



Vanuatu Monitoring Child Growth and Development (M-GAD) Tool



Ministry of Education & Training
Government of Vanuatu



ACKNOWLEDGEMENTS

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The MGAD Tool development team, consisting of Caroline Dusabe, Leiwaku Noah, Susan MacGowan, Adaeze Ogwunche, Sara Dang, and the Save the Children's Early Childhood Care and Development (ECCD) Technical Working Group (ECCD TWG), extend heartfelt appreciation to those who shared their valuable knowledge, experience, and ideas through tool review and feedback, thus contributing to the creation of this document. Special thanks to:

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Lori Baxter, Alice Cavallazzi, Maureen Achia , Marie Diane Uwamahoro, Emily Weiss , Anna Lazar , Leitare Oscar, Annie Benua, Sherold Manna

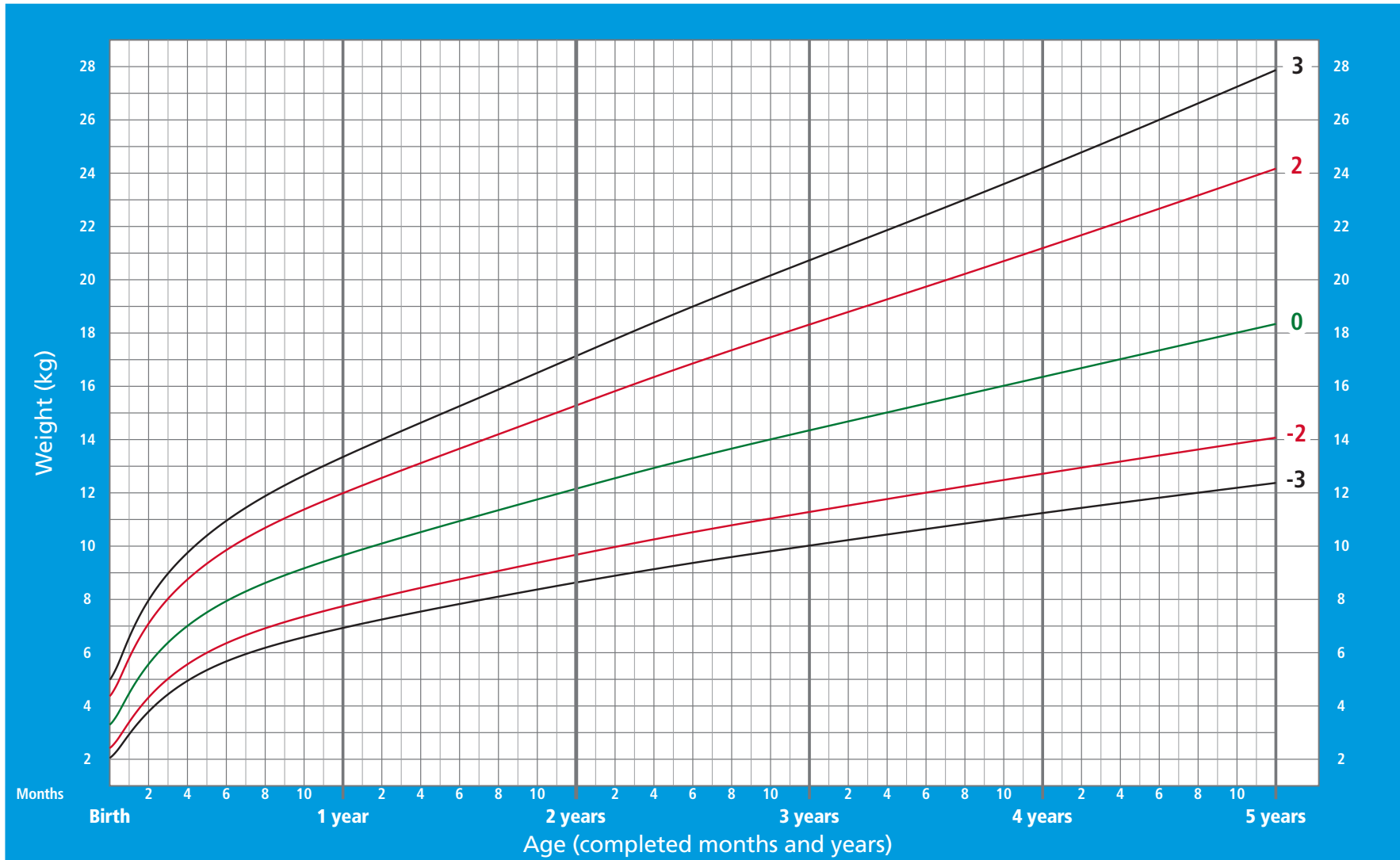
Furthermore, the tool development team acknowledges the reference to existing monitoring and screening tools, such as the Bhutan Child Development Screening Tool (BCDST) of the Ministry of Health, the Center for Disease Control (CDC) Child Development Monitoring Tool, the National Health Services (NHS) Brief Developmental Assessment (BDA): Early Recognition Tool, CBM Disability Inclusion Toolkit, WHO-5 Wellbeing Test, and others, in the development process. Their insights and methodologies have been invaluable in shaping the MGAD Tool.

Child`s background information	
Names	
Date of Birth	
Place of birth registration	
Birth registration No.	
Father`s name	
Mother`s name	

Vanuatu Growth Monitoring Schedule	Indicator	MUAC cut-off
To be administered at every Routine Growth Monitoring Visits: 6 Weeks, 10 weeks, 14 Weeks, 18 Weeks, 6 Months, 9 months, 12 Months, 18 Months, 24 Months, 36 Months, 48 Months and 60 Months.	Severe Acute Malnutrition	< 11.0 cm (6 weeks – 5 months) < 11.5 cm (6 months – 5 years)
	Moderate Acute Malnutrition	11.5 cm – 12.5 cm (6months – 5 years)
	Normal	> 11.0 (6 weeks - 5 months) >12.5 cm (6 months to 5 years)

Weight-for-age BOYS

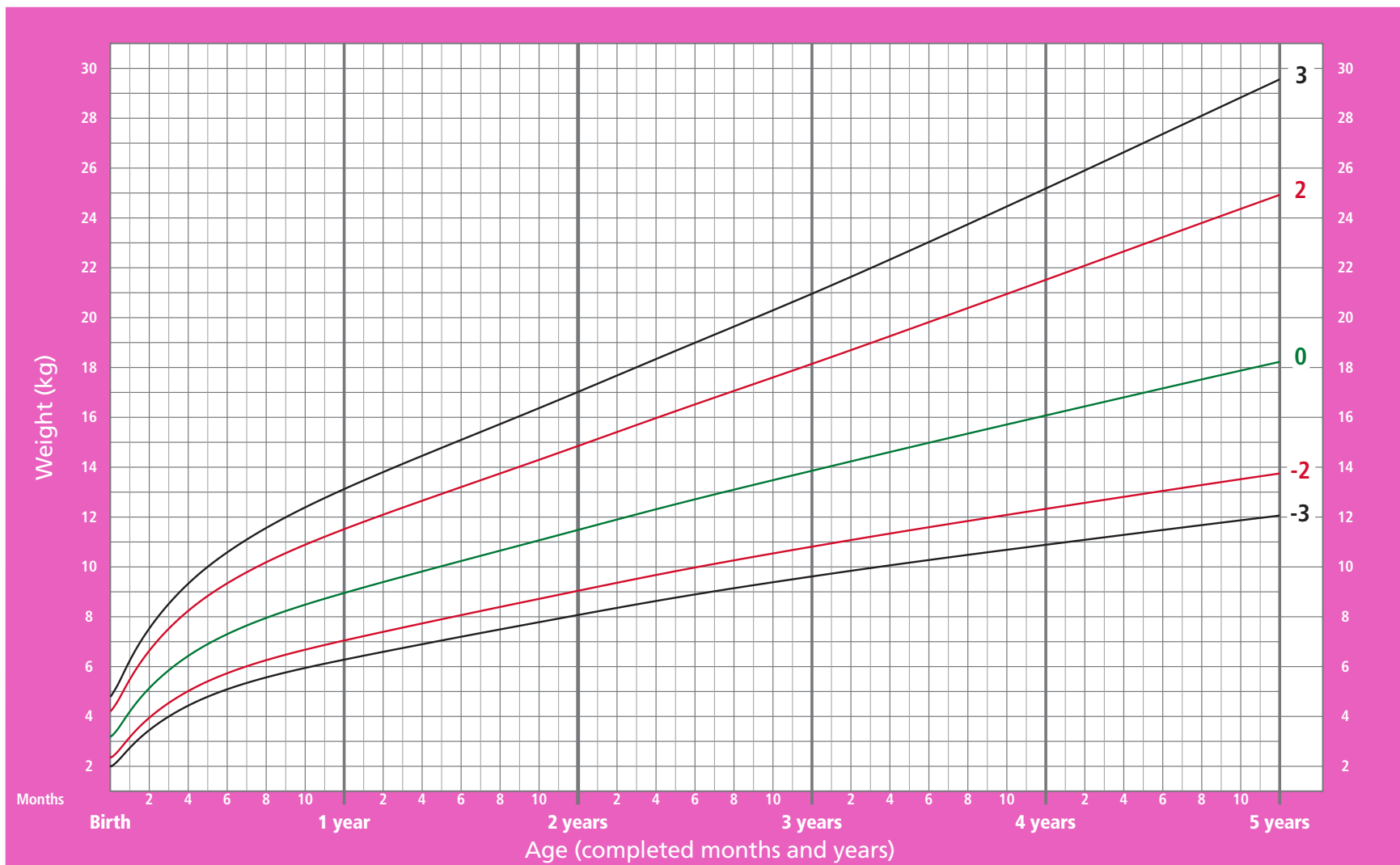
Birth to 5 years (z-scores)



