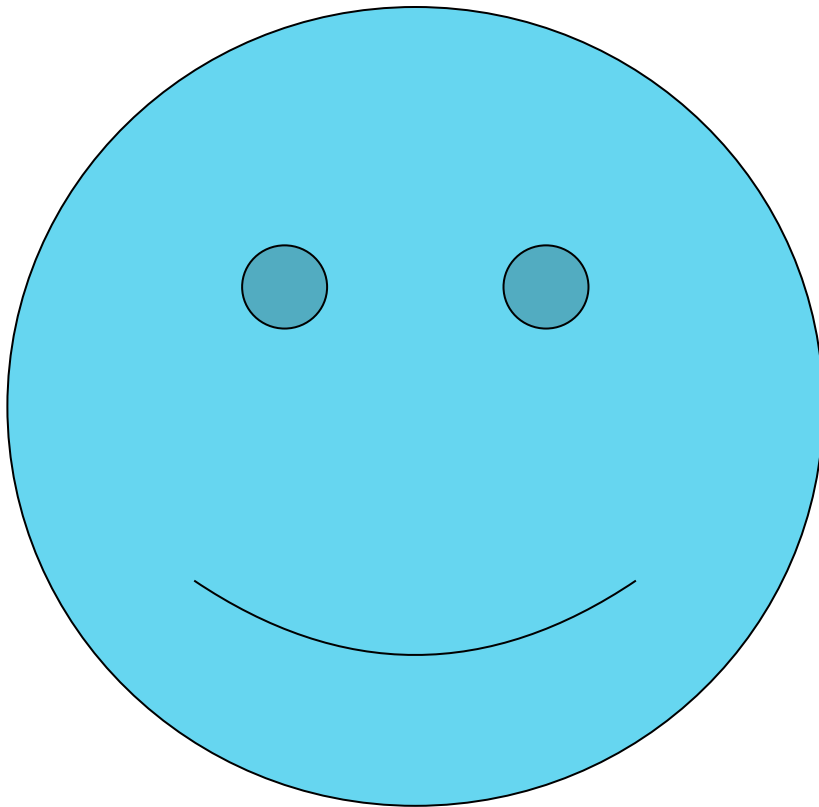
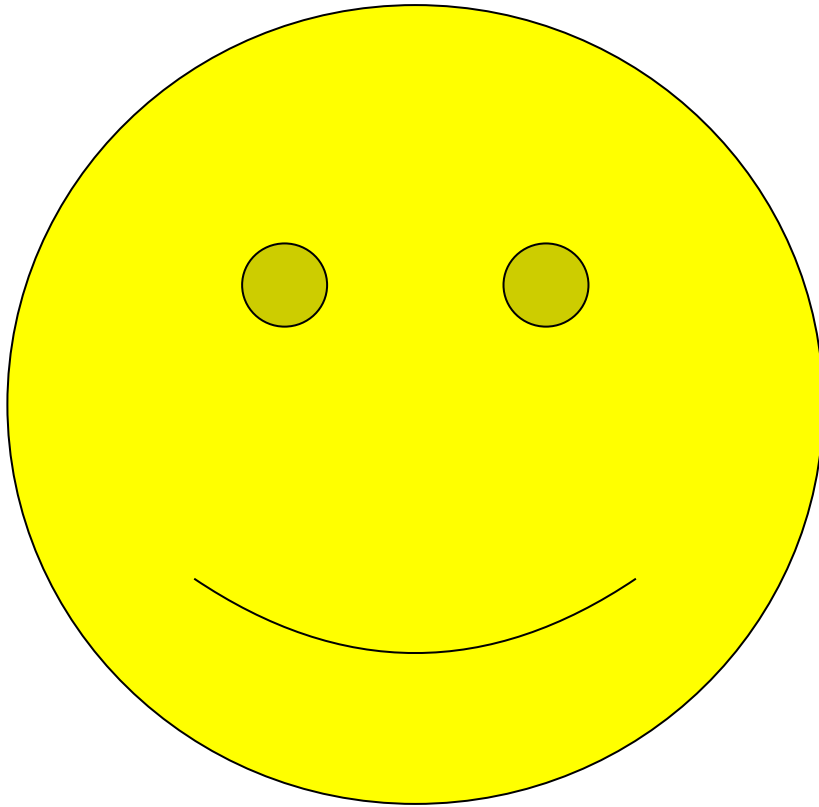


