Responsive Care and Early Learning (RCEL) Video Translation Adaptation Toolkit for Ghana Counselling Video

Use this tool to translate the transcript below from English into additional languages

# Counseling Caregivers at a Clinic Visit: A 3-Step Approach – Ghana

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| **#** | **Time start** | **Time end** | **English** | **Alternative Language** |
| 1 | 00:02 | 00:08 | **Counseling Caregivers at a Clinic Visit: A 3-Step Approach – Ghana** |  |
| 2 | 00:12 | 00:17 | Families want to help their children learn, be happy, and thrive. |  |
| 3 | 00:18 | 00:26 | But parents sometimes need help understanding their young child’s needs, or need support to be responsive to their children. |  |
| 4 | 00:27 | 00:35 | With observation and tactful guidance, you can help families improve how they raise their young children. |  |
| 5 | 00:36 | 00:45 | This video shows how to assess and guide a caregiver during a responsive care counseling visit – demonstrating the 3 steps of: |  |
| 6 | 00:46 | 00:48 | assessing the child’s situation; |  |
| 7 |  |  | **Step 1: Assess** |  |
| 8 | 00:51 | 00:54 | analysing and identifying areas for improvement; |  |
| 9 |  |  | **Step 2: Analyse** |  |
| 10 | 00:57 | 01:03 | and suggesting actions to help a caregiver be more responsive to her young child. |  |
| 11 |  |  | **Step 3: Act** |  |
| 12 | 01:08 | 01:12 | This mother is bringing her 8 month old daughter to the local clinic. |  |
| 13 | 01:15 | 01:18 | She joins the other parents for the morning health talk. |  |
| 14 | 01:19 | 01:25 | Today the topic is about how loving care helps children grow and develop. |  |
| 15 | 01:26 | 01:33 | Afterward – the mother waits with the other parents until her name is called to see the counsellor. |  |
| 16 | 01:37 | 01:39 | **Step 1: Assess** |  |
| 17 |  |  | **Greet each other** |  |
| 18 | 01:41 | 01:44 | Greet the mother with kindness and respect. |  |
| 19 | 01:45 | 01:49 | Have her sit at the same level without barriers between you. |  |
| 20 | 01:50 | 01:56 | Introduce yourself; then let her introduce herself and her young daughter. |  |
| 21 | 01:57 | 01:59 | Let her know you’re happy to see them. |  |
| 22 |  |  | **Explain the purpose of the visit** |  |
| 23 | 02:03 | 02:05 | Explain the purpose of the visit. |  |
| 24 | 02:06 | 02:09 | Tell her you would like to talk with her about her child. |  |
| 25 | 02:10 | 02:11 | Ask if that’s ok. |  |
| 26 |  |  | **Engage the caregiver** |  |
| 27 | 02:13 | 02:15 | Next – involve the caregiver. |  |
| 28 | 02:16 | 02:19 | Ask her how she and her child are doing today. |  |
| 29 |  |  | **Share something about yourself** |  |
| 30 | 02:23 | 02:25 | Then, share something about yourself. |  |
| 31 | 02:25 | 02:31 | For example – You tell the mother that you also have a child of the same age as her daughter. |  |
| 32 | 02:32 | 02:39 | Sharing some personal information helps establish a common bond between the caregiver and the counsellor. |  |
| 33 | 02:41 | 02:49 | Throughout the visit, use your communication skills to establish a friendly open rapport with the caregiver. |  |
| 34 |  |  | **Shape today’s session** |  |
| 35 | 02:52 | 02:56 | Structure today’s session by first reviewing the child’s health record. |  |
| 36 | 03:00 | 03:07 | Then ask the caregiver if she has done anything differently as a result of her last counseling visit. |  |
| 37 |  |  | **Listen to the caregiver** |  |
| 38 | 03:09 | 03:13 | Listen closely to the mother to understand her situation. |  |
| 39 | 03:21 | 03:24 | Use eye contact and supportive gestures. |  |
| 40 | 03:24 | 03:32 | Give her time to talk, then add thoughtful responses and questions. |  |
| 41 | 03:37 | 03:42 | The mother tells you she has been introducing more variety in her baby’s foods. |  |
| 42 | 03:43 | 03:50 | The child now eats porridge, mashed vegetables and fruits, and one egg almost every day. |  |
| 43 | 03:57 | 04:01 | Ask how the mother typically interacts with her child? |  |
| 44 | 04:11 | 04:13 | The mother tells you that she’s very busy. |  |
| 45 | 04:14 | 04:18 | She has so much housework and often carries the child on her back. |  |
| 46 |  |  | **Observe** |  |
| 47 | 04:36 | 04:41 | Throughout the visit observe how the mother and child interact. |  |