WHO Child Growth Standards

Weight-for-age GIRLS

Birth to 5 years (z-scores)



WHO Child Growth Standards

How to interpret the scores

Check(✓)	RESULT	ACTION
	<p>Development on track All responses are “yes”(all milestones are achieved)</p>	<p>Recommend Building Brains activities and actions</p>
	<p>Needs monitoring If one of the developmental milestone (non red flag) is not achieved in any of the domain (that is marked “NO” in the screening form)</p>	<p>Recommend Building Brains activities and actions and rescreen at next visit</p>
	<p>Needs further assessment</p> <ul style="list-style-type: none"> • If any developmental “Red flag sign” is present (that is when it is marked “No” in the screening form) OR • If more than one developmental milestones (Non-red flags) are not achieved (that is when marked “No” in the screening form) either from the same or different developmental domains. 	<ul style="list-style-type: none"> • Referral for further assessment



Vanuatu Comprehensive Child Growth and Development Monitoring Tool

Your baby at 6 weeks

Date _____

Growth and Development Domain

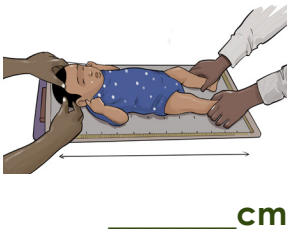
Games, Activities and Messages / Comments

Physical Growth

Weight



Height



MUAC



- **If the MUAC is <11.0cm, go to the nutrition treatment centre recommended by the health worker.**
- Monitoring your baby's growth helps you know if your baby is on track and developing well.
- Bring your baby for growth monitoring again in **4 weeks** when they are **10 weeks old**.
- Both boys and girls can equally gain weight, grow taller when they are well fed and taken care of.

Vaccination

Did the baby receive all required vaccinations?

• **BCG, HBV**

Vaccination for today:

- Polio Number 1 dose (OPV)
- Pentavalent Number 1 dose (Penta)
- Pneumococcal Number 1 dose (PCV)
- Rotavirus Number 1 dose (RV)

Does the baby have any sickness/illness/other physical problem?

(ask about weakness, fever, cough, diarrhoea, vomiting, convulsion reduced appetite and any other physical problems. Refer to page 155 for pictures of Common Congenital Anomalies if needed).

Yes

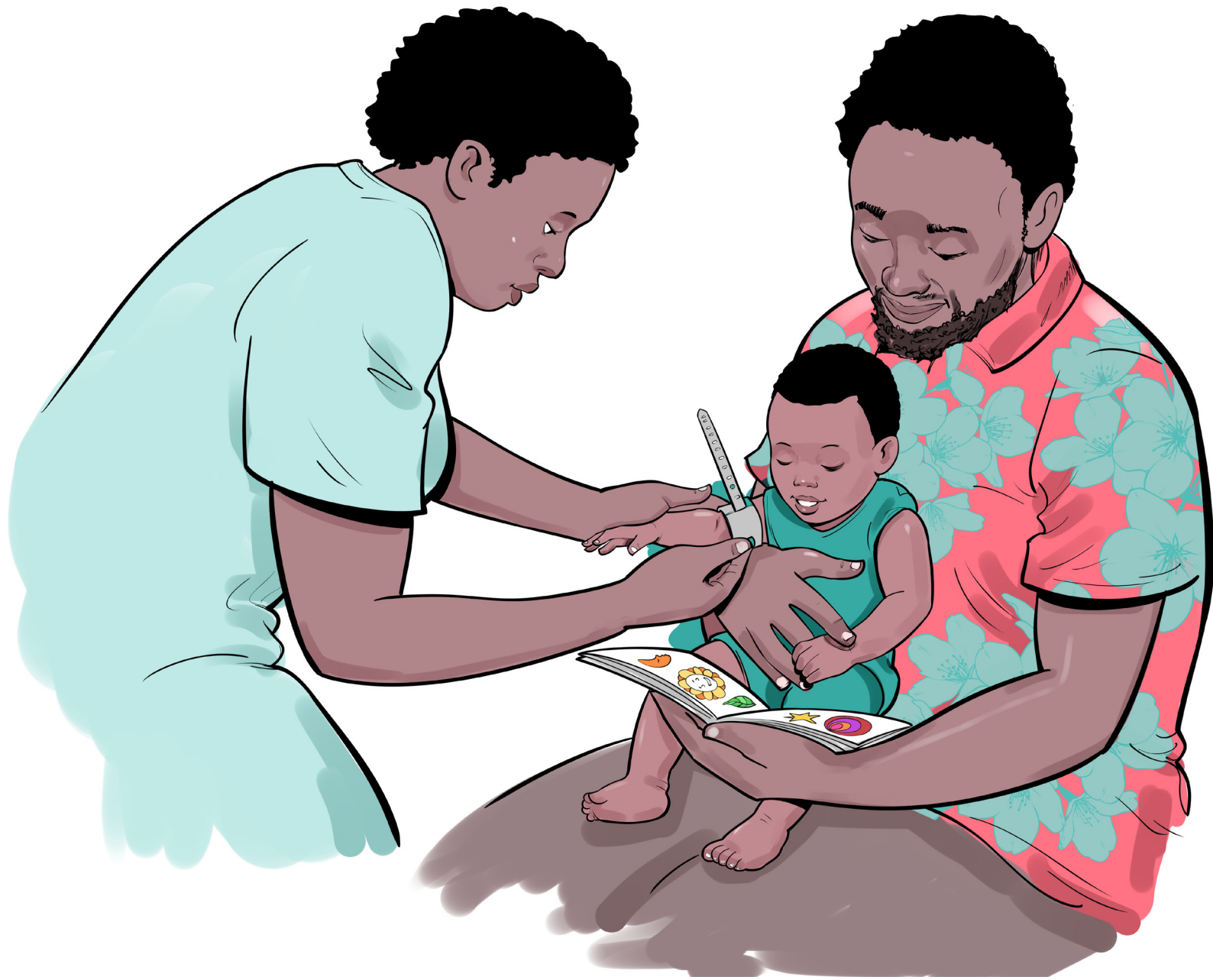
No

Some babies get a fever after immunization. So, when you notice child has fever, it is normal. Use cloth and warm water to wipe the baby. Take baby to the hospital if fever continues.








Bring your baby to the Health Centre when you notice the following: weakness/fever/cough/diarrhoea/vomiting/convulsion/reduced appetite.





Monitoring your baby's growth helps you know if you baby is on track and developing well.

Developmental Domain	Milestone	Yes	No	Brain Building Games, Activities and Messages
Physical Growth	Turns head when laying on back (supine position) 			<p data-bbox="1375 217 1603 248">Baby massage</p>  <p data-bbox="846 775 2134 887">Give your baby a gentle massage. Lay them on their tummy, on a soft but firm surface, your chest, laps, etc and give a gentle back massage. Start with a few minutes several times a day and increase as baby gets stronger.</p>  <p data-bbox="846 1310 2134 1350">Never leave the baby laying down un-attended(alone).They can fall, get injured or die.</p>
	Holds chin up when laying on stomach (prone position) 			
	Holds hands fisted near the face 			

Baby massage



Give your baby a gentle massage.

Communication & Language

Startles to voice and sound



Yes No

Play the Game the **“Tap Tap Tap”**

- Tap two cups together lightly moving slowly from left to right and back again.
- Encourage the baby to follow the object with their eyes.
- Use a gentle, warm voice to encourage baby.



Makes throaty noises



Talk, smile and sing to baby. Maintain eye contact when playing.



Problem Solving & Cognition

Looks and follows object/face that is close by (8-10 inches /20- 25 centimetres)



Play **“Tracking the toy”**

Move your finger, a toy or other object from side to side above the baby's face. Talk, describe the object and play as you move the object. Babies love high contrast black and white objects at this age.



Gazes at black and white objects



- Read for the baby black and white books.



- Play using high contrast black and white or other colorful play items.



Talk, smile and sing to baby. Maintain eye contact when playing.

Cries when they are hungry, wet, tired, uncomfortable or want to be held.