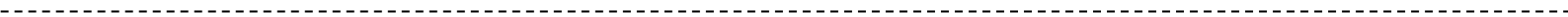








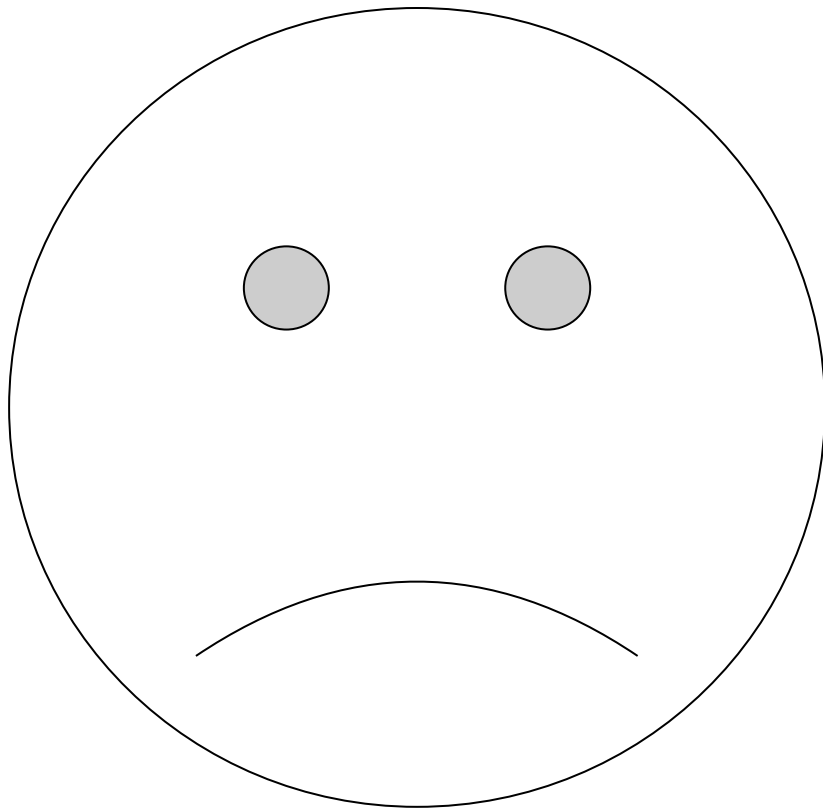
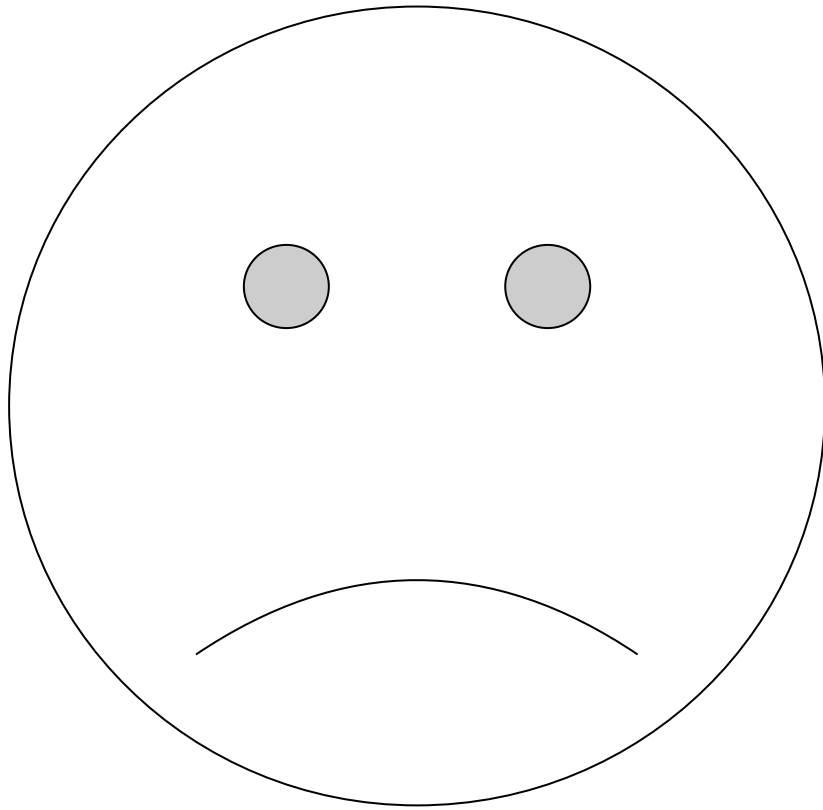














