Caring for the child’s healthy growth and development
Caring for the child’s healthy growth and development.

Contents: Family Counselling Cards -- Participant Manual -- Facilitator Guide


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**Materials for use in counselling the family**

Counselling Cards
Pen or pencil
Referral Notes

**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

**For washing hands:**
Soap

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**REMINDER—Before starting to counsel the family, ask:**
“How old is your child? Then, how is your child doing?”

<table>
<thead>
<tr>
<th>If a young infant from birth to 1 month old (or mother) is sick</th>
<th>If you have been trained to care for a newborn at home: Assess the young infant and mother to identify problems and take action. If you have not been trained: Refer mother and infant to the health facility. If the infant can drink, counsel to continue breastfeeding more frequently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a child 2 months or older is sick</td>
<td>If you have been trained to care for the sick child: Use the Sick Child Recording Form to identify problems and take action. If you have not been trained: 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.</td>
</tr>
</tbody>
</table>

**If child is well:**
Then, continue with the visit using the counselling cards for the child’s age.
## Visits to promote the child's healthy growth and development

<table>
<thead>
<tr>
<th>Routine visits</th>
<th>Counselling for the child’s age</th>
<th>Opportunity contacts</th>
<th>Counselling for the child’s age</th>
</tr>
</thead>
</table>
| **Newborn, birth up to 1 month** | See the course materials for Caring for the Newborn at Home | Child, age 6 to 8 months | 1 Feed the child  
2 Play and communicate with the child  
3 Prevent illness  
4 Respond to illness |
| Visit 1. Young infant, age 1 to 2 months | 1 Feed the young infant  
2 Play and communicate with the young infant  
3 Prevent illness  
4 Respond to illness | Child, age 9 to 11 months | 1 Feed the child  
2 Play and communicate with the child  
3 Prevent illness  
4 Respond to illness |
| Visit 2. Child, age 3 to 4 months | 1 Feed the child  
2 Play and communicate with the child  
3 Prevent illness  
4 Respond to illness | Child, age 1 year | 1 Feed the child  
2 Play and communicate with the child  
3 Prevent illness  
4 Respond to illness |
| Visit 3. Child, age 5 months and older (up to 5 years) | 1 Feed the child  
2 Play and communicate with the child  
3 Prevent illness  
4 Respond to illness | Child, age 2 years and older (up to 5 years) | 1 Feed the child  
2 Play and communicate with the child  
3 Prevent illness  
4 Respond to illness |

### SUMMARY Cards with GROWTH CHARTS

Page 60-64

1 Recommendations for feeding your child  
2 Recommendations for caring for your child’s development  
3 Recommendations for preventing and responding to Illness  
GROWTH CHART—Boys  
GROWTH CHART—Girls

The Family Counselling 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.
ACKNOWLEDGEMENTS
These counselling cards were created by Jane E. Lucas PhD, under a project to train Community Health Workers initiated and managed by Bernadette Daelmans MD for the World Health Organization. Thanks to Patricia Shirey for her comments and to Aslam Bashir, who provided the illustrations with Victor Nolasco.
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

At least 8 times in 24 hours
Visit 1. Young infant, age 1 to 2 months

1 Feed the young infant

GREETINGS. Explain that today you are visiting to talk about how to feed and care for the young infant.

ASK the mother and family, and LISTEN.

- How is your baby doing? If the baby is sick, assess or refer baby and mother to the health facility. If no problem, continue.
- How is the baby growing? Look at the weight on the baby’s growth chart. Interpret the curve for the mother (baby is gaining, maintaining, or losing weight). Explain that you will talk about how to feed the baby to help the baby grow strong and well.
- These pictures show how to feed the baby. What do you see in these pictures? LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about how Nandi feeds her baby.

- Nandi breastfeeds whenever her child shows signs of hunger—opening his mouth wide towards the breast, sucking fingers, or moving lips (Picture 1). She gives ONLY breast milk to her child because:
  - Breast milk is the best food for the baby, and he does not need any other foods or fluids.
  - Breast milk protects against infections.
- Nandi holds her baby turned close to her body so he will attach well to the breast, with his mouth wide open and chin touching the breast (Picture 2).
- Nandi breastfeeds the baby at least 8 times in 24 hours, including at night (Picture 3). If her baby is small (low birth weight), Nandi would feed him every 2 to 3 hours. She would wake the baby for feeding after 3 hours, if the baby does not wake himself. Small babies need lots of breast milk to catch up.
  - The more the baby suckles the breast, the more milk is produced.

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

- Ask about feeding: How are you feeding the baby? How often? How do you know your baby is hungry? What difficulties, if any, are you having breastfeeding? Support exclusive breastfeeding, and solve problems, if needed.
  - Observe a breastfeed. If needed, improve position and attachment.
  - If baby is getting other foods or fluids, or mother thinks she does not have enough milk, help mother to decrease giving other foods and fluids, and to increase the frequency of breastfeeds.
  - Help mother identify signs of hunger, before the baby cries.
  - If there is a problem, ask to see mother and child in 2 days. If the problem continues or there is a new problem, refer mother and baby to the health facility for counselling.
  - For other feeding problems, such as problem with the breast, refer mother and child to the health facility.
Visit 1. Young infant, age 1 to 2 months

2 Play and communicate with the young infant
Visit 1. Young infant, age 1 to 2 months

2 Play and communicate with the young infant

ASK the mother and family, and LISTEN. Explain that you will talk about how to help the baby learn.

- What activities do you see in these pictures? LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about how Nandi and her family play and communicate with the baby to help him learn.