Play **“Investigator Game”**:

Investigate why the baby is crying and then respond to baby’s needs in a timely and appropriate manner. The baby might be:



1. **Hungry.** Is your baby putting her fist in her mouth? Feed the baby breastmilk.
 2. **Tired.** Sing and rock them to sleep.
 3. **Hot, cold or uncomfortable.** Fix the baby’s clothes.
 4. **Having a tummy ache.** Is the baby moving his legs up towards his belly? Gently move the legs as if the baby is cycling until he passes gas.
 5. Needing a **burp.** Hold the baby upright over your shoulder with one hand on her bottom. With your other hand, pat or rub her back until she burps.
- Ignoring the baby’s cry for help increases stress for them and can affect their brain development.
 - Both boys and girls cry when in distress and both need equal attention when in need,
 - Do not hit, spank or shake the baby as this can effect healthy brain development, lead to injury and even death.

Knows and responds to the voice of the primary caregiver especially mother

Talk, sing, smile and play with baby

Talk, sing, tell stories to your baby throughout the day.

Smiles socially and at sound of caregiver voice (your voice)

Babies love to hear the voices of fathers and male caregivers too!



Suckles on the breast very well

Feeds on demand, longer and more frequently




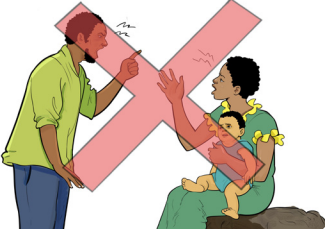


- Give baby only breast milk until 6 months.
- Breast Milk provides all the food and water the baby needs to grow.
- The mother can also express breastmilk in a cup and feed baby with a spoon. Even fathers can feed baby with breastmilk in a cup with spoon.
- When necessary, give baby medicines that are only recommended by health worker.
- Go to the Health Centre for more information on breastfeeding.
- If you are unable to breast feed talk to the health worker for guidance.
- Talk to the health worker if your baby is having difficulty feeding.



Give baby only breast milk until 6 months.

Caregiver wellbeing

<p>Caregiver feels calm and relaxed</p>	<p>Yes</p>	<p>No</p>	<p>Your wellbeing is very important for your children's sense of safety and wellbeing. Attend to your physical and emotional wellbeing.</p> <p>Fathers and other male caregivers also need to take care of their mental wellbeing as much as mothers. You can:</p> <p>Talk to someone you trust.</p> <p>It is normal to sometimes feel stressed, scared and anxious when caring for a young child. Talking to someone will help reduce the pressure and burden on you.</p>	
<p>Caregiver feels cheerful and in good spirits</p>	<p>Yes</p>	<p>No</p>	<p>Sing and listen to music</p> <p>Listening to music and singing are known to reduce stress and increase feelings of wellbeing and happiness.</p> <p>Eat a healthy and balanced diet for a strong and healthy body</p>	
<p>Caregiver is coping well with caring for a small child?</p>	<p>Yes</p>	<p>No</p>	<p>Bond with baby</p> <p>Your baby is born ready for love and bonding. Love is the most important thing that your child needs now. Spend some time holding and bonding with your baby. It helps them develop well and helps you feel good too,</p> <p>Have enough sleep</p> <p>Try to sleep enough and take naps when baby is sleeping to avoid getting exhausted.</p>	
<p>Caregiver feels safe at home and in community</p>	<p>Yes</p>	<p>No</p>	<p>Everyone in the family should feel safe.</p> <ul style="list-style-type: none"> • It is never OK to feel unsafe, scared and controlled by another family member. • Violence in the home even when not directed at the child is harmful for the baby's development, behaviour and well-being and can have long lasting effects. • A mother who is experiencing violence is likely not able to provide adequate care to her child. • A child who lives in a home or community with violence learns that their home is not safe and secure, and is more prone to cognitive, behavioural and emotional developmental issues. • Seek help to resolve any family conflict. 	
<p>Caregiver feels that the child is safe at home and in community</p>	<p>Yes</p>	<p>No</p>		



Bring your baby for growth monitoring again in **4 weeks** when they are **10 weeks old**

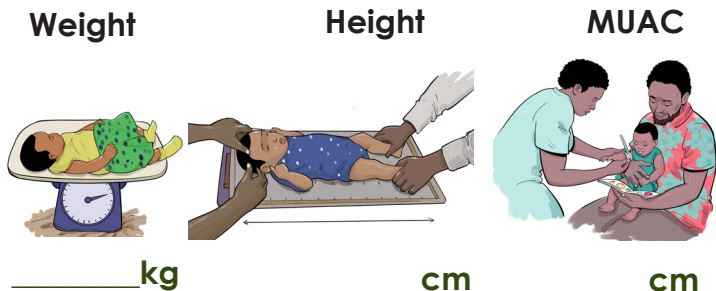
Your baby at 10 weeks

Date:

Growth and Development Domain

Games, Activities and Messages / Comments

Physical Growth



- **If the MUAC is <11.0cm, go to the nutrition treatment centre recommended by the health worker.**
- Monitoring your baby's growth helps you know if your baby is on track and developing well.
- Bring your baby for growth monitoring again in **4 weeks** when they are **14 weeks old**,
- Both boys and girls can equally gain weight, grow taller when they are well fed and taken care of.

Vaccination

Did the baby receive all required vaccinations?

- BCG, HBV
- OPV₁, Penta₁, PCV₁, RV

Vaccination for today:

- **Polio Number 2 dose (OPV)**
- **Pentavalent Number 2 dose (Penta)**
- **Pneumococcal Number 2 dose (PCV)**
- **Rotavirus Number 2 dose (RV)**

Does the baby have any sickness/illness/other physical problem?

(ask about weakness, fever, cough, diarrhoea, vomiting, convulsion, reduced appetite and any other physical problems. Refer to page 155 for pictures of Common Congenital Anomalies if needed)

Yes No

Some babies get a fever after immunization. So, when you notice child has fever, it is normal. Use cloth and warm water to wipe the baby. Take baby to the hospital if fever continues.



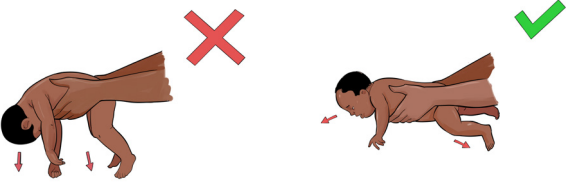







Bring baby to the Health Centre when you notice the following: weakness/fever/cough/diarrhoea/vomiting/convulsion/reduced appetite,





**Bring baby to the Health Centre when you notice the following:
weakness/fever/cough/diarrhoea/vomiting/convulsion/reduced
appetite, diarrhoea/vomiting/convulsion/reduced appetite.**

Developmental Domain	Milestone	Yes	No	Brain Building Games, Activities and Messages	
Physical Growth	<p>Moves hands and legs actively and equally on both sides</p>			<p>Play the Game “Baby Dance” Sing a song and move the hands of the baby to the rhythm of the song in a dance. Cross the arms, move them up and down, etc. Then switch to the baby’s legs.</p>	
	<p>Baby can hold head in line with body when held in a horizontal position, up in the air (ventral suspension)</p>			<p>Tummy time with toy Give the baby tummy time by laying them on a soft but firm surface for a few minutes several times a day. Place attractive toys in front of him/her to encourage movement or lay on opposite side and play to encourage movement.</p> <p><i>Never leave the baby laying down un-attended. They can fall, get injured or die.</i></p>	
	<p>Pushes feet against firm surface while held upright</p>			<p>Island Dance together Hold your baby upright on your lap and sing to a traditional song. Move your lap from side to side as if dancing to the song. Smile and maintain eye contact with the baby when doing this.</p>	
	<p>When a toy/ small object/finger is placed in baby’s hand, they hold it briefly</p>			<p>Catch the fish Pretend that your finger is a fish. Playfully tap your finger to baby’s hand and allow them to grab and then take it away when they unclasp. Sing a traditional song about catching fish while doing this. Repeat as many times as the baby stays interested.</p>	
	<p>Holds hands together and has hands open half (50%) of the time</p>				

Play the game **“Catch the fish”**



Playfully tap your finger to baby's hand and allow them to grab and then take it away when they unclasp.

Makes cooing and vowel like sounds

Smiles and vocalises/makes vowel sounds like "aaa" when spoken to



Play Copy Cat game

Be your baby's mirror. When the baby yawns, imitate him/her and yawn in response. If the baby gazes at you, playfully widen your eyes in response. When the baby smiles or coos, smile and coo back. Repeat back the baby sounds to them.



- This back-and-forth interaction with your baby makes your baby's brain grow and he/she becomes smarter.
- Both boys and girls like to play this copy cat game and both fathers and mothers can play it very well.