## Session 2, Learning Objective 3

### Training Aid 2.6: Four Domains of Development

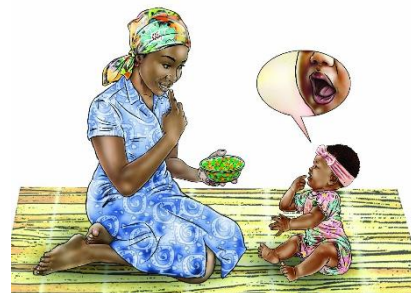
Body



Mind



Language

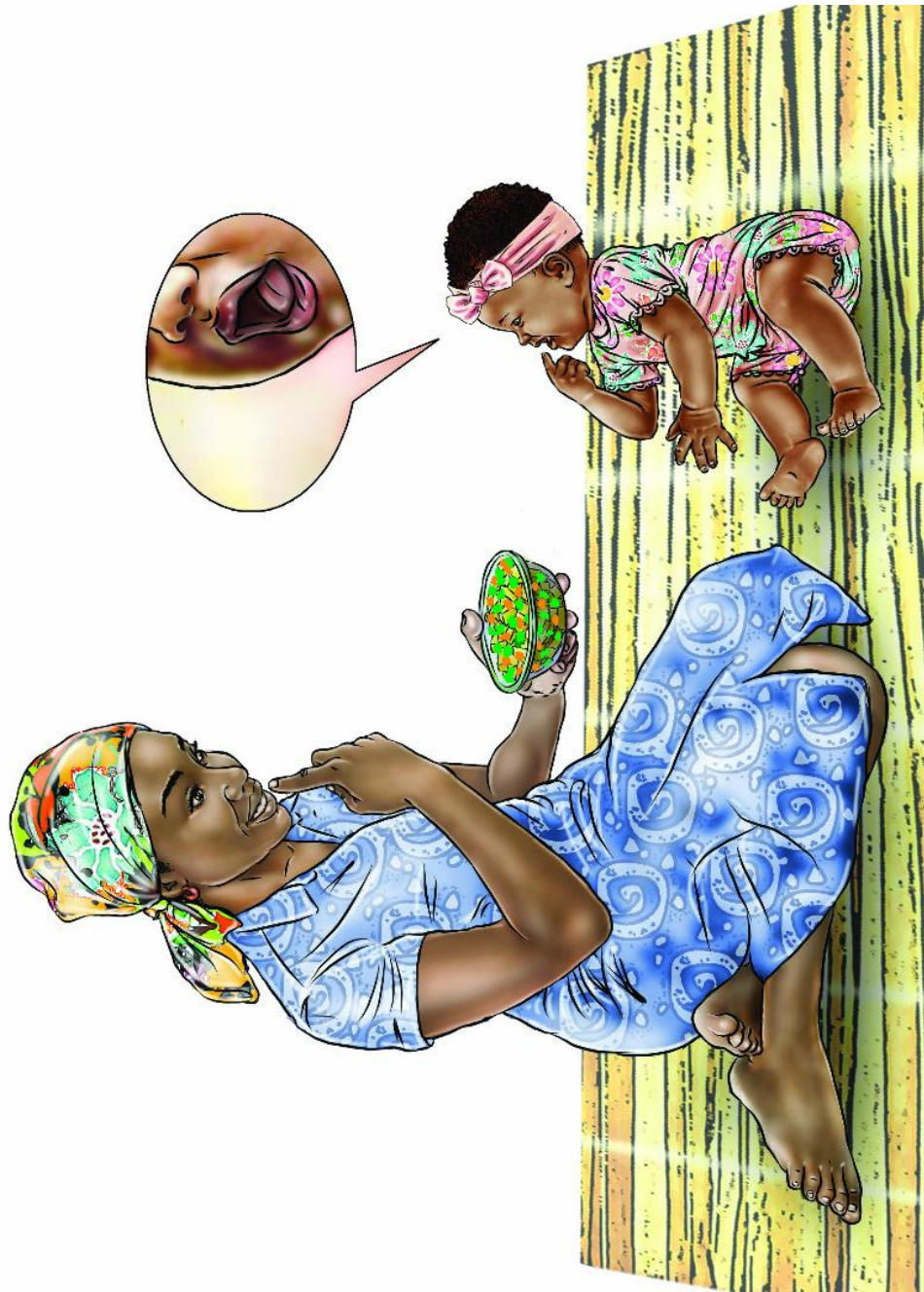


Relationships













## Session 5, Learning Objective 1

### Training Aid 5.1: Responsive Care Stories (each page is one story)

<p><b>Story 1</b> Playing and Stacking Blocks (22 months of age)</p>	
<p><b>Story 2</b> Responsive Breastfeeding (&lt;1 month of age/newborn)</p>	
<p><b>Story 3</b> Early Communication (20 months of age)</p>	
<p><b>Story 4</b> Satiety Cues (9 months of age)</p>	
<p><b>Story 5</b> Tired Cues (1 month of age)</p>	

### Story 1: Playing and Stacking Blocks (22 months of age)

Instructions: Review all four images in order from 1 to 4 to understand what is happening in this story. Then discuss the following questions about the story:

- What do you notice about the caregiver-child interaction?
- What do you notice about the caregiver and child's facial expressions?
- What cues is the child giving?
- Does the caregiver respond to the cues? If not, what could the caregiver have done?
- What do you notice about the position of the caregiver?
- How does the caregiver feel in this story?
- How does the child feel in this story?

1



2



3



4



## Story 2: Responsive Breastfeeding (< 1 month of age/newborn)

Instructions: Review all four images in order from 1 to 4 to understand what is happening in this story. Then discuss the following questions about the story:

- What do you notice about the caregiver-child interaction?
- What do you notice about the caregiver and child's facial expressions?
- What cues is the child giving?
- Does the caregiver respond to the cues? If not, what could the caregiver have done?
- What do you notice about the position of the caregiver?
- How does the caregiver feel in this story?
- How does the child feel in this story?

1



2



3



4





### Story 3: Early Communication (20 months of age)

Instructions: Review all four images in order from 1 to 4 to understand what is happening in this story. Then discuss the following questions about the story:

- What do you notice about the caregiver-child interaction?
- What do you notice about the caregiver and child's facial expressions?
- What cues is the child giving?
- Does the caregiver respond to the cues? If not, what could the caregiver have done?
- What do you notice about the position of the caregiver?
- How does the caregiver feel in this story?
- How does the child feel in this story?

1



2



3



4



### Story 4: Satiety Cues (9 months of age)

Instructions: Review all four images in order from 1 to 4 to understand what is happening in this story. Then discuss the following questions about the story:

- What do you notice about the caregiver-child interaction?
- What do you notice about the caregiver and child's facial expressions?
- What cues is the child giving?
- Does the caregiver respond to the cues? If not, what could the caregiver have done?
- What do you notice about the position of the caregiver?
- How does the caregiver feel in this story?
- How does the child feel in this story?