  - The whole family enjoys playing with the baby. It helps the baby grow strong. They allow the baby to move freely, so he can kick, move, and discover his hands and toes. He reaches to touch familiar faces (Picture 1).
  - Nandi slowly moves colourful objects in front of her baby’s eyes to help the baby learn to follow and reach for things (Picture 2). At first it is difficult for the baby to control the movements of his eyes and hands. He becomes stronger and his muscles learn control by playing with older family members.
  - Nandi enjoys getting her baby to smile and laugh with her (Picture 3). She gets a conversation going by copying her baby’s sounds and gestures. This is a fun game for the baby, and it prepares the baby for being able to talk later. And Nandi is learning to watch closely what her son does, so she can respond to him and his needs.

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? Ask the mother (or the baby’s other primary caregiver) to show you how she plays and talks with the baby. Then ask her to show what she does to try to get her baby to smile.

- Observe the mother’s demonstration. If there is no difficulty, PRAISE the mother. If the mother has difficulty playing or talking with her baby, or trying to get the baby to smile, explain that it is sometimes difficult when the child is this age. Ask her to play a game with her baby: look close into the baby’s face, and copy the baby’s sounds and gestures. The baby will show pleasure, which will help the mother respond playfully. Ask the mother when she could play with her child at home. Games, like copying, will help mother and baby learn to communicate, and will prepare the baby for talking later. Set up a follow-up visit in 2 days if mother is learning a new interaction skill.
Visit 1. Young infant, age 1 to 2 months

3 Prevent illness

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Birth</th>
<th>6 weeks</th>
<th>10 weeks</th>
<th>14 weeks</th>
<th>9 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCG</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Oral polio</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>DTP</td>
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<td>Yellow fever</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Measles</td>
<td>x</td>
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</tbody>
</table>

1.

2.

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4.
Visit 1. Young infant, age 1 to 2 months

3 Prevent illness

ASK the mother and family, and LISTEN. Explain that you will talk about how to help keep the baby healthy.

- **What do you see in these pictures?** LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about what Nandi and her family do to help the baby be healthy. Link the family’s answers to the picture stories.

  - Nandi will exclusively breastfeed her baby until he is 6 months old (Picture 1). Breast milk protects the baby from illness. Breast milk also helps to build the young brain. It is the only food and fluid that the baby needs.
  - Nandi takes her baby for his vaccinations— at age 6 weeks (Picture 2). Nandi knows that these vaccines prevent many childhood illnesses. They could save her baby’s life.
  - Family members wash their hands carefully with soap and water—after using the toilet, after changing the baby’s nappy, before preparing or serving food, and before feeding the baby and other children, or eating (Picture 3). Illnesses pass from person to person by unwashed hands.
  - Nandi and her baby live in a malaria area and are at risk of becoming sick with malaria. They sleep under an insecticide-treated bednet every night (Picture 4). The bednet helps to prevent the mosquito bites that cause malaria.

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.

- **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.

- **If in a malaria area:** Do you have an insecticide-treated bednet? Do you and your baby (and other young children) sleep under the bednet? If yes, PRAISE the family. Check to see if the net is properly treated and used. If there is not an effective bednet, discuss how to get a bednet. Explain how to treat and
Visit 1. Young infant, age 1 to 2 months

4 Respond to illness

1

2

Visit 1. Young infant, age 1 to 2 months
4 Respond to illness

ASK the mother and family, and LISTEN. Explain that you are going to talk about what to do if the child becomes sick.

- What do you see in these pictures? LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about what Nandi and her family do if the baby becomes sick. Link the family’s answers to the picture stories.
  
  - Nandi and her family will watch for signs that indicate that the baby is sick. They will take the baby to the health facility if the baby has cough, diarrhoea, or fever, or feels cold, or has any other signs of illness.
  - They know that young babies can quickly become very sick. They will take the baby URGENTLY to the health facility, if the sick baby has any of these danger signs (Picture 1):
    - Is unable to breastfeed or stops breastfeeding well.
    - Has convulsions or fits.
    - Has difficult or fast breathing.
    - Feels hot or unusually cold.
  
  - If the baby can feed, Nandi will breastfeed more often until they arrive at the health facility (Picture 2). When the baby is sick, he needs more fluids to replace what he is losing.

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. Young babies can quickly become very sick. If the baby can feed, the mother should breastfeed more often.
Visit 2. Child, age 3 to 4 months

1 Feed the child

1. Feed the child 8 times in 24 hours

2. Serve the child a variety of solid foods

3. Continue breastfeeding as desired
Visit 2. Child, age 3 to 4 months

1 Feed the child

**GREETINGS.** Explain that today you are visiting to talk about how to feed and care for their growing child.

**ASK the mother and family, and LISTEN.**

- **How is your child?** *If the child is sick*, assess or refer the child to the health facility. *If no problem*, continue.
- **How is the child growing?** Look at the weight on the growth chart. Interpret the curve for the mother (child is gaining, maintaining, or losing weight). Explain that you will talk about how to feed the child.
- **What do you see in these pictures?** *LISTEN* to the answers. *PRAISE* the mother for what she knows. Then, tell the story about how Laila fed her growing child. Link the answers of the family to the picture stories.