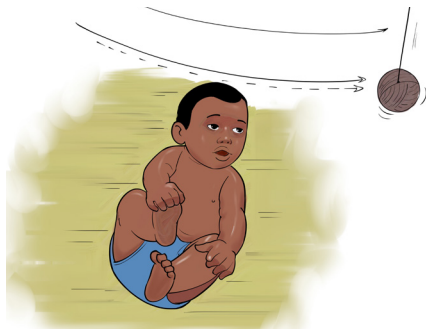
Blinks and responds to visual stimuli eg an adults moving hand or finger near the eyes

Follows large, high contrast objects with eyes

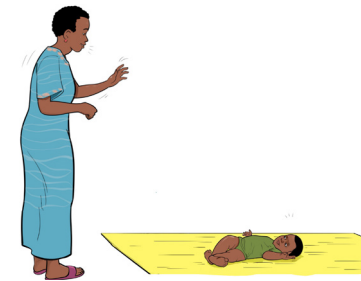


- Hold or hang colourful and high contrast toys, bits of cloth and other items above the baby's sleeping area. Touch and move the items around to see how baby tracks them. Describe and talk about the item as you move it around.
- If a baby does not follow objects with their eyes, talk to your health worker about an eye test.

When you move around the baby follows you with their eyes






Talk to your baby when moving around the room so that they can follow your voice as well your physical movement. They will begin to learn that you are present even when they can't see you with their eyes.



Play “Copy Cat game”



Be your baby's mirror. When the baby yawns, imitate him/her and yawn in response. When the baby smiles or coos, smile and coo back.




<p>Personal & Social</p>	<p>Reaches for face of adult holding them</p> <p>Expresses disgust or displeasure by changing facial expression at loud noise or sour taste for example of medicine</p> <p>Differentiates between parents, family members and strangers</p> 		<p>Bonding time</p> <p>Spend some special time bonding with baby.</p> <p>Both boys and girls need to be cuddled, shown love and warmth.</p> <p>Babies need special bonding time with both fathers and mothers in order to be healthy and strong.</p> <p>Bonding time helps the baby's brain grow stronger.</p> 
<p>Self Help and Feeding</p>	<p>Opens mouth at sight of breast or spoon</p> 		<ul style="list-style-type: none"> • Continue giving your baby only breastmilk; Breastmilk provides all the food and water the baby needs to grow. • Give medicines that are only recommended by the health worker. • Fathers can feed baby with breast milk that has been expressed using cup and spoon. When fathers are involved in taking care of the baby, mothers can feed baby only breastmilk even longer and better. • Touch, smile, and talk softly to your baby while breastfeeding • Wash your hands before breastfeeding baby • Both boys and girls need to breastfeed often and on demand. • If you are unable to breast feed talk to the health worker for guidance. • Talk to the health worker if your baby is having difficulty feeding

Bonding time



**Spend some special time bonding with baby
.Both boys and girls need to be cuddled, shown love and warmth.**

Caregiver wellbeing

<p>Caregiver feels calm and relaxed</p>	<p>Yes</p>	<p>No</p>	<p>Your wellbeing is very important for your children's sense of safety and wellbeing. Attend to your physical and emotional wellbeing. Fathers and other male caregivers also need to take care of their mental wellbeing as much as mothers</p> <p>You can:</p> <ol style="list-style-type: none"> 1. Practice deep breathing when panicked, anxious or upset Take a deep breath in, hold it for the count of 5 and then breath out whilst counting to 5. Take a deep breath in, count to 5, now breath out. Repeat 3-4 times or as often as you need. 2. Take a walk in nature, for example, by the beach
<p>Caregiver feels cheerful and in good spirits</p>			 
<p>Caregiver is coping well with caring for a small child (for example, child crying too much)?</p>			<p>Respond to baby`s cries and needs:</p> <p>Responding to a baby's needs and cries for attention doesn't spoil the baby. The foundation of positive discipline is a good relationship and trust between the parent and the child.</p> <ul style="list-style-type: none"> • It is normal to feel tired when caring for a small child. Ask for help from family members or friends if you are feeling overwhelmed. • Try to do one thing, even if small, just for you and to help you relax. • Do not forget to continue eating a healthy and balanced diet.
<p>Caregiver feels that the child is safe at home and in community</p>			<p>Everyone in the family should feel safe.</p> <ul style="list-style-type: none"> • It is never OK to feel unsafe, scared and controlled by another family member. • Violence in the home even when not directed at the child is harmful for the baby's development, behaviour and well-being and can have long lasting effects • A mother who is experiencing violence is likely not able to provide adequate care to her child. • A child who lives in a home or community with violence learns that their home is not safe and secure, and is more prone to cognitive, behavioural and emotional developmental issues.  <p>Seek help to resolve any family conflict</p>



Bring your baby for growth monitoring again in
4 weeks when they are **14 weeks old**

Your baby at 14 weeks

Date

Growth and Development Domain

Games, Activities and Messages / Comments

Physical growth

Weight



_____ kg

Height



_____ cm

MUAC



_____ cm

- **If the MUAC is <11.0cm, go to the nutrition treatment centre recommended by the health worker.**
- Monitoring your baby's growth helps you know if your baby is on track and developing well.
- Bring your baby for growth monitoring again in **4 weeks** when they are **18 weeks** old.
- Both boys and girls can equally gain weight, grow taller when they are well fed and taken care of.

Vaccination

Did the baby receive all required vaccinations?

- BCG, HBV
- OPV₁ Pentav₁ PCV₁ RV₁
- OPV₂ Pentav₂ PCV₂ RV₂

Vaccination for today:

- **Polio Number 3 dose (OPV)**
- **Pentavalent Number 3 dose (Penta)**
- **Pneumococcal Number 3 dose (PCV)**
- **Injectable Polio Vaccine (IPV)**

Yes No

Some babies get a fever after immunization. So, when you notice child has fever, it is normal. Use cloth and warm water to wipe the baby. Take baby to the hospital if fever continues.



Does the baby have any sickness/illness/other physical problem?

(ask about weakness, fever, cough, diarrhoea, vomiting, convulsion, reduced appetite and any other physical problems. Refer to page 155 for pictures of Common Congenital Anomalies if needed)

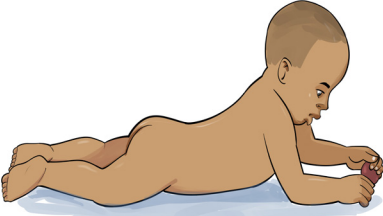
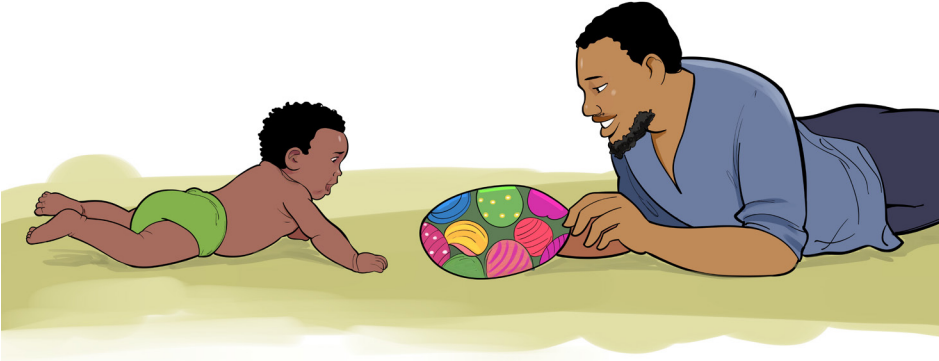
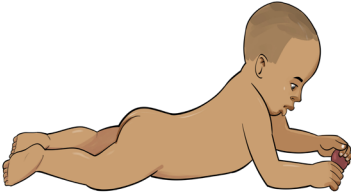

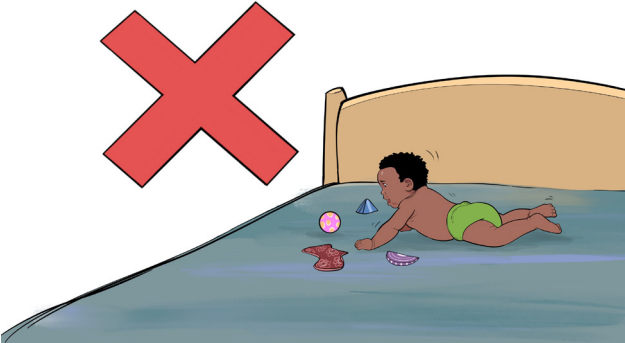
Bring baby to the Health Centre when you notice the following: weakness/fever/cough/diarrhoea/vomiting/convulsion/reduced appetite,



Roll the noisy toy



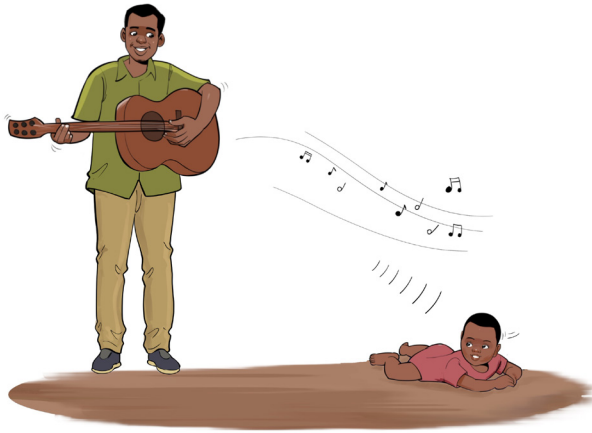
Sit or lay opposite your baby. Roll a large, colorful and/or noisy toy back and forth from the baby to encourage them to prop up on their arms.