1



2



3



4



### Story 5: Tired Cues (1 month of age)

Instructions: Review all four images in order from 1 to 4 to understand what is happening in this story. Then discuss the following questions about the story:

- What do you notice about the caregiver-child interaction?
- What do you notice about the caregiver and child's facial expressions?
- What cues is the child giving?
- Does the caregiver respond to the cues? If not, what could the caregiver have done?
- What do you notice about the position of the caregiver?
- How does the caregiver feel in this story?
- How does the child feel in this story?

1



2



3



4



## Session 6, Learning Objective I

### Training Aid 6.1: Happy Face, Neutral Face, Sad Face

happy face



---

neutral face



---

sad face





## Session 8, Learning Objective I

### Training Aid 8.1: Communication and Play Practical Tips for Caregivers

During or after breastfeeding, talk and sing to your baby. He or she is listening and will find comfort in your voice.

Imitate your baby's sounds and gestures. He or she is communicating with you with his or her sounds and movements. When he or she coos, respond to him or her. Your baby needs to hear you talk. He or she will learn to talk by listening to others around him or her.

Your baby can start to recognize common words.  
When you see your child is no longer hungry, ask him or her, "All done?" If she shows you that he or she is still hungry, say, "More?"

Respond to your baby's sounds and interests.  
Call your baby's name and notice his or her response.

Your baby will start to enjoy different soft foods now, such as soft fruits or cooked vegetables, and needs diverse, colourful foods to meet his or her nutritional needs. Use words to describe the food and slowly he or she will understand new words. Name the different foods and parts of his or her body that he or she is using to eat, like his or her fingers, mouth, and tongue.

Talk to your baby as you prepare his or her meal. Describe what is happening as you interact with him or her, such as saying, “Here is your bowl” or “Dad cooked you sweet potatoes.” Ask your child questions, “Do you want eggs?” Give him or her time to respond with gestures such as pointing or sounds before you provide a verbal answer.

As you feed your child, describe the colours and textures of the food. Encourage your child to speak by asking him or her the name or the colour of the food he or she is eating. Point and tell your child the names of the foods after he or she has had a chance to try and answer you!

Sing with your child. Start a song and let him or her sing parts that he or she knows. Over time, your child can sing more and more him or herself as he or she learns more words and you can practice taking turns.

Children learn to love stories when they read together with their parents every day. Ask him or her to point to different people and animals in a book, magazine, or poster. Praise him or her for finding the animals and objects!

Slowly move colourful objects for your baby to see and reach for. Watch his or her eyes move side to side as he or she follows the object

Place your baby on his or her tummy with a colourful object out in front of him or her. Watch your child reach for it and praise him or her when he or she picks it up! He or she learns by putting objects in his or her mouth so make sure the object is clean, not sharp, and not too small that he or she could swallow it.

As you introduce new foods for your baby, he or she is learning new textures and tastes. Encourage him or her when he or she tries new foods! Having diverse and colourful foods is important.

Give your baby clean, safe household objects to pick up, touch, feel, bang, and explore. Examples of simple toys to play with include small containers or a pot with a spoon.

Draw or make simple picture books to develop your baby's curiosity and help him or her learn new things.

During mealtimes, give your baby small finger foods and encourage him or her to try new, healthy foods. He or she is starting to learn how to pick up things with his or her fingers and chew. He or she will often make a mess and that is okay! He or she is learning to feed him or herself and exploring different types of foods!



Play games like “Jack, where are you?” with your baby. While he or she is looking at you, cover your face with hands or fabric. Say, “Where am I?” Open hands and say, “Boo! Here I am!” Laugh with him or her as he or she sees you! He or she is starting to learn that you do not disappear when he or she does not see you.

Play with your child and encourage him or her to try harder tasks. Encourage him or her to stack objects, knock them over, and start again. Give your child more objects to stack. Help him or her if he or she gets stuck

Encourage your child’s imagination using sock puppets.  
Make up a story using the puppets.

During or after breastfeeding, talk and sing to your baby. He or she is listening and will find comfort in your voice.

Imitate your baby's sounds and gestures. He or she is communicating with you with his or her sounds and movements. When he or she coos, respond to him or her. Your baby needs to hear you talk. He or she will learn to talk by listening to others around him or her.

Your baby can start to recognize common words.  
When you see your child is no longer hungry, ask him or her,  
"All done?" If she shows you that he or she is still hungry, say, "More?"

Respond to your baby's sounds and interests.  
Call your baby's name and notice his or her response.

Your baby will start to enjoy different soft foods now, such as soft fruits or cooked vegetables, and needs diverse, colourful foods to meet his or her nutritional needs. Use words to describe the food and slowly he or she will understand new words. Name the different foods and parts of his or her body that he or she is using to eat, like his or her fingers, mouth, and tongue.

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As you feed your child, describe the colours and textures of the food. Encourage your child to speak by asking him or her the name or the colour of the food he or she is eating. Point and tell your child the names of the foods after he or she has had a chance to try and answer you!

Sing with your child. Start a song and let him or her sing parts that he or she knows. Over time, your child can sing more and more him or herself as he or she learns more words and you can practice taking turns.