- *Laila breastfeeds whenever her child wants to eat or shows signs of hunger—opening her mouth wide towards the breast, sucking fingers, or moving lips (Picture 1).*
- *And she gives ONLY breast milk to her child (Picture 2) because:*
  - Breastmilk is the best food for the child and she does not need any other foods or fluids.
  - Breastmilk protects against infections, and helps the child’s brain to grow.
- *Laila breastfeeds her child at least 8 times in 24 hours, including at night (Picture 3). The more the child suckles the breast, the more milk is produced.*

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

- **Ask about feeding:** How are you feeding your child? How often? How do you know your child is hungry? What difficulties, if any, are you having breastfeeding? *Support exclusive breastfeeding,* and solve problems, if needed. For example:
  - If mother is having a problem breastfeeding or the child is not gaining weight, *observe a breastfeed.* If needed, improve position and attachment.
  - If child is getting other foods or fluids, or mother thinks she does not have enough milk, help mother 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 identify signs of hunger before the child cries.
  - If there is a problem, ask to see mother and child in 5 days. If the problem continues or there is a new problem, refer mother and child to the health facility for counselling.
  - For other feeding problems, such as problems with the breast, refer mother and child to the health facility.
Visit 2. Child, age 3 to 4 months

2 Play and communicate with the child
Visit 2. Child, age 3 to 4 months

2 Play and communicate with the child

ASK the mother and family, and LISTEN.

- **What do you see in these pictures?** Explain that these pictures show how the family can play with a young child. **LISTEN** to the answers. **PRAISE** the mother for what she knows. Then, tell the story about how Laila and her family play and communicate with their child.

- Laila enjoys encouraging her child to play. Play is the way that her daughter learns. Laila moves colourful objects slowly in front of the child’s face, and helps her grab and hold objects (Picture 1). She talks about the object, even though her daughter cannot yet speak.
- The father has made a rattle, which he has filled with sand. His daughter enjoys looking towards the sound and is beginning to shake the rattle herself to make her own sounds (Picture 2).
- Children often suck things to test whether they are smooth or rough, and hot or cold. At this age they can feel objects better with their mouths than with their fingers. The object must be clean and safe (Picture 3).
- Laila and her husband are helping their daughter learn by playing and talking to her. Even at this very young age, she is learning some basic skills for life. And she is learning that her family loves her.

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?** Ask the mother (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. If the mother 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 her do an activity with her child.
- **Observe an activity.** Give the mother a homemade **rattle** to play with the child. Help her to see how the child looks at the object and uses it to make a sound. Give the mother a **ball** to play with her child. Ask her what she thinks her child is learning to do.
- **Encourage the family to play with the child at home.** Explain that, when they play and talk with their child, they are helping the child to learn. What things at home could their child play with? (Guide them to use safe, clean household objects or homemade toys.) Discuss when they could play and talk with their child each day. Set up a follow-up visit in 5 days if family members are learning a new interaction skill.
Visit 2. Child, age 3 to 4 months

### 3 Prevent illness

<table>
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<tr>
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<th>Birth</th>
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</table>
Visit 2. Child, age 3 to 4 months

3 Prevent illness

**ASK the mother and family, and LISTEN.** You are going to talk about how to prevent illness and help keep the child healthy.

- **What do you see in these pictures?** LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about what Laila and her family do to help keep their child healthy. Link the family’s answers to the picture stories.

Laila and her family know that feeding their child well is important to help her stay healthy. Also:

- Laila gives her child only breast milk. (Picture 1). Breast milk helps to prevent diarrhoea and other illness.
- Laila takes her child for her next vaccinations at age 10 weeks and again at 14 weeks (Picture 2). Laila knows that these vaccines prevent many childhood illnesses. They could save her child’s life.
- Family members wash their hands carefully with soap and water—after using the toilet, after changing the child's nappy, before preparing or serving food, and before feeding the child, or eating (Picture 3). Illnesses pass from person to person by unwashed hands.
- Laila and her baby live in a malaria area and are at risk of becoming very sick with malaria. They sleep under an insecticide-treated bednet every night (Picture 4). The bednet helps to prevent the mosquito bites that cause malaria.

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

- **Has your child been vaccinated?** Check the vaccination card. If the baby has not been vaccinated according to the schedule, ask when and where the family will take the baby 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.

- **If in a malaria area:** Do you have an insecticide-treated bednet? Do you and your child (and other young children) sleep under a bednet? If yes, PRAISE the family. Check to see if the net is properly treated and used. If there is not an effective bednet, inform the family how to get a bednet. Explain how to treat and use the bednet.
Visit 2. Child, age 3 to 4 months

4 Respond to illness

[Descriptions of images related to responding to illnesses]
Visit 2. Child, age 3 to 4 months

4 Respond to illness

ASK the mother and family, and LISTEN. You are going to talk about what to do if the child becomes sick.

- **What do you see in these pictures?** LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about what Laila and her family do if the child becomes sick. Link the family’s answers to the picture stories.

  - Laila and her family will watch for signs that indicate that the child is sick. They will take the sick child to the health facility if the child has cough, diarrhoea, fever, or other signs of illness.
  - They will take the child URGENTLY to the health facility, if the sick child has any of these danger signs (Picture 1):
    - Is unable to breastfeed or stops breastfeeding well.
    - Has convulsions or fits.
    - Has difficult or fast breathing.
    - Feels hot or unusually cold.
  - If her daughter is sick and can drink, Laila will offer her breast milk more often on the way to the health facility (Picture 2).

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

- **What signs of illness will you watch for in your child?** PRAISE the family for all signs that they know. Add the signs they forget to say. Emphasize the danger signs.

- **If you see any one of these signs, what will you do?** Emphasize that the child must go immediately to the health facility, if they see any of the danger signs.
Visit 3. Child, age 5 months

1 Feed the child

1. Feed the child

2. At least 8 times in 24 hours
Visit 3. Child, age 5 months

1 Feed the child

GREETINGS. Explain that today you are visiting to talk about how to feed and care for their growing child.

ASK the mother and family, and LISTEN.