Developmental Domain	Milestone	Yes	No	Brain Building Games, Activities and Messages
Physical growth	<p>Raises head off surface and supports self on forearms when lying on stomach</p> 			<p>Roll the noisy toy</p> <p>Sit or lay opposite your baby. Roll a large, colorful and/or noisy toy back and forth from the baby to encourage them to prop up on their arms. Use a warm and happy voice to encourage your baby's movements.</p> 
	<p>Stretches legs out when lying on stomach or back</p> 			
	<p>Rolls to side</p> 			<ul style="list-style-type: none"> • Play with baby on a safe, soft and flat surface. Let them be free to roll and move around. Encourage them with your voice and song as you play. • Never leave the baby alone on a bed or high surface. They can roll and fall down. You can put a guard along the bed edge to prevent rolling off at night. 
	<p>Opens and shuts hands</p>			<p>Talk, sing and clap with baby all day and as part of daily routine.</p>



Talk to the baby as you do different household chores even when you are not directly in front of baby.

Reacts in response to sound that is presented outside of their line of vision



Makes sounds like cooing and gurgling

Chuckles and makes sounds to express they are happy



- Play **“Tap Tap”** Game with cups or other household items.
- Talk to the baby as you do different household chores even when you are not directly in front of baby.



- Talk, sing and play with your baby.
- Read a book together with baby. Notice when baby likes a picture or the way you read. Do it even more.

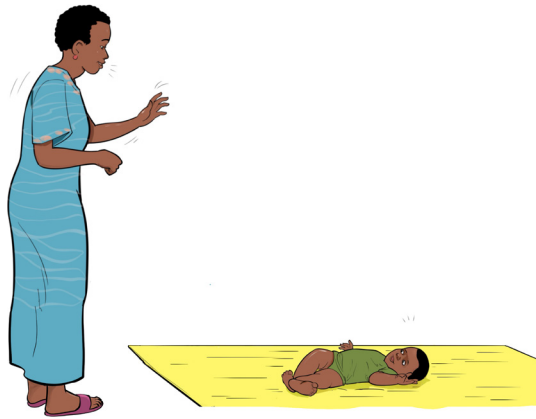


Read a book together with baby



Notice when baby likes a picture or the way you read. Do it even more

When you move around the baby follows you with their eyes



- Talk to the baby through out the day and as you walk around the house,
- Play hide and seek using a cloth, furniture etc. Hide yourself and then pop out from hiding to encourage the baby to follow and find you. Speak to the baby even when hidden,



When you dangle a small object above your baby while lying on back, they try to reach it



Play Mobile

Hang colorful and safe items like soft toys, colorful scarfs. colorful pictures above the baby's sleeping area. Let the baby look at them and try to grab while laying down. Gently push the items from side to side and see if the baby can track and follow with their eyes. Talk about the items as you push them around.



Play **“Hide and Seek”** with a cloth



Play hide and seek using a cloth, furniture etc. Hide yourself and then pop out from hiding to encourage the baby to follow and find you.

Stops crying when he/she hears a soothing voice or voice of parent/caregiver



If the baby cries play the game **“Cuddle swing and shhhh”**

Step 1: Cuddle the baby’s in your arms but make sure to leave the hips loose 2: While supporting the baby’s head, gently swing the baby back and forth.

While swinging the baby make the sound “shhh” near the baby’s ear. The baby will relax then because of the swinging motion and the sound because it mimics what babies feel when in the womb.

- When a baby is calmed down and soothed, they cry less and learn to calm and regulate themselves.
- Soothing a baby when they are crying is not spoiling them.
- Both boys and girls need equal soothing and calming actions from caregivers when they cry.
- Ignoring the baby’s cries causes them extreme stress which can damage the baby’s brain
- **If a baby repeatedly does not respond to a caregiver’s soothing and calming actions, talk to the health worker about this concern.**

Inspects and watches their own hands



Play different games with your hands and baby’s hands such as the Baby Dance game

Play **“Kiss my little fingers”**

Put your finger in your baby’s hand and

feel your baby tighten their grip.

Now kiss your baby’s fingers and gently put your hand down.

Then do it again, a few times.



Gets excited when food is prepared/imminent feeding (when mother positions breast or when he or she sees cup, spoon or bottle preparation going on)

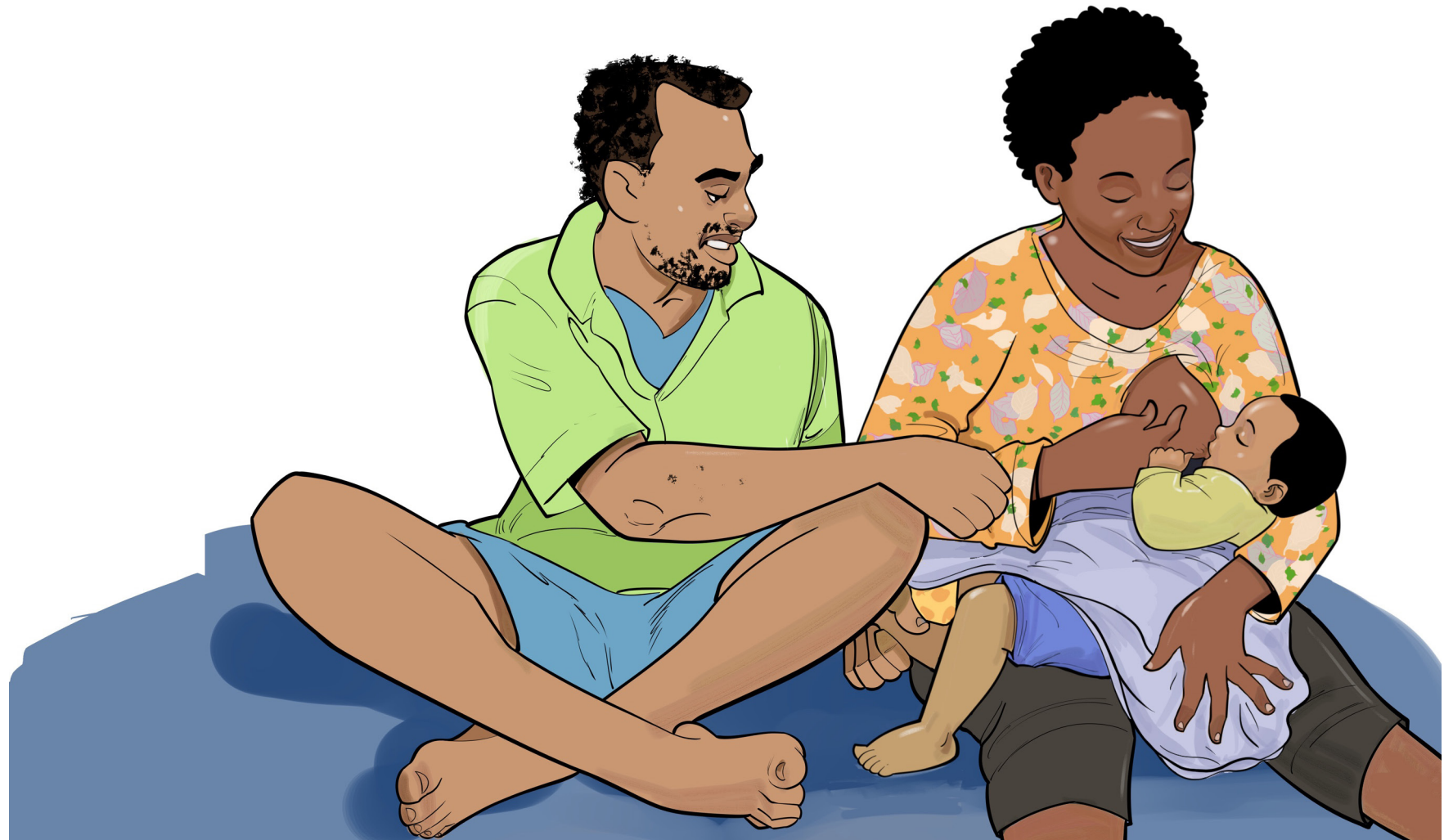


- Continue to give the baby only breast milk till 6 months.
- Breast Milk provides all the food and water the baby needs to grow.
- Both boys and girls need to be breastfed often and on demand
- Even fathers can feed baby with breastmilk in a cup with spoon
- Make sure baby’s play environment and hands are clean as they now like to bring their hands to their mouth and can easily pick up germs
- If you are unable to breastfeed talk to the health worker for guidance.

Talk to the health worker if your baby is having difficulty feeding

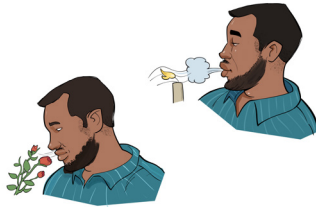




Continue to give baby Breast milk



Breast milk provides all the food and water the baby needs to grow.
Even fathers can feed baby with breastmilk in a cup with spoon.

