

## Points to remember...



Children have the right to life, survival, and development. Early care and learning helps to start children on the path to develop their full potential.

Every child must have a good start in life with a nurturing, caring, and safe environment – to survive, be physically healthy, mentally alert, emotionally secure, socially competent, and able to learn.

A child's survival, growth and development depend on the care and nurturing the child receives within the family and community. Parents are their first teachers.

The most important stage in child development is the period between pregnancy to 6 years, with rapid motor, cognitive, sensory, social and emotional development during the birth to 3 year period.

Family counselling on care helps mothers, fathers, and other caregivers support their child's healthy development. The quality of caregiver interaction with a child can affect child survival and development.

Providing timely early intervention and support for children with developmental delays or disabilities and their families can prevent their difficulties from becoming more severe – helping to reach their full potential and avoid increased poverty and exclusion.



# 2

## Recommendations for Care for Child Development

COUNSELLING CARDS - Long Form

### NEWBORN, BIRTH UP TO 1 WEEK

Your baby learns from birth



Provide ways for your baby to see, hear, move arms and legs freely, and touch you. Gently soothe, stroke and hold your child. Skin to skin is good.

### 1 WEEK UP TO 6 MONTHS



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: rattle, big ring on a string.*

### 6 MONTHS UP TO 9 MONTHS



Give your child clean, safe household things to handle, bang, and drop. *Sample toys: containers with lids, metal pot and spoon.*

### 9 MONTHS UP TO 12 MONTHS



Hide a child's favourite toy under a cloth or box. See if the child can find it. Play peek-a-boo.

### 12 MONTHS UP TO 2 YEARS



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.*

### 2 YEARS AND OLDER



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.*

PLAY

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.



Smile and laugh with your child. Talk to your child. Get a conversation going by copying your child's sounds or gestures.



Respond to your child's sounds and interests. Call the child's name, and see your child respond.



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.*



Ask your child simple questions. Respond to your child's attempts to talk. Show and talk about nature, pictures and things.