- **How is your child?** If the child is sick, assess or refer the child to the health facility. **If no problem,** continue.
- **How is the child growing?** Look at the weight on the growth chart. Interpret the curve for the mother (child is gaining, maintaining, or losing weight). Explain that you will talk about how to feed the child.
- **What do you see in these pictures?** LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about how Nita fed her growing child.

- Nita breastfeeds whenever her child wants to eat or shows signs of hunger (Picture 1). Until her son is six months old, she continues to give ONLY breast milk to her 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.
- Nita breastfeeds the child at least 8 times in 24 hours, including at night (Picture 2).

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 your child is hungry? **What difficulties, if any, are you having breastfeeding?** Support breastfeeding, and solve problems, if needed.
  - If child is getting other foods or fluids, or mother thinks she does not have enough milk, help mother to decrease giving other foods and fluids, and to increase the frequency of feeds.
  - Help mother identify signs of hunger, before the child cries.
  - If there is a problem, ask to see mother 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 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 28.)*
Visit 3. Child, age 5 months

2 Play and communicate with the child
Visit 3. Child, age 5 months

2 Play and communicate with the child

ASK the mother and family, and LISTEN.

- **What do you see in these pictures?** Explain that these pictures show how the family can play with a young child. **LISTEN** to the answers. **PRAISE** the mother for what she knows. Then, tell the story about how Nita and her family play and communicate with their child.
  
  - Nita enjoys playing with her child. She gives him wooden spoons and other household objects to reach for, grab, and examine. (Picture 1). Nita tries to guess what the child is thinking as he looks at and touches new things. And she talks about and encourages her child as he explores.
  - Nita looks into her child’s face and talks softly to him. He reaches for his mother and makes happy sounds (Picture 2).
  - Nita plays ball with her child. Rolling the ball back and forth helps Laila and her child interact with delight (Picture 3).
  - Nita is helping her child learn by playing and talking with her child. Even before the child can speak, he is learning words and other skills. Nita wants to help him get ready for school.

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?** Ask the mother (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. If the mother or other caregiver has difficulty playing or talking with the child, or trying to get the child to smile, explain that it is sometimes difficult when the child is this age. Help her do an activity with her child.

- **Observe an activity.** Give the mother a wooden **spoon** or other safe object from the home to play with the child. Help her to see how the child looks at the object and uses his or her hands. As they play together, ask her what she thinks her child is thinking about and learning to do.

- **Encourage the family to play with the child at home.** Explain that, when they play and talk with their child, they are helping the child to learn. What things at home could their child play with? (Guide them to use safe, clean household objects or homemade toys.) Discuss when they could play and talk with their child each day. Set up a follow-up visit in 5 days, if family members are learning a new skill.
Visit 3. Child, age 5 months

3 Prevent illness

1

2

3
3 Prevent illness

ASK the mother and family, and LISTEN. You are going to talk about how to prevent illness and help keep the child healthy.

- What do you see in these pictures? LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about what Nita and her family do to help keep their child healthy. Link the family’s answers to the picture stories.

Nita and her family know that feeding their child well is important to help him stay healthy. Also:

- Nita gives her child only breast milk until the child is 6 months old (Picture 1). Breast milk helps to prevent diarrhoea and other illness.
- Family members wash their hands carefully with soap and water—after using the toilet, after changing the child's nappy, before preparing or serving food, and before feeding the child, or eating (Picture 2). Illnesses pass from person to person by unwashed hands.
- Nita and her baby live in a malaria area and are at risk of becoming very sick with malaria. They sleep under an insecticide-treated bednet every night (Picture 3). The bednet helps to prevent the mosquito bites that cause malaria.

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

- Has your child been vaccinated? No new vaccines are needed between age 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.
- If in a malaria area: Do you have an insecticide-treated bednet? Do you and your child (and other young children) sleep under a bednet? If yes, PRAISE the family. Check to see if the net is properly treated and used. If there is not an effective bednet, inform the family how to get a bednet. Explain how to treat and use the bednet.
Visit 3. Child, age 5 months

4 Respond to illness

1

2
Visit 3. Child, age 5 months

4 Respond to illness

ASK the mother and family, and LISTEN. You are going to talk about what to do if the child becomes sick.

- **What do you see in these pictures?** LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about what Laila and her family do if the child becomes sick. Link the family’s answers to the picture stories.

  - Nita and her family will watch for signs that indicate that the child is sick. They will take the sick child to the health facility if the child has cough, diarrhoea, fever, or other signs of illness.
  - They will take the child URGENTLY to the health facility, if the sick child has any of these danger signs (Picture 1):
    - Is undable to breastfeed or stops breastfeeding well.
    - Has convulsions or fits.
    - Has difficult or fast breathing.
    - Feels hot or unusually cold.
  - If her son is sick and can drink, Nita will offer him breast milk more often on the way to the health facility (Picture 2).

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

- What signs of illness will you watch for in your child? PRAISE the family for all signs that they know. Add the signs they forget to say. Emphasize the danger signs.

- If you see any one of these signs, what will you do? Emphasize that the child must go immediately to the health facility, if they see any of the danger signs.
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
1 Feed the child

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

2. Snack, 1 or 2 times each day

3. Just right

4. Too thin

Child, age 6 to 8 months
1 Feed the child

GREETINGS. Explain that today you will be talking about their growing child.

ASK the mother and family, and LISTEN.

- How is your child? If the child is sick, assess or refer the child to the health facility. If no problem, continue.
- How is the child growing? Look at the weight on the growth chart. Interpret the curve for the family (child is gaining, maintaining, or losing weight). Explain that you will talk about how to feed the child.
- What do you see in these pictures? LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about how Maggie feeds her growing child.