Children learn to love stories when they read together with their parents every day. Ask him or her to point to different people and animals in a book, magazine, or poster. Praise him or her for finding the animals and objects!

Slowly move colourful objects for your baby to see and reach for. Watch his or her eyes move side to side as he or she follows the object

Place your baby on his or her tummy with a colourful object out in front of him or her. Watch your child reach for it and praise him or her when he or she picks it up! He or she learns by putting objects in his or her mouth so make sure the object is clean, not sharp, and not too small that he or she could swallow it.

As you introduce new foods for your baby, he or she is learning new textures and tastes. Encourage him or her when he or she tries new foods! Having diverse and colourful foods is important.

Give your baby clean, safe household objects to pick up, touch, feel, bang, and explore. Examples of simple toys to play with include small containers or a pot with a spoon.

Draw or make simple picture books to develop your baby's curiosity and help him or her learn new things.

During mealtimes, give your baby small finger foods and encourage him or her to try new, healthy foods. He or she is starting to learn how to pick up things with his or her fingers and chew. He or she will often make a mess and that is okay! He or she is learning to feed him or herself and exploring different types of foods!






Play games like “Jack, where are you?” with your baby. While he or she is looking at you, cover your face with hands or fabric. Say, “Where am I?” Open hands and say, “Boo! Here I am!” Laugh with him or her as he or she sees you! He or she is starting to learn that you do not disappear when he or she does not see you.

Play with your child and encourage him or her to try harder tasks. Encourage him or her to stack objects, knock them over, and start again. Give your child more objects to stack. Help him or her if he or she gets stuck

Encourage your child’s imagination using sock puppets.  
Make up a story using the puppets.

## Session 10, Learning Objective 1

### Training Aid 10.1: Developmental Milestone Cards

	Body	Language	Mind	Relationships
<b>3 months</b>	Begins to react to touching (rooting reflex)	Learns to “tell” you what he/she needs and how he/she is feeling (uncomfortable, hungry, sleepy, or happy) by using sounds, facial expressions, and body movements	Turns towards sound	NONE
<b>6 months</b>	Sits with help/support  Can reach for and grasp objects	Communicates using sounds, babbles  Responds with sounds when spoken to	Starting to develop a more regular eating and sleeping schedule	 Can identify familiar people by accepting them when they reach out to carry him/her
<b>9 months</b>	Begins to crawl and creep	Imitates actions of caregiver, like waving “bye-bye” and shaking the head “no-no”	Learns to think through play, for example, when a ball is thrown out of sight, looks for the ball	Identifies and takes an interest in people
<b>12 months</b>	Can stand and walk while holding on to furniture or a hand  Claps both hands together	Can say one or two syllable words, like mama and dada  Understands when being cautioned	Attempts problem solving, for example, tries to search and find an object that drops from the table	May cry when mother and other caregivers leave
<b>18 months</b>	 Walks without support  Neat pincer grasp: the child can pick up small objects, such as pebbles, with precision using the tips of his thumb and index finger	Words are pronounced more clearly  Repeats words after others	Very curious, identifies objects and plays with them	Beginning to understand his/her feelings and other people’s feelings too
<b>24 months</b>	 Can run and jump with both feet  Scribbles spontaneously and can imitate a stroke	Begins to ask questions  Responds to questions and directions	Concentrates for short periods of time	Wants to do things on his/her own

Source: Ministry of Gender, Children and Social Protection. 2018. *Early Childhood Care and Development Standards (0-3 Years)*. Accra, Ghana: Ministry of Gender, Children and Social Protection.

<b>Begins to react to touching (rooting reflex)</b>	<b>Learns to “tell” you what he/she needs and how he/she is feeling by using sounds, facial expressions, and body movements</b>
<b>Turns towards sound</b>	<b>Begins to crawl and creep</b>
<b>Imitates actions of caregiver, like waving “bye-bye” and shaking the head “no-no”</b>	<b>Learns to think through play, for example, when a ball is thrown out of sight, looks for the ball</b>
<b>Identifies and takes an interest in people</b>	



**Can grasp for and reach objects**

Illustration source: Caregiver Reported Early Development Index (CREDI)

**Sits with help/support**

**Communicates using sounds, babbles**

**Responds with sounds when spoken to**



**Can identify familiar people by accepting them when they reach out to carry him/her**

**Starting to develop a more regular eating and sleeping schedule**



**Claps both hands together**

Illustration source: Caregiver Reported Early Development Index (CREDI)



**Can stand and walk while holding onto furniture or a hand**



**Can say one or two syllable words, like mama or dada**

**Understands when being cautioned**

**May cry when mother and caregivers leave**

**Attempts problem solving, for example, tries to search and find an object that drops from the table**



**Walks without support**

Illustration source: Caregiver Reported Early Development Index (CREDI)



**Neat pincer grasp: can pick up small objects, such as pebbles, with precision using the tips of his thumb and index finger**

Illustration source: Caregiver Reported Early Development Index (CREDI)

**Words are pronounced more clearly**

**Repeats words after others**

**Very curious, identifies objects and plays with them**

**Beginning to understand his/her feelings and other people's feelings too**



**Can run and jump with both feet**

**Scribbles spontaneously and can imitate a stroke**

Illustration source: Caregiver Reported Early Development Index (CREDI)