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.*

0

1 WEEK

6 MONTHS

9 MONTHS

12 MONTHS

2 YEARS

- 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**

# 3

## Recommendations for Care for Child Development

COUNSELLING CARDS - Long Form

Other possible recommendations for parents and other caregivers

	<b>NEWBORN, BIRTH UP TO 1 WEEK</b>	<b>1 WEEK UP TO 6 MONTHS</b>	<b>6 MONTHS UP TO 9 MONTHS</b>	<b>9 MONTHS UP TO 12 MONTHS</b>	<b>12 MONTHS UP TO 2 YEARS</b>	<b>2 YEARS AND OLDER</b>
<b>COMMUNICATE</b>	<p>Talk and sing to your baby, while you hold and cuddle your child. <i>(This makes him feel loved and helps him bond with you).</i></p> <hr/> <p>Watch you baby to learn her signals and respond to your baby's signals. Comfort your baby whenever she cried. <i>(By this, you are helping your baby learn how to communicate. You can't spoil a baby).</i></p>	<p>Communicate: Respond to your baby's signals (smiles, sounds, etc.) and try to have a back-and-forth "conversation" with your child.</p> <hr/> <p>Speak to your baby while getting ready to feed her. <i>(This lets her know comfort is near and helps her learn to wait).</i> Listen when she "talks" (makes sounds) and look right into her eyes. When she pauses, respond, and then wait.</p>	<p>Communicate: Use words to describe your baby's feelings, and copy your baby's sounds and actions. <i>(This helps your baby to learn how to communicate with you).</i></p> <hr/> <p>If your baby is looking at something, point at it and explain what it is.</p>	<p>Communicate: Tell your baby what is happening at the moment and what you will do. Put your actions into words.</p> <hr/> <p>As she is making sounds and playing – put words to her actions. Engage in "circles of communication" with your baby and keep it going as long as she is involved.</p>	<p>Communicate: Read to your child and tell stories. Encourage him to turn the pages when you read. Choose books about things that interest your child and try to read books that talk about feelings.</p> <hr/> <p>Turn your child's words and phrases into sentences, expanding on what she says. Also, put your child's feelings into words, continuing to label his emotions to let him know you understand.</p>	<p>Communicate: Read with your child as often as you can. This combined with lots of conversations, singing songs and play rhyming games.</p> <hr/> <p>Talk respectfully about others who are different from you. Help your child understand and appreciate her own culture and background, as well as others.</p>
<b>PLAY</b>	<p>Play "tracking" games by moving yourself and interesting objects back and forth. First, he will use his eyes to follow. Eventually, he will move his head from side to side.</p> <hr/> <p>Give your baby something to reach for and hold onto – letting her touch objects with different textures and shapes. Hold a toy within your child's reach so she can swat it. <i>(Your baby is beginning to use her body to make things happen).</i></p>	<p>Offer your baby toys to explore that have different shapes, sizes, textures and sounds. Show him ways to use these objects – shaking, banging, pushing and dropping.</p> <hr/> <p>While playing with colourful objects for her to reach for, touch and grab, place your baby in different positions to also help her develop new motor skills like rolling, creeping and crawling.</p>	<p>Play back-and-forth games. He will enjoy handing you things that you hand back to him. <i>(This helps him learn give-and-take).</i></p> <hr/> <p>Let your baby explore interesting objects – like toys with buttons to push or with safe moveable parts that cause a reaction – like a jack-in-the-box. <i>(This teaches your baby cause and effect and that he can make things happen).</i></p>	<p>Continue playing back-and-forth games, like rolling a ball (with more motor movement). During play, follow the child's lead. <i>(The more she directs the play, the more invested she is).</i></p> <hr/> <p>Play hide-and-seek games. <i>(This helps your baby learn that things that disappear also reappear).</i> During play, give him lots of time and a safe place to practice new skills like listening, crawling and walking, when playing this game.</p>	<p>Offer your child different objects and watch the many ways she uses them. Help your child practice sorting those objects that she likes. Gradually include games that include instruction and see how she can follow.</p> <hr/> <p>Provide your child with objects and toys that lend themselves to imaginative play and join in your child's play. During play, follow your child's lead.</p>	<p>Encourage your child to scribble with pencils, markers, crayons or in the sand, as a way to build early writing skills.</p> <hr/> <p>Provide your child with toys that encourage imagination and that will "grow" with your child – books, dolls, toy animals, crayons, etc.</p>

Source: Activities from Zero to Three website and documents.

Recommendation: This space can also be used by countries to incorporate appropriate activities for counselling parents and other caregivers, based on existing information and guides used in health and education services.

# 4

## Counsel the Family about Problems in Care for Child Development



### COUNSELLING CARDS - Long Form

#### **If the mother does not breastfeed, counsel the mother, father or caregiver to:**

- Hold the child close when feeding, look at the child, and talk or sing to the child.

#### **If caregivers do not know what the child does to play or communicate:**

- Remind caregivers that children play and communicate from birth.
- Explain that play is one important way children learn and develop.
- Demonstrate how the child responds to activities

#### **If caregivers feel too burdened or stressed to play and communicate with the child:**

- Listen to the caregivers feelings, and help them identify a key person who can share their feelings and help them with their child
- Build their confidence by demonstrating their ability to carry out a simple activity.
- Encourage fathers to get involved.
- Refer caregivers to a local service, if needed and available.

#### **If caregivers feel that they do not have time to play and communicate with the child:**

- Encourage them to combine play and communication activities with other care for the child.
- Explain how they can arrange the child's environment to play, communicate and learn near them while they work at home.
- Ask other family members to help care for the child or help with chores.

#### **If caregivers have no toys for the child to play with, counsel them to:**

- Use any household objects that are clean and safe.
- Make simple toys.
- Play with the child. The child will learn by playing with the caregivers and other people.
- Avoid spending limited family budgets for store-bought toys.

#### **If the child is not responding, or seems slow:**

- Ask caregiver and observe to see whether the child has problems seeing or hearing. Check if unsure.
- Encourage the family to do extra play and communication activities with the child.
- Encourage the family to play and communicate with the child through touch and movement, as well as through language.
- Refer the child with difficulties to special services – along with providing information and encouragement to caregivers.

#### **If the mother or father has to leave the child with someone else for a period of time:**

- Identify at least one adequate or prepared person who can care for the child regularly, and give the child love and attention.
- Get the child used to being with the new person gradually.
- Encourage parents to spend time with the child when possible.