- Maggie continues to breastfeed her son as often as he wants (Picture 1).
- Since her son reached six months old, Maggie started to give thick porridge, and fruit and dark green vegetables, rich in vitamin A. Every day Maggie also adds food from animal sources (some meat, fish, eggs, and yoghurt or other dairy products) to meet the needs of her growing child. She mashes the food so that her child can eat it easily. She makes sure that the food is thick and stays on the spoon (Picture 2).
- Maggie started giving 2 to 3 tablespoons of food and increased it to 1/2 cup (125 ml) of food at each meal (Picture 3), during 2 to 3 meals each day.
- Maggie also offers her child 1 or 2 snacks each day between meals, when the child seems hungry (Picture 4). Plentiful fruit (such as bananas, papayas, and mangos) and bread make good snacks.
- Maggie feeds her child slowly, patiently. She encourages her child’s interest in eating. When he is sick, Maggie offers his favourite foods more frequently (Picture 5).

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

- Ask about feeding the child: Still breastfeeding? What complementary foods? How prepared? How many meals and snacks each day? How much? What difficulties, if any, are you having?
  - Check to see that the child receives a variety of animal-source and vitamin A-rich foods, 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 and child in 5 days. If the problem continues, refer mother and child to the health facility for counselling.
Child, age 6 to 8 months

2 Play and communicate with the child

1

2
2 Play and communicate with the child

ASK the mother and family, and LISTEN.

- What do you see in these pictures? LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about how Maggie and her family play and communicate with their child.

  - The family sees that their child loves to bang metal pots and spoons (Picture 1). He likes to drop things to make noises and get the family members to pick them up. He learns by playing with simple household objects, and family members encourage him to explore the things around him.
  - Maggie calls her son’s name and sees him respond. He understands her words even before he can talk (Picture 2). The family enjoys seeing how much the child learns as they play and talk with him. They want him to be smart as he grows up.

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? Ask the mother (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. If the mother or other caregiver has difficulty playing or talking with the child, or trying to get the child to smile, help her try while doing an activity with her child.

- Observe an activity. Give the mother a wooden spoon and the cover of a metal pot (or similar objects to make a sound), and ask her to give them to her child to play with. As the child looks at the objects, makes sounds with them, or drops them, ask her what she thinks her child is thinking about and learning to do.

- Encourage the family to play with the child at home. Explain that, when they play and talk with their child, they are helping the child to learn. What things could their child play with at home? (Guide them to use safe, clean objects within a safe area to play.) Discuss when they could play with their child each day. Set up a follow-up visit in 5 days if family members are learning a new interaction skill.
Child, age 6 to 8 months

3 Prevent illness

1

2
3 Prevent illness

ASK the mother and family, and LISTEN. You are going to talk about how to prevent illness and help keep the child healthy.

- What do you see in these pictures? LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about what Maggie and her family do to help keep their child healthy. Link the family’s answers to the picture stories.

Maggie and her family know that feeding their child well is important to help him stay healthy. Also:

- Family members wash their hands carefully with soap and water—after using the toilet, after changing the child’s nappy, before preparing or serving food, and before feeding the child, or eating (Picture 1). Maggie also washes her son’s hands before a meal or snack. Illnesses pass from person to person by unwashed hands.
- Maggie and her child live in a malaria area and are at risk of becoming very sick with malaria. They sleep under an insecticide-treated bednet every night (Picture 2). The bednet helps to prevent the mosquito bites that cause malaria.

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

- Has your child been vaccinated? In most countries, no new vaccines are needed between age 6 to 8 months. However, check the vaccination card. If the baby has not been vaccinated according to the schedule through the fourteenth week, ask when and where the family will take the baby 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.
- If in a malaria area: Do you have an insecticide-treated bednet? Do you and your child (and other young children) sleep under a bednet? If yes, PRAISE the family. Check to see if the net is properly treated and used. If there is not an effective bednet, inform the family how to get a bednet. Explain how to treat and use the bednet.
Child, age 6 to 8 months

4 Respond to illness
4 Respond to illness

ASK the mother and family, and LISTEN. You are going to talk about what to do if the child becomes sick.

- **What do you see in these pictures?** LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about what Maggie and her family do if the child becomes sick. Link the family’s answers to the picture stories.

  - Maggie and her family will watch for signs that indicate that the child is sick. They will take the sick child to the health facility if the child has cough, diarrhoea, fever, or other signs of illness.
  
  - They will take the child URGENTLY to the health facility, if the sick child (Picture 1) has any of these danger signs:
    - Is unable to breastfeed or stops eating well.
    - Has convulsions or fits.
    - Has difficult or fast breathing.
    - Feels hot or unusually cold.

  - If her son is sick and can drink, Maggie will offer him breastmilk more often on the way to the health facility (Picture 2).

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

- **What signs of illness will you watch for in your child?** PRAISE the family for all signs that they know. Add the signs they forget to say. Emphasize the danger signs.

- **If you see any one of these signs, what will you do?** Emphasize that the child must go immediately to the health facility, if they see any of the danger signs.
**Child, age 9 to 11 months**

1 **Feed the child**

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

2. Snack, 1 or 2 times each day
GREETINGS. Explain that today you are visiting to talk about their growing child.

ASK the mother and family, and LISTEN.

- **How is your child?** If the child is sick, assess or refer the child to the health facility. If no problem, continue.
- **How is your child growing?** Look at the weight on the growth chart. Interpret the curve for the family (child is gaining, maintaining, or losing weight). Explain that you will talk about how to feed the child.
- **What do you see in these pictures?** LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about how Ameena and her husband feed their growing child. Link the answers of the family to the picture stories.