**Begins to ask questions**

**Responds to questions and directions**

**Concentrates for short periods of time**

**Wants to do things on his/her own**

<p><b>Begins to react to touching (rooting reflex)</b></p>	<p><b>Learns to “tell” you what he/she needs and how he/she is feeling by using sounds, facial expressions, and body movements</b></p>
<p><b>Turns towards sound</b></p>	<p><b>Begins to crawl and creep</b></p>
<p><b>Imitates actions of caregiver, like waving “bye-bye” and shaking the head “no-no”</b></p>	<p><b>Learns to think through play, for example, when a ball is thrown out of sight, looks for the ball</b></p>
<p><b>Identifies and takes an interest in people</b></p>	



**Can grasp for and reach objects**

Illustration source: Caregiver Reported Early Development Index (CREDI)

**Sits with help/support**

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**Can identify familiar people by accepting them when they reach out to carry him/her**

**Starting to develop a more regular eating and sleeping schedule**



**Claps both hands together**

Illustration source: Caregiver Reported Early Development Index (CREDI)



**Can stand and walk while holding onto furniture or a hand**

Illustration source: Caregiver Reported Early Development Index (CREDI)

**Can say one or two syllable words, like mama or dada**

**Understands when being cautioned**

**May cry when mother and caregivers leave**

**Attempts problem solving, for example, tries to search and find an object that drops from the table**



**Walks without support**

Illustration source: Caregiver Reported Early Development Index (CREDI)



**Neat pincer grasp: can pick up small objects, such as pebbles, with precision using the tips of his thumb and index finger**

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<p><b>Identifies and takes an interest in people</b></p>	



**Can grasp for and reach objects**

Illustration source: Caregiver Reported Early Development Index (CREDI)

**Sits with help/support**

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**Responds with sounds when spoken to**



**Can identify familiar people by accepting them when they reach out to carry him/her**

**Starting to develop a more regular eating and sleeping schedule**



**Claps both hands together**

Illustration source: Caregiver Reported Early Development Index (CREDI)



**Can stand and walk while holding onto furniture or a hand**



**Can say one or two syllable words, like mama or dada**

**Understands when being cautioned**

**May cry when mother and caregivers leave**

**Attempts problem solving, for example, tries to search and find an object that drops from the table**



**Walks without support**

Illustration source: Caregiver Reported Early Development Index (CREDI)



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Illustration source: Caregiver Reported Early Development Index (CREDI)

**Words are pronounced more clearly**

**Repeats words after others**

**Very curious, identifies objects and plays with them**

**Beginning to understand his/her feelings and other people's feelings too**



**Can run and jump with both feet**

**Scribbles spontaneously and can imitate a stroke**

Illustration source: Caregiver Reported Early Development Index (CREDI)

**Begins to ask questions**

**Responds to questions and directions**

**Concentrates for short periods of time**

**Wants to do things on his/her own**

<b>Begins to react to touching (rooting reflex)</b>	<b>Learns to “tell” you what he/she needs and how he/she is feeling by using sounds, facial expressions, and body movements</b>
<b>Turns towards sound</b>	<b>Begins to crawl and creep</b>
<b>Imitates actions of caregiver, like waving “bye-bye” and shaking the head “no-no”</b>	<b>Learns to think through play, for example, when a ball is thrown out of sight, looks for the ball</b>
<b>Identifies and takes an interest in people</b>	



**Can grasp for and reach objects**

Illustration source: Caregiver Reported Early Development Index (CREDI)

**Sits with help/support**

**Communicates using sounds, babbles**

**Responds with sounds when spoken to**



**Can identify familiar people by accepting them when they reach out to carry him/her**

**Starting to develop a more regular eating and sleeping schedule**



**Claps both hands together**

Illustration source: Caregiver Reported Early Development Index (CREDI)



**Can stand and walk while holding onto furniture or a hand**



**Can say one or two syllable words, like mama or dada**

**Understands when being cautioned**

**May cry when mother and caregivers leave**

**Attempts problem solving, for example, tries to search and find an object that drops from the table**



**Walks without support**

Illustration source: Caregiver Reported Early Development Index (CREDI)



**Neat pincer grasp: can pick up small objects, such as pebbles, with precision using the tips of his thumb and index finger**

Illustration source: Caregiver Reported Early Development Index (CREDI)

**Words are pronounced more clearly**

**Repeats words after others**

**Very curious, identifies objects and plays with them**

**Beginning to understand his/her feelings and other people's feelings too**



**Can run and jump with both feet**

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**Begins to ask questions**

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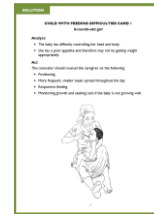
## Session 12, Learning Objective 2

### Training Aid 12.1: Problem and Solution Cards for Children with Feeding Difficulties

**Child with Feeding Difficulties Card 1**  
Problem (8 months)



**Child with Feeding Difficulties Card 1**  
Solution (8 months)



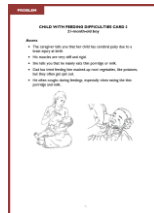
**Child with Feeding Difficulties Card 2**  
Problem (3 weeks)