#### **If it seems that the child is being treated harshly:**

- Try to understand what might be the stressful situation in the family that causes the possible harsh treatment.
- Ask the caregiver who normally disciplines the child and how.
- Explain that all children need discipline in certain moments to teach self-control, but that physical and verbal punishment is not appropriate.
- Recommend ways for dealing with the child in stressful situations.
  - Encourage the family to pay attention and play with the child when calm and happy, and not just when there is bad behaviour.
  - Look for many opportunities to praise the child for good behaviour.
  - Give the child choices about what to do, instead of saying " don't".
  - Try to understand why the child is crying, sad or angry and respect their feelings. During the early months, crying is one of the main tools for young children to communicate with caregivers on how they feel.
  - With tantrums, the baby is often trying to communicate how they feel. Remain calm, wait it out, and try to understand what is bothering your child. Do not let your child's behavior cause you to lose control.



# 5

## Counsel the Family about Problems in Care for Child Development

COUNSELLING CARDS - Long Form

Children with developmental delays or disabilities have the same rights as other children – health care, nutrition, education, social inclusion and protection from violence, abuse and neglect. With support, young children and their families, including those most at risk, can be helped to reach their potential. Starting early with family support is critical.

### Checking the child's hearing and seeing

*For the child age 6 months and older who may be having difficulty learning*

#### Ask the caregiver these questions:

##### Hearing:

- Does your child turn their head to see someone behind them when a person speaks?
- Does your child show any reactions to strong or loud sounds?
- Does your child make a lot of different sounds (tata, dada and baba)?

##### Seeing:

- Does your child look at your eyes?
- Does your child follow a moving object with their head and eyes?
- Does your child recognize familiar people (like mother, father, brother, or sister)?
- Is your child able to grab an object?

#### If caregivers do not know what the child does to play or communicate:

- Remind caregivers that children play and communicate from birth.
- Explain that play is one important way children learn and develop.
- Demonstrate how the child responds to activities

If the caregiver does not know an answer, ask to find out. For example, she can make a noise behind the child's head. She can see if the child's head and eyes will follow a moving pencil. For the caregiver to check the child's hearing and seeing, the child should be calm and not very sick.

If any of the answers to these questions are "no," the child may have difficulties hearing or seeing. If special services for children are available in your area, refer the child for further assessment.

#### If the child does not react, is slow or has difficulties in activity:

- Apply the questions to check whether the child is able to see and hear – also observe if the child has difficulties in controlling his/her body, moving around or manipulating objects.
- Encourage the family to play and communicate with the child – starting with what the child can do to learn new skills/activities,
- Advise parents to include the child in all family activities and not to leave the child alone or isolated from the family.
- Refer the child with difficulties to special services and family/parent organizations for support. (See box for local services)

#### In working with families, remember to:

- Recognize that the family is the primary caregiver in a child's life, and require timely information – not just referral.
- Emphasize that all children can learn – but often more time is required and not all skills are learned.
- Show how they can arrange the home environment to help the child interact and participate.
- Honour individual, family and cultural diversity and strengths.

### Local and national resources for children with special needs and their families - Information for families *(Space to be completed or indicated at local level)*

- Special services for developmental assessments/ evaluations: (indicate)
- Special early intervention services for young children with developmental delays or disabilities and their families: (Indicate)
- Family/parent associations providing peer support for families with children with disabilities: (Indicate)
- Local/community organizations (NGOs, DPOs) providing services and other assistance for children with development delays or disabilities (indigenous families, those facing extreme poverty, etc.): (Indicate)