- *Ameena continues to breastfeed her child as often as the child wants (Picture 1).*
- *Ameena and her husband also give their child family foods. (Picture 2). These include dark green vegetables, rich in vitamin A. Every day they also add food from animal sources (some meat, fish, eggs, and yoghurt or other dairy products). They mash or finely chop the bits of food so that their daughter can eat them easily.*
- *They give her 1/2 cup (125 ml) of food at each meal (Picture 3), now at 3 or 4 meals each day.*
- *They offer her 1 or 2 snacks each day between meals, which the child eats if she is hungry (Picture 4). Bananas and other fruit and bread make a good snack. For snacks, Ameena gives small chewable items that her daughter can hold. This helps her learn to use her hands.*
- *They feed their child slowly, patiently. They encourage the child’s interest in eating new foods by playing games (Picture 5). When she is sick, they offer favourite foods more frequently.*

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

- Ask about feeding the child: Still breastfeeding? What complementary foods? How prepared? How many meals and snacks each day? How much? What difficulties, if any, are you having?
  - Check to see that the child receives a variety of foods, 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 and child in 5 days. If the problem continues, refer mother and child to the health facility for counselling.
Child, age 9 to 11 months

2 Play and communicate with the child

1

2

3

4
ASK the mother and family, and LISTEN.

- What do you see in these pictures? LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about how Ameena and her family play and communicate with their child.

The family sees that the child learns by playing games.

- The child enjoys playing peek-a-boo with her mother (Picture 1). And finding hidden things with her father (Picture 2).
- They respond to their daughter’s interests. They name people and things even before their daughter can talk (Picture 3).
- Ameena and her child also play hand games—clap-clap and bye-bye (Picture 4).
- Their daughter understands many words, and can follow simple instructions. She will soon speak her own words. Through play, she is learning about people and how things work. This will help her be ready for school.

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? Ask the mother (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. If the mother 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 a scarf or other cloth, and ask her to play peek-a-boo with her child. Ask her what she thinks her child is thinking about and learning to do.

- Encourage the family to play with the child at home. Explain that, when they play and talk with their child, they are helping the child to learn. What things could their child play with, and name, at home? (Guide them to use safe, clean objects within a safe environment.) Discuss when they could play with their child each day.
Child, age 9 to 11 months

2 Prevent illness

1. Washing hands

2. Sleep

3. Vaccination schedule:

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<th>Vaccine</th>
<th>Birth</th>
<th>6 weeks</th>
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<th>14 weeks</th>
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</table>
3 Prevent illness

ASK the mother and family, and LISTEN. You are going to talk about how to help keep the child healthy.

- What do you see in these pictures? LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about what Ameena and her family do to help keep their child healthy. Link the family’s answers to the picture stories.

Ameena and her family know that feeding their child a variety of nutritious foods is important to help her stay healthy. Also:

- Family members wash their hands carefully with soap and water—after using the toilet, after changing the child’s nappy, before preparing or serving food, and before feeding the child, or eating (Picture 1). Ameena also washes her daughter’s hands before a meal or snack. Illnesses—such as diarrhoea—pass from person to person by unwashed hands.

- Ameena and her child live in a malaria area and are at risk of becoming very sick with malaria. They sleep under an insecticide-treated bednet every night (Picture 2). The bednet helps to prevent the mosquito bites that cause malaria.

- Ameena has kept up with her child’s vaccines, as scheduled. At age 9 months, she takes her child for her measles vaccine (Picture 3). She knows that vaccines prevent childhood illnesses and could save her child’s life.

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

- When and where will your child receive the next vaccines? Encourage the family to take the child for the measles vaccine and any other vaccines, to complete the schedule.

- 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.

- If in a malaria area: Do you have an insecticide-treated bednet? Do you and your child (and other young children) sleep under a bednet? If yes, PRAISE the family. Check to see if the net is properly treated and used. If there is not an effective bednet, inform the family how to get a bednet. Explain how to use and treat the bednet.
Child, age 9 to 11 months

4 Respond to illness

1

2
Child, age 9 to 11 months

4 Respond to illness

ASK the mother and family, and LISTEN. You are going to talk about what to do if the child becomes sick.

- What do you see in these pictures? LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about what Ameena and her family do if the child becomes sick. Link the family’s answers to the picture stories.

- Ameena and her family will watch for signs that indicate that their child is sick. They will take their sick child to the health facility if she has cough, diarrhoea, fever, or other signs of illness.
- They will take the child URGENTLY to the health facility (Picture 1), if the sick child has any of these danger signs:
  - Stops drinking or feeding well.
  - Has convulsions or fits.
  - Has difficult or fast breathing.
  - Feels hot or unusually cold.

- If her child is sick and can drink, Ameena will offer the child more fluids (including breast milk, water, and watery soups) and will continue to feed her on the way to the health facility (Picture 2).

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

- What signs of illness will you watch for in your child? PRAISE the family for all signs that they know. Add the signs they forget to say. Emphasize the danger signs.
- If you see any one of these signs, what will you do? Emphasize that the child must go immediately if they see any of the danger signs.
Child, age 1 year

1 Feed the child

1

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

2

3 Snacks, 1 or 2 times each day

5
1 Feed the child

GREETINGS. Explain that today you will be talking about their growing child. ASK the mother and family, and LISTEN.

- **How is your child?** If the child is sick, assess or refer the child to the health facility. If there is no problem, continue.
- **How is your child growing?** Look at the weight on the growth chart. Interpret the curve for the family (child is gaining, maintaining, or losing weight). Explain that you will talk about how to feed the child.
- **What do you see in these pictures?** LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about how Sue and her husband feed their growing child. Link the answers of the family to the picture stories.