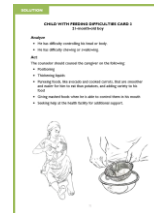
**Child with Feeding Difficulties Card 2**  
Solution (3 weeks)



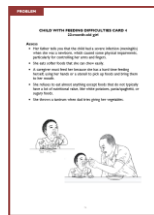
**Child with Feeding Difficulties Card 3**  
Problem (21 months)



**Child with Feeding Difficulties Card 3**  
Solution (21 months)



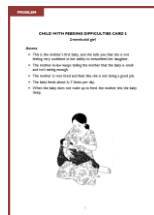
**Child with Feeding Difficulties Card 4**  
Problem (23 months)



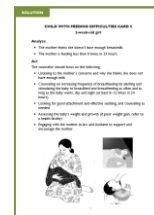
**Child with Feeding Difficulties Card 4**  
Solution (23 months)



**Child with Feeding Difficulties Card 5**  
Problem (2 weeks)



**Child with Feeding Difficulties Card 5**  
Solution (2 weeks)



**Child with Feeding Difficulties Card 6**  
Problem (20 months)



**Child with Feeding Difficulties Card 6**  
Solution (20 months)



## **CHILD WITH FEEDING DIFFICULTIES CARD I**

### **8-month-old girl**

#### **Assess**

- The baby's mother tells you she had a complicated delivery and the baby was not breathing at birth.
- She spent a month in a neonatal unit but learned to breastfeed well.
- You observe that she has weak muscles and her body is "floppy." She cannot sit upright by herself or hold her head up well.
- The mother says that her baby shows little interest in eating complementary foods and has a limited appetite.
- The baby eats mainly porridge mixed with some soft mashed foods like bananas.
- She still breastfeeds.



## CHILD WITH FEEDING DIFFICULTIES CARD I

### 8-month-old girl

#### Analyse

- The baby has difficulty controlling her head and body.
- She has a poor appetite and therefore may not be gaining weight appropriately.

#### Act

The counsellor should counsel the caregiver on the following:

- Positioning
- More frequent, smaller meals spread throughout the day
- Responsive feeding
- Monitoring growth and seeking care if the baby is not growing well.



**CHILD WITH FEEDING DIFFICULTIES CARD 2**  
**3-week-old boy**

**Assess**

- The mother tells you that the baby was born premature.
- The baby was discharged from the hospital newborn unit a few days ago.
- The mother tells you that she is worried he has not been breastfeeding well since they got home from the hospital.
- The mother has a hard time getting the baby to latch onto her breast.



## CHILD WITH FEEDING DIFFICULTIES CARD 2

### 3-week-old boy

#### Analyse

- The mother is having difficulties getting the baby to latch onto her breast.

#### Act

The counsellor should counsel the caregiver on the following:

- Different breastfeeding positions for small babies (this example is the cross-cradle position, which is good for small babies).
- Making sure the baby's head and whole body is supported and that his head is brought to the mom's breast.



## CHILD WITH FEEDING DIFFICULTIES CARD 3 21-month-old boy

### Assess

- The caregiver tells you that her child has cerebral palsy due to a brain injury at birth.
- His muscles are very stiff and rigid.
- She tells you that he mainly eats thin porridge or milk.
- Dad has tried feeding him mashed-up root vegetables, like potatoes, but they often get spit out.
- He often coughs during feedings, especially when eating the thin porridge and milk.





## CHILD WITH FEEDING DIFFICULTIES CARD 3 21-month-old boy

### Analyse

- He has difficulty controlling his head or body.
- He has difficulty chewing or swallowing.

### Act

The counsellor should counsel the caregiver on the following:

- Positioning
- Thickening liquids
- Pureeing foods, like bananas, that are smoother and easier for him to eat than potatoes, and adding variety to his food
- Giving mashed foods when he is able to control them in his mouth
- Seeking help at the health facility for additional support.



## CHILD WITH FEEDING DIFFICULTIES CARD 4

### 23-month-old girl

#### Assess

- Her father tells you that the child had a severe infection (meningitis) when she was a newborn, which caused some physical impairments, particularly for controlling her arms and fingers.
- She eats softer foods that she can chew easily.
- A caregiver must feed her because she has a hard time feeding herself, using her hands or a utensil to pick up foods and bring them to her mouth.
- She refuses to eat almost anything except foods that do not typically have a lot of nutritional value, like white potatoes, pasta/spaghetti, or sugary foods.
- She throws a tantrum when dad tries giving her vegetables.



**CHILD WITH FEEDING DIFFICULTIES CARD 4**  
**23-month-old girl**

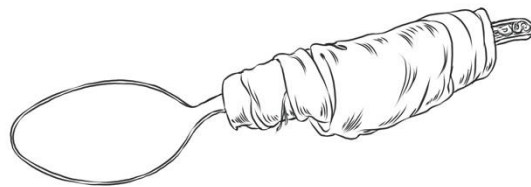
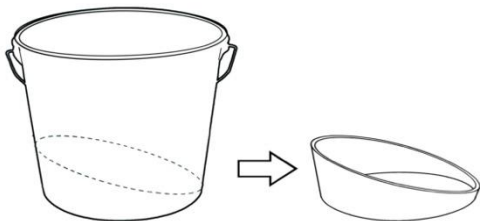
**Analyse**

- She has difficulty self-feeding.
- She is showing picky eating behaviours.