| 48 | 04:42 | 04:51 | You notice that the mother treats her affectionately but she doesn’t have eye contact with her and doesn’t talk to her baby. |  |
| 49 | 04:56 | 04:58 | **Step 2: Analyse** |  |
| 50 |  |  | **Pause** |  |
| 51 | 05:02 | 05:06 | Pause to think about what you’ve learned from the mother. |  |
| 52 | 05:07 | 05:12 | You identify that the mother is not talking to the child as much as she could. |  |
| 53 |  |  | **Prioritise what you will do next** |  |
| 54 | 05:15 | 05:18 | Then, prioritise what you will do next. |  |
| 55 | 05:19 | 05:34 | Based on what you’ve observed and learned from the mother, you choose the Communication counseling card and consider 1 or 2 small, doable actions that the mother can practise at home. |  |
| 56 | 05:39 | 05:41 | **Step 3: Act** |  |
| 57 |  |  | **Introduce the topic** |  |
| 58 | 05:43 | 05:50 | You tell the mother, you would like to introduce some ideas about communicating with her daughter. |  |
| 59 |  |  | **Praise the caregiver** |  |
| 60 | 05:53 | 05:56 | Start by praising what the mother is doing well. |  |
| 61 | 05:56 | 06:04 | Let her know that by giving her child a healthy variety of foods, she’s improving her child’s nutrition. |  |
| 62 | 06:05 | 06:07 | She’s doing a great job with her baby. |  |
| 63 |  |  | **Counsel** |  |
| 64 | 06:09 | 06:14 | Next, counsel the mother on 1 or 2 small doable actions. |  |
| 65 | 06:15 | 06:18 | First, you recommend talking to her child. |  |
| 66 | 06:19 | 06:26 | You explain that babies begin to understand many words before they can speak, like her name. |  |
| 67 | 06:32 | 06:35 | The mother can talk to her baby all the time. |  |
| 68 | 06:36 | 06:40 | Her baby will learn to talk by listening to her talk. |  |
| 69 | 06:44 | 06:47 | Second, she can observe her baby’s gestures. |  |
| 70 | 06:48 | 06:55 | You explain that babies use facial expressions, sounds, and movements to communicate. |  |
| 71 | 06:56 | 06:58 | Think of an example the mother will know. |  |
| 72 | 07:13 | 07:19 | Explain that while it’s true that babies cry when they’re hungry – that is a late sign. |  |
| 73 | 07:19 | 07:27 | Before babies cry, they have usually been communicating – but parents may not notice or understand. |  |
| 74 | 07:51 | 07:55 | These are the ways babies communicate before they can speak. |  |
| 75 | 07:55 | 07:58 | Watch your baby and you will learn her language. |  |
| 76 | 07:59 | 08:06 | Then you can respond to her messages – and meet her needs sooner, before she cries. |  |
| 77 | 08:07 | 08:12 | Parents can also teach a young child gestures to help her communicate. |  |
| 78 | 08:13 | 08:20 | For example, when she’s giving her food, she can ask her if she wants “more” by using a gesture. |  |
| 79 | 08:22 | 08:27 | And if she’s full, show her this gesture to say “All done”. |  |
| 80 |  |  | **Summarize the visit** |  |
| 81 | 08:30 | 08:36 | Summarize the visit by asking the mother to explain what she will do with her child at home. |  |
| 82 | 08:37 | 08:42 | The mother tells you that she will start to notice her child’s gestures and learn what they mean. |  |
| 83 | 08:43 | 08:45 | Then she can respond to her needs better. |  |
| 84 | 08:46 | 08:51 | If she has her hand in her mouth, she will think she is hungry and feed her. |  |
| 85 | 08:52 | 08:55 | She will also talk to her child more often. |  |
| 86 |  |  | **Give encouragement** |  |
| 87 | 08:59 | 09:00 | Encourage the mother. |  |
| 88 | 09:01 | 09:04 | Tell her to try what you discussed each day. |  |
| 89 | 09:04 | 09:07 | With a little practice, this will become natural. |  |
| 90 | 09:10 | 09:18 | Complete the MCH record book and schedule the next meeting date. |  |
| 91 | 09:21 | 09:24 | Then thank the caregiver for her time. |  |
| 92 | 09:31 | 09:36 | Remember – follow the 3 steps during a responsive care counseling visit. |  |
| 93 |  |  | **Step 1: Assess** |  |
| 94 | 09:37 | 09:40 | Step 1 – assess the child’s situation; |  |
| 95 |  |  | **Step 2: Analyse** |  |
| 96 | 09:43 | 09:46 | Step 2 – analyse areas for improvement;  |  |
| 97 |  |  | **Step 3: Act** |  |
| 98 | 09:47 | 09:55 | and Step 3 – suggest actions to help a caregiver be more responsive to her young child. |  |

Note: Grayed out lines need to be translated because they appear as text on the screen, but these lines are not narrated.