Sue continues to breastfeed her child as often as he wants until he is two years old or beyond (Picture 1).
- Sue and her husband now give their child a greater variety of family foods (Picture 2). These include *fruit and dark green vegetables*, rich in vitamin A. Every day they also give animal-source foods (some *meat, fish, eggs, or yoghurt or other dairy products*). They mash or chop the bits of food so that the child can eat the food easily.
- They give their child *3/4 cup* of food at each meal (Picture 3), at *3 or 4 meals* each day.
- They offer their child *1 or 2 snacks* each day between meals (Picture 4). Bananas and other plentiful fruit make a good snack, especially foods the child can hold.
- They feed their child slowly, patiently. They encourage the child to eat—but do not force him to eat. They hold the child’s attention by talking to him, and play games to encourage him to try new foods (Picture 5). When the child is sick, they offer the child his favourite foods, more frequently.

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

- **Ask about feeding the child:** Still breastfeeding? What complementary foods? How prepared? How many meals and snacks each day? How much? What difficulties, if any, are you having?
  - Check to see that the child receives a variety of foods, 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 and child in 5 days. If the problem persists, refer mother and child to the health facility for counselling.
2 Play and communicate with the child

1

2

3
2 Play and communicate with the child

ASK the mother and family, and LISTEN.

- What do you see in these pictures? LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about how Sue and her family play and communicate with their child.

  - Sue gives her son things to stack up, such as different size cups and bowls (Picture 1).
  - He also likes to play with his mother. He puts stones into plastic containers (Picture 2), and puts them in, and takes them out, over and over again.
  - The child’s father responds to the child’s attempts to talk. He asks questions. They talk about pictures, and interesting things in books (Picture 3).
  - They are helping their son learn by playing and talking with him. Even before the child can speak, he is learning words and can follow simple instructions. They want to help their child get ready for school.

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? Ask the mother (or the child’s other primary caregiver) to show 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. If the mother has difficulty playing or talking with the child, or trying to get the child to smile, help them do an activity.

- Observe an activity. Give the mother three stackable items, one at a time, and ask her to play with her child. Ask her what she thinks her 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. Explain that, when they play and talk with their child, they are helping the child to learn. What things could their child play with and talk about at home? (Guide them to identify and use safe, clean objects within a safe environment.) Discuss when they could play with their child each day.
3 Prevent illness

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Child, age 1 year

1. Washing hands
2. Sleeping child
3. Vaccines chart
Child, age 1 year

3 Prevent illness

ASK the mother and family, and LISTEN. You are going to talk about how to help keep the child healthy.

- **What do you see in these pictures?** Listen to the answers. Praise the mother for what she knows. Then, tell the story about what Sue and her family do to help keep their child healthy. Link the family’s answers to the picture stories.

  Sue and her family know that feeding their child a variety of nutritious foods is important for helping him stay healthy. Also:

  - Family members wash their hands carefully with soap and water—after using the toilet, after changing the child’s nappy, before preparing or serving food, and before feeding the child, or eating (Picture 1). Sue also washes the child’s hands before a meal or snack. Illnesses pass from person to person by unwashed hands.
  - Sue and her child live in a malaria area and are at risk of becoming very sick with malaria. They sleep under an insecticide-treated bednet every night (Picture 2). The bednet helps to prevent the mosquito bites that cause malaria.
  - Sue took her child for her measles vaccination at age 9 months, for the last in the full series of vaccines (Picture 3). Sue knows that these vaccines prevent many childhood illnesses. They could save her child’s life.

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

- **Has your child been fully vaccinated?** Check the vaccination card. If the child has not received all the vaccinations according to the schedule, 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 your hands.

- **Do you have an insecticide-treated bednet? Do you and your child (and other young children) sleep under a bednet?** If yes, PRAISE the family. Check to see if the net is properly treated and used. If there is not an effective bednet, inform the family how to get a bednet. Explain how to treat and use the bednet.
Child, age 1 year

4 Respond to illness

1

2
Child, age 1 year

4 Respond illness

ASK the mother and family, and LISTEN. You are going to talk about what to do if the child becomes sick.

- **What do you see in these pictures?** LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about what Sue and her family do if the child becomes sick. Link the family’s answers to the picture stories.
  - Sue and her family will watch for signs that indicate that the child is sick. They will take their sick child to the health facility if she has cough, diarrhoea, fever, or other signs of illness.
  - They will take the child URGENTLY to the health facility, if the sick child has any of these danger signs (Picture 1):
    - Stops drinking or feeding well.
    - Has convulsions or fits.
    - Has difficult or fast breathing.
    -Feels hot or unusually cold.
  - If the child is sick and can drink, Sue will offer the child more fluids (including breastmilk, water, and watery soups) and will continue to feed the child on the way to the health facility (Picture 2).

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

- **What signs of illness will you watch for in your child?** PRAISE the family for all signs that they know. Add the signs they forget to say. Emphasize the danger signs.
- **If you see any one of these signs, what will you do?** Emphasize that the child must go immediately to the health facility, if they see any of the danger signs.
Child, age 2 years and older

1 Feed the child

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

2. Snacks, 1 or 2 times each day

3. Feed the child

4. One cup (250 ml) complementary food, at 3 or 4 meals each day
Child, age 2 years and older

1 Feed the child

GREETINGS. Explain that today you will be talking about their growing child.

ASK the mother and family, and LISTEN.

- **How is your child?** If the child is sick, assess or refer the child to a health facility. If there is no problem, continue.
- **How is your child growing?** Look at the weight on the growth chart. Interpret the curve for the family (child is gaining, maintaining, or losing weight). Explain that you will talk about how to feed the child.
- **What do you see in these pictures?** LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about how Ana fed her growing child. Link the answers of the family to the picture stories.