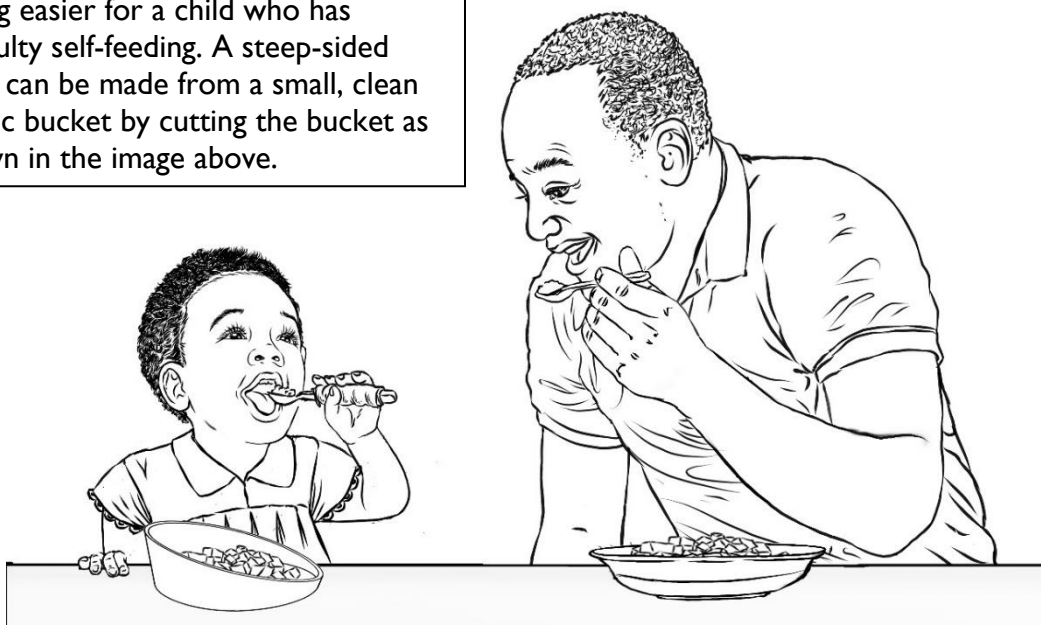
**Act**

The counsellor should counsel the caregiver on the following:

- Using modified utensils and a steep-sided plate
- Offering healthy foods when she is hungry before her favourite foods, and encouraging her to try to feed them to herself
- Exploring different options for healthier foods, such as squash or orange flesh sweet potatoes, which can have a sweeter flavour than other foods
- Using verbal praise and play as rewards for her efforts to self-feed and try anything new.



Note: A plate with steep sides makes eating easier for a child who has difficulty self-feeding. A steep-sided plate can be made from a small, clean plastic bucket by cutting the bucket as shown in the image above.



## **CHILD WITH FEEDING DIFFICULTIES CARD 5**

### **2-week-old girl**

#### **Assess**

- This is the mother's first baby, and she tells you that she is not feeling very confident in her ability to breastfeed her daughter.
- The mother-in-law keeps telling the mother that the baby is small and isn't eating enough.
- The mother is very tired and feels like she is not doing a good job.
- The baby feeds about 6–7 times per day.
- When the baby does not wake up to feed, the mother lets the baby sleep.



**CHILD WITH FEEDING DIFFICULTIES CARD 5****2-week-old girl****Analyse**

- The mother thinks she doesn't have enough breastmilk.
- The mother is feeding less than 8 times in 24 hours.

**Act**

The counsellor should focus on the following:

- Listening to the mother's concerns and why she thinks she does not have enough milk
- Counselling on increasing frequency of breastfeeding by alerting and stimulating the baby to breastfeed and breastfeeding as often and as long as the baby wants, day and night (at least 8–12 times in 24 hours)
- Looking for good attachment and effective suckling, and counselling as needed
- Assessing the baby's weight and growth (if poor weight gain, refer to a health facility)
- Engaging with the mother-in-law and husband to support and encourage the mother.



## CHILD WITH FEEDING DIFFICULTIES CARD 6

### 20-month-old boy

#### Assess

- The caregiver tells you that she introduced complementary foods to her child at 6 months of age.
- He was interested, generally, in trying new foods and seemed to enjoy mealtimes with his family.
- When he was 18 months old, he started to reject many of the foods he previously enjoyed.
- During meals, he throws food to the ground, turns his head away when his mom tries to feed him, shakes his head “no” when offered different foods, and eats much less than he was eating a couple of months earlier.
- His father noticed that he is not interested in eating vegetables anymore, primarily eats only 2–3 foods, and likes to eat less nutritious foods, like biscuits.





## **CHILD WITH FEEDING DIFFICULTIES CARD 6**

### **20-month-old boy**

#### **Analyse**

- He is showing picky eating behaviours.

#### **Act**

The counsellor should counsel on the following:

- Waiting until the child is hungry to give him healthy foods he has not liked in the past—he may be more willing to try them when he is hungry
- Letting him feed himself—this will help him feel like he is in control of what he is eating
- Not using food as a reward or as a punishment—the child will eat when he is hungry
- Practicing responsive feeding.