Caregiver wellbeing

<p>Caregiver feels calm and relaxed</p>		<p>Your wellbeing is very important for your children's sense of safety and wellbeing. Attend to your physical and emotional wellbeing. Fathers and other male caregivers also need to take care of their mental wellbeing as much as mothers. You can:</p> <ol style="list-style-type: none"> 1. Practice deep breathing when panicked, anxious or upset The flower and the candle' breathing activity. Imagine a beautiful flower, with one hand reaching down and pick that flower. Lift the flower to your nose and smell it (deep breath in). With your other hand, imagine you are holding a lit candle. You want to blow out the candle but you need to do this slowly so the wax is not spilt. Blow the candle out – deep breath out. 	 
<p>Caregiver feels cheerful and in good spirits</p>		<ol style="list-style-type: none"> 2. Identify and do one activity that makes you happy and helps you relax 3. Try to sleep enough and take naps during the day if needed. 	
<p>Caregiver is coping well with caring for a small child?</p>		<ul style="list-style-type: none"> Do not shake, hit or spank the baby as this can cause injury or death. If you are upset, take a minute to calm down or give the baby to another caregiver. Do not forget to have a healthy diet and proper rest. 	
<p>Caregiver feels safe at home and in community</p>		<p>Everyone in the family should feel safe.</p> <ul style="list-style-type: none"> It is never OK to feel unsafe, scared and controlled by another family member. Violence in the home even when not directed at the child is harmful for the baby's development, behaviour and well-being and can have long lasting effects. A mother who is experiencing violence is likely not able to provide adequate care to her child. A child who lives in a home or community with violence learns that their home is not safe and secure, and is more prone to cognitive, behavioural and emotional developmental issues. 	 <p>Seek help to resolve any family conflict</p>
<p>Caregiver feels that the child is safe at home and in community</p>		<p>Seek help to resolve any family conflict</p>	



Bring your baby for growth monitoring again
in **4 weeks** when they are **18 weeks old**

Your baby at 18 weeks (4.5 months)

Date _____

Growth and Development Domain

Games, Activities and Messages / Comments

Physical Growth

Weight



_____ kg

Height



_____ cm

MUAC



_____ cm

- **If the MUAC is <11.0cm, go to the nutrition treatment centre recommended by the health worker.**
- Monitoring your baby's growth helps you know if you baby is on track and developing well.
- Bring your baby for growth monitoring again in **6 weeks** when they are **6-month-old**.
- Both boys and girls can equally gain weight, grow taller when they are well fed and taken care of.

Vaccination

Did the baby receive all required vaccinations?

- ◆ BCG, HBV,
- ◆ OPV₁ Pent₁ PCV₁ RV₁
- ◆ OPV₂ Pent₂ PCV₂ RV₂
- ◆ OPV₃ Pent₃ PCV₃ IPV

Yes No

Some babies get a fever after immunization. So, when you notice child has fever, it is normal. Use cloth and warm water to wipe the baby. Take baby to the hospital if fever continues.



Does the baby have any sickness/illness/other physical problem?

(ask about weakness, fever, cough, diarrhoea, vomiting, convulsion, reduced appetite and any other physical problems. Refer to page 155 for pictures of Common Congenital Anomalies if needed)


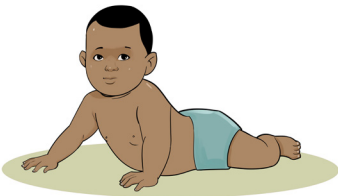

- Bring baby to the Health Centre when you notice the following: weakness/fever/cough/diarrhoea/vomiting/convulsion/reduced appetite.





Hold a toy or rattle above your baby's head and encourage him to reach for it.

Developmental Domain	Milestone	Yes	No	Brain Building Games, Activities and Messages
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Physical	<p>In supported sitting, holds their head steady</p> 			<ul style="list-style-type: none"> • Cradle your baby's neck or head when you lift him, and slowly remove the support. Practice this several times a day. • Keep the baby in a supported sitting position and hold a toy or rattle above your baby's head and encourage him to reach for it.
	<p>When on tummy, holds their head straight up, looking around and supports self on forearms or hands</p> 			<ul style="list-style-type: none"> • Lay your baby on his tummy and put toys in front of him so that he can reach for them. • Hold a toy or rattle above your baby's head and encourage him to reach for it. <p>Never leave your baby alone during play time. They can roll and fall down from a high place.</p> 



Keep baby barefoot as often as possible. Babies rely on 'feeling' to guide them, and by feeling the ground/ your feet,they can adjust their standing balance as needed.

Flexes hips and knees towards chest



Play the game **“Baby Dance”**

Place the baby on his/her back, sing a song and gently move the baby's feet towards his chest. Repeat this several times.



When standing with support, feet are mostly flat on surface.



- Hold your baby upright with feet on the floor or on your feet and sing or talk to your baby as he “stands” with support.
- Keep baby barefoot as often as possible. Babies rely on ‘feeling’ to guide them, and by feeling the ground/ your feet, they can adjust their standing balance as needed.

Brings hand to mouth



Press a lightweight toy or a rattle in her hand and let her grip it, help her to bring to her mouth. Keep the baby's hand free of mittens particularly indoors and when not too cold.

Reaches and grabs a toy using both hands at once



- Hold a toy or rattle above your baby's head and encourage him to reach for it.
- Give age-appropriate toys to play with, such as rattles or colorful pictures. Put toys near your baby so that he can reach for them and help him to hold them.



Laugh, smile, and talk to your baby. Maintain eye contact when doing this.

Makes sound when seeing a toy/object or people



- Copy your baby's sounds.
- Act excited and smile when your baby makes sounds.
- Show, describe and rub toys and other objects on baby's legs, hands, cheeks (tactile exploration) etc.

Laughs aloud



- Laugh, smile, and talk to your baby. Maintain eye contact when doing this
- Copy baby's laugh and use a dramatic voice to encourage them to laugh even more.

Follows sounds with their eyes



Play the "Tap, Tap" game



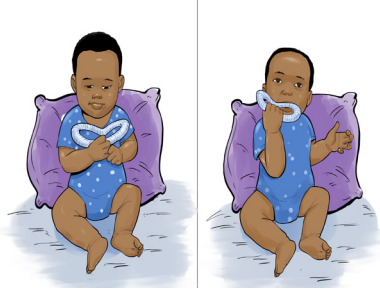
Tap 2 cups together lightly, moving slowly from right to left, and back again. Encourage the baby to follow the object with their eyes. For small babies this takes a lot of effort.

Play the game “Treasure basket”



Bring out one object at a time. Talk to the baby about what the object is, what it's for including colour and shape. Let the baby touch and explore the object

When a toy/object is placed in hand they look at it and put it in their mouth



- Put age-appropriate toys or rattles in your baby's hand and help him to hold them.
- Press a lightweight toy or a rattle in her hand and let her grip it, help her to bring to her mouth.
- Begin and end each activity by encouraging the baby to explore day to day objects through touch, for example, put a spoon in their hand when its time for eating or a diaper in their hand when its time of changing

Tip: Keep baby's hand free of mittens particularly indoors and when not too cold.

Use large and safe toys. Do not use toys that are smaller than your closed fist as these can choke the baby.

Recognises familiar things and people



- Take your child for walks in nature. Point and describe what you see.
- Provide a chance for your child to meet new people in a safe familiar comfortable environment such as your home.
- Play the game **“Treasure basket”**.



You will need a variety of clean, safe, large and blunt items for the baby to see and touch (e.g bowls, wooden spoons, etc.). Bring out one object at a time. Talk to the baby about what the object is, what it's for including colour and shape. Let the baby touch and explore the object.

Make sure there is nothing small that your child could choke on.



Touch, look at and talk softly to the baby while giving breastmilk.

Personal & Social

Plays with own hands, fingers, or people



- Touch your babies hands and fingers.
Touch also helps a baby learn where his fingers and toes are. The more touch, the greater the awareness.
- Put age-appropriate toys or rattles in your baby's hand and help him to hold them.
- Introduce your baby to others using names, describing the relationship and using tactile describing words such as long hair, glasses etc
- Play the game “**Where is your...?**”
Say: Where is your nose? There it is! We use that to smell things. Point to the child's nose. Continue with other body parts and explain their use.

Smiles spontaneously at people



- Play “**Peek- a- Boo**”/ “**I see you!**” with a cloth . Hide and then unhide your face from behind a cloth.
- Hold and talk to your baby. Smile and be cheerful while you do.
- Act excited and smile when your baby makes sounds.This makes baby smile even more.



Self Help and Feeding

Briefly holds onto breast or bottle



- Continue giving baby only breastmilk.
- Both boys and girls need to feed often and on demand.
- Touch, look at and talk softly to the baby while breast feeding.
- Fathers can also support the mother by encouraging breast feeding, taking on other household and baby care activities; this helps mothers breast feed more and longer.
- Fathers can also feed baby with breast milk expressed by the mother using a cup and /spoon.
- Remember that addition of other foods to breastmilk starts when baby is 6 months.
- If you are unable to breast feed talk to the health worker for guidance.
Talk to the health worker if your baby is having difficulty feeding.