- Ana gives her daughter a variety of family foods. (Picture 1). These include **fruit and dark green vegetables** rich in vitamin A. Every day Ana also adds **animal-source foods** (some meat, fish, eggs, and yoghurt or other dairy products).
- Ana gives her child at least **one full cup** of food at each meal (Picture 2), at **3 or 4 meals** each day.
- Ana offers her child **1 or 2 snacks** each day between meals (Picture 3). Bananas and other plentiful fruit, bread, and yoghurt make a good snack.
- If her daughter refuses a new food, Ana plays games to encourage the child to eat (Picture 4). She offers tastes several times, and she shows her child that she likes the food by tasting the food herself. Even though the child could eat by herself, Ana stays with her to make sure that she eats enough and well. When the child is sick, Ana offers her favourite foods more frequently.

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

- Ask about feeding the child: What foods? How many meals and snacks each day? How much? What difficulties, if any, are you having?
  - Check to see that the child receives a variety of foods, the child has his own serving, the amount is sufficient, and the family stays with the child and feeds the child patiently. Solve problems as needed.
  - If there is a feeding problem or the child is not gaining weight, ask to see the mother and child again in 5 days. If the problem continues, refer mother and child to the health facility for counselling.
Child, age 2 years and older

2 Play and communicate with the child

1

2

3

4
Child, age 2 years and older

2 Play and communicate with the child

ASK the mother and family, and LISTEN.

- **What do you see in these pictures?** LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about how Ana and her family play and communicate with their child.

  - Ana helps her child learn to count, name, and compare things. She plays with her child using simple household items or paper cut-outs, to sort colours and shapes (Picture 1). She enjoys helping her child learn a new game.
  - The family makes homemade toys to help their child learn through play: for example, a doll, a push cart, a ball, and simple books with hand-drawn pictures (Picture 2).
  - This father and child play with a homemade puzzle made from a magazine picture (Picture 3).
  - The child's father responds to his daughter's attempts to talk. They discuss the child's interests in the book. He asks her questions, and answers the child's many questions. (Picture 4). He teaches the child stories and songs that he learned from his mother as a child.

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?** Ask the mother (or the child's other primary caregiver) to show 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. If the mother 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 circles and squares of different colours. Ask her to help her child sort them into different small containers. Ask the mother what she imagines her 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.

- **Encourage the family to play with the child at home.** Explain that, when they play and talk with their child, they are helping the child learn. What things could their child play with and talk about at home? (Guide them to use safe, clean objects for play.) Discuss when they could play with their child each day.
3 Prevent illness

1. Washing hands
2. Sleeping in a dry, clean environment
3. Using clean water for cooking
3 Prevent illness

ASK the mother and family, and LISTEN. Explain that you will talk about how to help the child stay healthy.

- **What do you see in these pictures?** LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about what Ana and her family do to help keep their child healthy. Link the family’s answers to the picture stories.

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**Ana and her family know that feeding their child a variety of nutritious foods is important to help her stay healthy and grow well. Also:**

- Family members wash their hands carefully with soap and water—after using the toilet or latrine, after changing the child’s nappy, before preparing or serving food, and before feeding the child, or eating (Picture 1). Ana also washes her daughter’s hands before a meal or snack. Illnesses pass from person to person by unwashed hands.
- Ana and her child live in a malaria area. They sleep under an insecticide-treated bednet every night (Picture 2). The bednet helps to prevent the mosquito bites that cause malaria. If Ana becomes pregnant again, protecting herself from malaria is especially important.
- Now that the child is two years old, she is much more active. The family provides a safe and clean environment for the child to explore and learn under the watchful care of her family (picture 3). The child needs protection from open fire and water holes.

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**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 bednet? Do you and your child (and other young children) sleep under a bednet?** If yes, PRAISE the family. Check to see if the net is properly treated and used. If there is not an effective bednet, inform the family how to get a bednet and how to use and treat it.
- **Discuss the environment in and out of the home.** 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?
4 Respond to illness

Child, age 2 years and older
Child, age 2 years and older

4 Respond to illness

ASK the mother and family, and LISTEN. You are going to talk about what to do if the child becomes sick.

- **What do you see in these pictures?** LISTEN to the answers. PRAISE the mother for what she knows. Then, tell the story about what Ana and her family do if the child becomes sick. Link the family’s answers to the picture stories.

- Ana and her husband will watch for signs that indicate that the child is sick. They will take the child urgently to the health facility, if the sick child has any of these danger signs (Picture 1):
  - Stops drinking or breastfeeding well.
  - Has convulsions or fits.
  - Has difficult or fast breathing.
  - Feels hot or unusually cold.

- If the child is sick and can drink, they will offer the child more fluids (including breastmilk, water and watery soups) and will continue to feed the child on the way to the health facility (Picture 2).

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

- What signs of illness will you watch for in your child? PRAISE the family for all signs that they know. Add the signs they forget to say. Emphasize the danger signs.

- If you see any one of these danger signs, what will you do? Emphasize that the child must go immediately to the health facility, if they see any of the danger signs.
SUMMARY
practices to promote healthy growth and development for a child age up to 5 years
_with GROWTH CHARTS_
RECOMMENDATIONS FOR CARING FOR YOUR CHILD’S DEVELOPMENT

Newborn, birth up to 1 week

Your baby learns from birth.
- **Play**: Provide ways for your baby to see, hear, feel, move 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 newborn 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, 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 between meals 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.
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.

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)

Below -2 UNDERWEIGHT
Below -3 SEVERELY UNDERWEIGHT
For further information please contact:

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