# CHECKLIST for Counselling on Care for Child Development

LONG FORM

Front page

CHECKLIST for Counselling on Care for Child Development (long form)		Completed by _____
<b>Child's name:</b> First _____ Family _____		<b>Date visit 1</b> ____ / ____ / 20____ <b>Date visit 2</b> ____ / ____ / 20____
<b>Address, Community:</b> _____ <input type="checkbox"/> Urban <input type="checkbox"/> Rural		<b>Months</b> ____ / ____ / ____ <b>Birth Date</b> ____ / ____ / ____ (DAY/MONTH/YEAR) <input type="checkbox"/> Boy <input type="checkbox"/> Girl
<b>Caregiver's Name (Day):</b> _____ <b>Relationship:</b> <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Other: _____		<b>Home Situation:</b> <input type="checkbox"/> Family <input type="checkbox"/> Owner <input type="checkbox"/> Renter
<b>Caregiver's Name (Night):</b> _____ <b>Relationship:</b> <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Other: _____		<b>Location of child during daytime</b> <input type="checkbox"/> Home <input type="checkbox"/> Relative <input type="checkbox"/> ECD service <input type="checkbox"/> Other: _____
<b>Number of Siblings:</b> _____ Older sisters: _____ Older brothers: _____ Younger sisters: _____ Younger brothers: _____		
<b>Father or male involvement:</b> Who: _____ <input type="checkbox"/> Full-time <input type="checkbox"/> Part-Time <input type="checkbox"/> Not Involved		
<b>Family Income from:</b> <input type="checkbox"/> Father <input type="checkbox"/> Combination <input type="checkbox"/> Extended family		
<b>Significant health condition and/or disability in family:</b> <input type="checkbox"/> Father <input type="checkbox"/> Sister <input type="checkbox"/> Brother		
<b>Other Family Information</b>		
<b>1. Identify practices to support the child's development and counsel the caregiver. Check box, if observed or informed by caregiver;</b> <b>and record any relevant observation</b>		
Look	Praise the caregiver, if the caregiver:	Advise the caregiver, and solve problem if:
How does the caregiver show he or she is aware of child's movement? Visit 1 _____ / _____ / _____ Visit 2 _____ / _____ / _____	<input type="checkbox"/> Moves towards and with child, and talks to or makes sounds with child. Visit 1 _____ / _____ / _____ Visit 2 _____ / _____ / _____	<input type="checkbox"/> Does not move with child, or controls child's movements: Ask caregiver to copy child's movements, to follow child's lead. Visit 1 _____ / _____ / _____ Visit 2 _____ / _____ / _____
How does the caregiver comfort the child and show love? Visit 1 _____ / _____ / _____ Visit 2 _____ / _____ / _____	<input type="checkbox"/> Looks into child's eyes and talk softly to child, gently touches or hold child closely... Visit 1 _____ / _____ / _____ Visit 2 _____ / _____ / _____	<input type="checkbox"/> Is not able to comfort child, and child does not look to caregiver to comfort: Help caregiver look into child's eyes, gently talk and hold child. Visit 1 _____ / _____ / _____ Visit 2 _____ / _____ / _____
How does the caregiver correct the child? Visit 1 _____ / _____ / _____ Visit 2 _____ / _____ / _____	<input type="checkbox"/> Distracts child from unwanted actions with appropriate toy or activity. Visit 1 _____ / _____ / _____ Visit 2 _____ / _____ / _____	<input type="checkbox"/> Scolds child: Help caregiver distract child from unwanted actions by giving alternative toy or activity. Visit 1 _____ / _____ / _____ Visit 2 _____ / _____ / _____
<b>All children</b>		



# CHECKLIST for Counselling on Care for Child Development

LONG FORM

Appointment	Date: Day/Month/Year	Day of the Week (circle)	Location (including referral)
Appointment 2:	Monday	Tuesday	Friday
Appointment 3:	Monday	Tuesday	Friday
<b>1. Referral to special services</b> Date: ___ / ___ / 20___ Type/name of service: _____ <b>2. Referral to special services</b> Date: ___ / ___ / 20___ Type/name of service: _____			

  

2. Ask to see child again in ___ week(s), if needed (include date, circle date and indicate location)																											
<table border="1"> <thead> <tr> <th>Child age less than 6 months</th> <th>Ask and listen</th> <th>Praise the caregiver, if the caregiver:</th> <th>Advise the caregiver, and solve problem if:</th> </tr> </thead> <tbody> <tr> <td rowspan="6">Visit 1 Visit 2</td> <td>How do you play with your child?</td> <td> <input type="checkbox"/> Moves the baby's arms and legs, or gently strokes the baby.  <input type="checkbox"/> Gets the baby's attention with a shaker toy or other object.                 </td> <td> <input type="checkbox"/> <b>Does not play with baby:</b> Discuss ways to help baby see, hear, feel and move appropriate for baby's age. 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