Attend to your physical and emotional wellbeing.



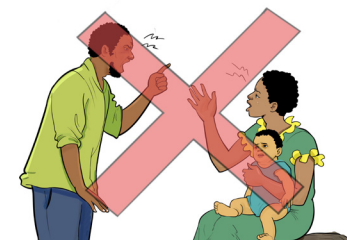
Prayer, meditation and other similar activities can help to calm you down and help you manage stress.

Caregiver wellbeing

Caregiver feels calm and relaxed	Yes	No	Your wellbeing is very important for your children's sense of safety and wellbeing. Attend to your physical and emotional wellbeing. You can:
Caregiver feels cheerful and in goodspirits			<ol style="list-style-type: none"> 1. Pray or meditate Prayer, meditation and other similar activities can help to calm you down and help you manage stress. Take time every day to pray, meditate or do other activities that calm the soul down. 2. Take a walk in nature, for example, by the beach
Caregiver is coping well with caring for a small child?			<ul style="list-style-type: none"> Set clear routines for your child Having a clear routine helps the child know what is coming, removes fear and makes them feel confident and safe. When they wake up, they want to nurse. After they are rested and fed, it's the best time to play with them for a few minutes. Then you can do your work. You can follow a Nap-Eat-Play-Chores routine.
Caregiver feels safe at home and in community			<p>Everyone in the family should feel safe.</p> <ul style="list-style-type: none"> It is never OK to feel unsafe, scared and controlled by another family member. Violence in the home even when not directed at the child is harmful for the baby's development, behaviour and well-being and can have long lasting effects. A mother who is experiencing violence is likely not able to provide adequate care to her child. A child who lives in a home or community with violence learns that their home is not safe and secure, and is more prone to cognitive, behavioural and emotional developmental issues.
Caregiver feels that the child is safe at home and in community			<p>A child who lives in a home or community with violence learns that their home is not safe and secure, and is more prone to cognitive, behavioural and emotional developmental issues.</p> <p>Seek help to resolve any family conflict</p>



Seek help to resolve any family conflict





Bring your baby for growth monitoring again
in **6 weeks** when they are **6-month-old**

Your baby at 6 months

Date

Growth and Development Domain

Games, Activities and Messages / Comments

Physical Growth

Weight



_____ kg

Height



_____ cm

MUAC



_____ cm

- **If the MUAC is <11.0cm, go to the nutrition treatment centre recommended by the health worker.**
- Monitoring your baby's growth helps you know if your baby is on track and developing well.
- Bring your baby for growth monitoring again in **3 months** when they are **9 months old**
- Both boys and girls can equally gain weight, grow taller when they are well fed and taken care of.

Vaccination

Did the baby receive all required vaccinations?

- BCG, HBV,
- OPV₁ Pent₁ PCV₁ RV₁
- OPV₂ Pent₂ PCV₂ RV₂
- OPV₃ Pent₃ PCV₃ IPV

Vaccination for today:

Vitamin A number 1 dose

Does the baby have any sickness/illness/other physical problem?

(ask about weakness, fever, cough, diarrhoea, vomiting, convulsion, reduced appetite and any other physical problems. Refer to page 155 for pictures of Common Congenital Anomalies if needed)

Yes No

- Bring baby to the health centre for Vitamin A supplementation 6 months from the number 1 dose.
- If your baby missed any vaccination, they can catch up today.


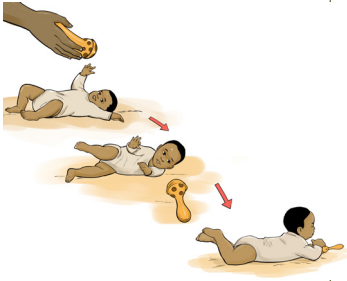





- Bring baby to the Health Centre when you notice the following: weakness/fever/cough/diarrhoea/vomiting/convulsion/reduced appetite.
- It is normal for most babies to experience discomfort when they start growing teeth. They may also experience fever. Use cloth and warm water to wipe the baby. Take baby to the hospital if fever continues.





Offer toys which make noise so that the baby enjoys shaking /mouthing /dropping them

Developmental Domain	Milestone	Yes	No	Brain Building Games, Activities and Messages
Physical	<p>Sits with support of their hands</p> 			<ul style="list-style-type: none"> • Spend more time holding your baby up to a sitting position and support her with pillows if the baby is not able to sit independently.
	<p>Rolls from back to stomach, getting both arms out from underneath body.</p> 			<ul style="list-style-type: none"> • Lay your baby on her back when she is awake and put toys near her and hold a toy or shake a rattle on both sides of your baby's head and encourage her to reach for it. Make sure you give her plenty of praise when she does roll over from her back to her tummy. • Roll together! Lay down on a safe surface with your baby on your tummy and roll gently up, down, and side to side.
	<p>During supported standing, the child can bear weight on both legs</p> 			<ul style="list-style-type: none"> • Hold your baby upright with feet on the floor and sing or talk to your baby as she stands with support. • Gently encourage your baby to pull to a standing position. While doing this, praise them. • Sit on the floor and help your baby balance her feet on your thighs. Watch them bounce up and down with delight.
	<p>Grabs a toy you offer and looks at it, waves it or chews on it</p> 			<ul style="list-style-type: none"> • Offer toys which make noise so that the baby enjoys shaking /mouthing /dropping them. • Explore different objects. Help your baby scratch, rub, squeeze, poke, wave, bang, grasp, trace the outline, and transfer objects from hand to hand.
	<p>Transfers toy or other item from one hand to another</p> 			

Play the game “Describe the picture”



Describe the picture and add sounds and actions related to the image.

Babbles sounds “babba, mamama, tatata”



Yes No

Talk with your baby all the time

- Begin a conversation with your baby. When your baby babbles, respond to her with a smile. Point to your baby's clothes and describe them. Explain to your baby what you are feeding her, or what she is surrounded by. Babies love this, as it encourages them to talk.
- Talk about the pictures in storybooks to your baby every day. Praise her when she babbles.
- Copy and expand your baby's sounds and words. Repeat your baby's sounds and then help expand their vocabulary by saying simple words with those sounds. For example, if your baby says, “ba” say “bah you mean bottle. Oh your bottle is warm.”



Stops babbling when another person talks



- Play the game “**Describe the picture**” Describe the picture and add sounds and actions related to the image.
 - Have “conversations” and wait for a pause in your baby's babble to “answer.”
- Note:** The give-and-take of these early discussions will set the stage for those first real words and conversations in the months to come.
- Ask your baby questions and respond enthusiastically to whatever answers you get.



Looks in the direction of your voice



- Call the name of your baby from time to time. Use their name frequently when you talk to them, and soon they will make the connection between themselves and their name and turn to you when you call them. When Baby looks at you and smiles at the sound of his/her name, reward them with hugs and kisses.
- Make your baby sit with you while a family member hides behind an object like a sofa or curtain and says the baby's name. Your baby will recognize their voice and her name and will look around curiously to determine the source of the sound. Encourage your baby and give clues by pointing in the direction of the person.
- Talk to your baby all day long. Tell them what you are doing, what you see e.t.c

Talk with your baby all the time



Point to your baby's clothes and describe them. Explain to your baby what you are feeding her, or what she is surrounded by. Babies love this, as it encourages them to talk.

Shows curiosity and tries to reach for objects at a distance



- Play **“Where Did it Go”**
You will need 1 cup or similar and something to put under (e.g. a leaf).
You put the leaf under a cup. The child then picks up the cup to find the leaf. You say “you found the green leaf under the red cup”.
- Place toys and other clean, safe things around for the baby to look, hold and touch.
- When he drops a toy on the floor, pick it up and give it back. This game helps him learn “cause and effect”.



Plays by banging, shaking a toy/object up and down on the floor or table



Play drumming and singing games with different household items. Use items of different sizes and which produce different sounds so that the baby can hear and compare different sounds.



Use items that are not sharp, don't break and are big enough to avoid accidents.

Responds to interactive games such as Peek a Boo/ I see you!



- Play the game: **“Peak-a-boo” / I see you!**
- Play the game: **“Knock it down”**

Build a house or tower using the bowls. Encourage the baby to knock it down. Caregivers of children with low vision could use items that will make a loud sound when they fall.





Play drumming and singing games with different household items.

Shows recognition of caregivers by reaching, smiling, inspecting their faces



Lifts arms to parents, caregivers, familiar faces.



Can eat and swallow soft food like mashed avocado, mango, porridge

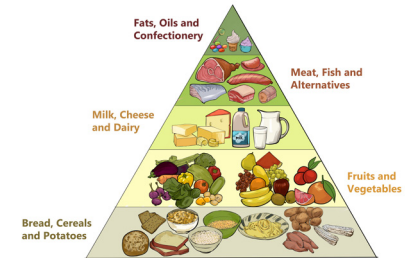


Places hand on bottle or cup in an attempt to help with feeding

- Smile and make eye contact with your baby. Look right into their eyes when you are feeding, changing their diaper, and bathing them. They will look right back. It's a great time to bond with your baby.
- Be silly with your baby. Make funny faces, wear pants on your head, and pretend to eat their toes. It's fun for you, and it makes your baby laugh.
- Respect your baby's feelings. Be with her when she is happy and when she is crying. Try to be present and fully engaged in the moment with your baby.
- Give your baby kisses, hugs, snuggles. Touch and massage them. Talk to them and play with them as much as possible.

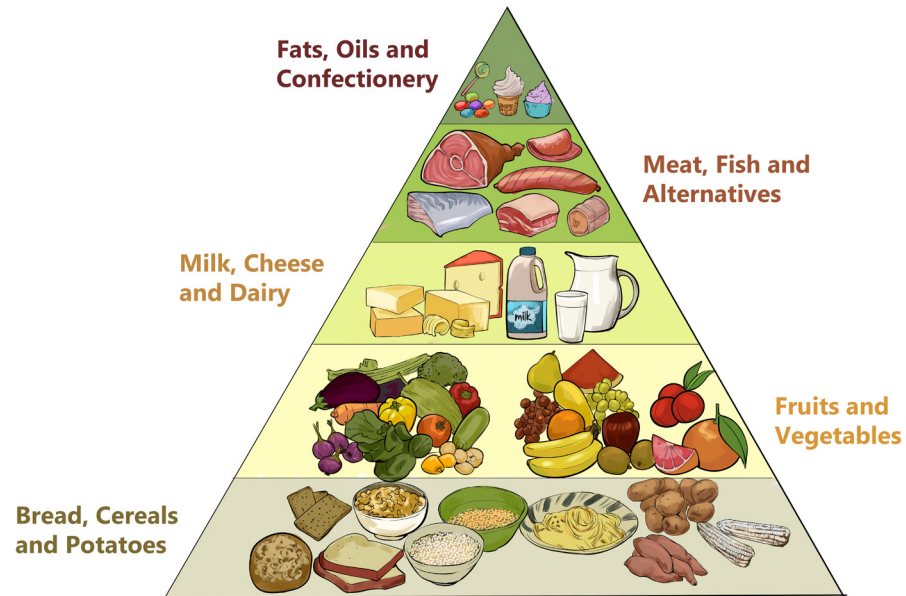
Continue breastfeeding and gradually introduce other foods from the following groups:

- Grains & tubers: corn, rice, yam, potatoes, cocoyam, cassava
- Legumes: beans, soybeans, groundnuts, almonds
- Animal source: eggs, milk, fish, beef, pork, chicken, goat meat, seafoods
- Fruits and vegetables: banana, watermelon, orange, pineapple, leafy vegetables, cucumber






- **Start with soft foods like porridge, mashed foods.**
- **Give food 2-3 times a day.**
- Avoid sugary drinks and biscuits. Give the baby healthy foods mentioned above.
- **Talk to the health worker if your baby is having difficulty swallowing soft food.**

Give food 2-3 times a day



Continue breastfeeding and gradually introduce other foods. Start with soft foods like porridge, mashed foods. Give food 2-3 times a day

Caregiver wellbeing

<p>Caregiver feels calm and relaxed</p>	<p>Yes</p>	<p>No</p>	<p>Your wellbeing is very important for your children's sense of safety and wellbeing. Attend to your physical and emotional wellbeing. Fathers and other male caregivers also need to take care of their mental wellbeing as much as mothers</p> <p>You can:</p> <ol style="list-style-type: none"> 1. Exercise and move your body <p>Physical exercise has many benefits both emotional and physical. Do simple exercises like stretching, dancing, walking even in a small space</p>	
<p>Caregiver feels cheerful and in goodspirits</p>			<p>Sooth and calm down the baby</p> <p>Babies need adults to help them calm down, meet their basic needs and show them how to act. Try this:</p> <p>Play “Cuddle, swing and shhhh”</p> <p>Step 1: Cuddle the baby in your arms but make sure to leave the hips loose step 2: While supporting the baby's head, gently swing the baby back and forth.</p> <p>While swinging the baby make the sound “shhh” near the baby's ear. The baby will relax because of the swinging motion and the sound because it mimics what babies feel when in the womb.</p>	
<p>Caregiver feels safe at home and in community</p>			<p>Everyone in the family should feel safe.</p> <ul style="list-style-type: none"> • It is never OK to feel unsafe, scared and controlled by another family member. • Violence in the home even when not directed at the child is harmful for the baby's development, behaviour and well-being and can have long lasting effects • A mother who is experiencing violence is likely not able to provide adequate care to her child. • A child who lives in a home or community with violence learns that their home is not safe and secure, and is more prone to cognitive, behavioural and emotional developmental issues. <p>Seek help to resolve any family conflict</p>	
<p>Caregiver feels that the child is safe at home and in community</p>				<p>Seek help to resolve any family conflict</p>



Bring your baby for growth monitoring again
in **3 months** when they are **9-months-old**

Your baby at 9 months

Date _____

Growth and Development Domain

Games, Activities and Messages / Comments

Physical Growth

Weight



_____ kg

Height



_____ cm

MUAC



_____ cm

- **If the MUAC is red or <math><11.5\text{cm}</math>, go to the nutrition treatment centre recommended by the health worker.**
- Monitoring your baby's growth helps you know if your baby is on track and developing well.
- Bring your baby for growth monitoring again in **3 months** when they are **12 months old**
- Both boys and girls can equally gain weight, grow taller when they are well fed and taken care of.

Vaccination

Did the baby receive all required vaccinations?

yes No

- ◆ **BCG, HBV**
- ◆ **OPV1 Penta1 PCV1 RV1**
- ◆ **OPV2 Penta2 PCV2 RV2**
- ◆ **OPV3 Penta3 PCV3 IPV**
- ◆ **Vitamin A1**

- Bring baby to the health centre for Vitamin A supplementation 6 months from the number 1 dose.

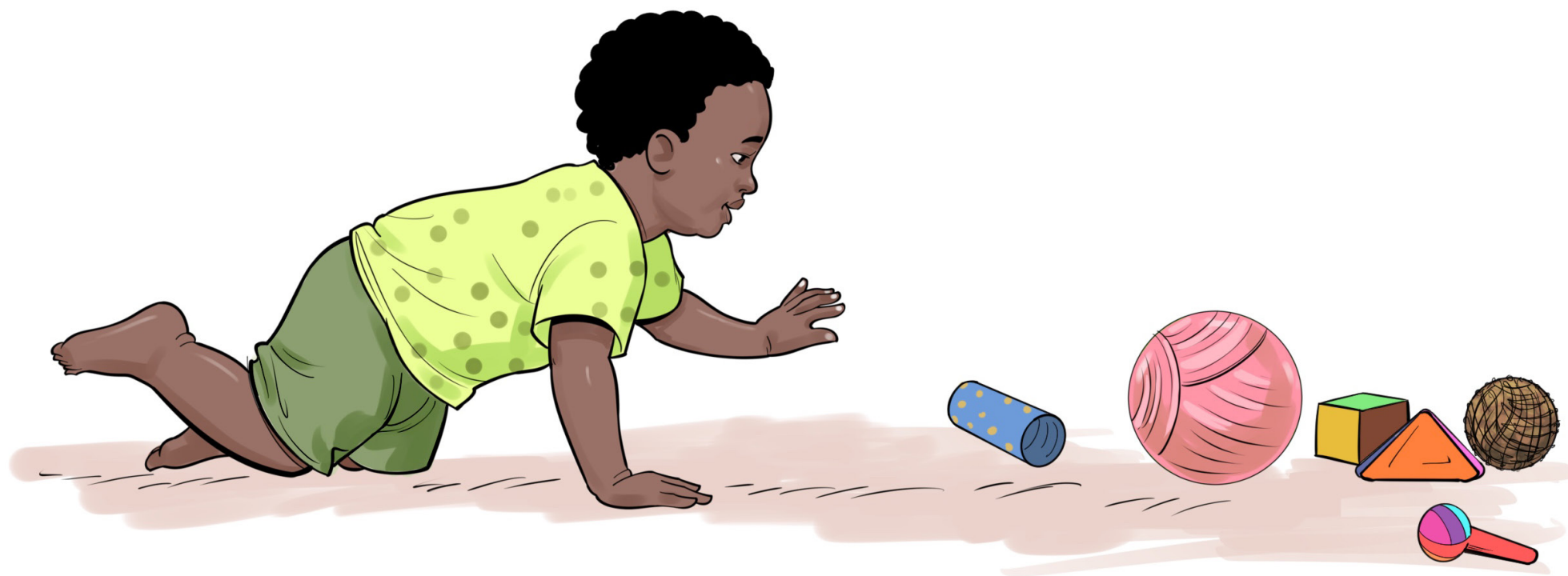


Does the baby have any sickness/illness/other physical problem?






(ask about weakness, fever, cough, diarrhoea, vomiting, convulsion, reduced appetite and any other physical problems. Refer to page 155 for pictures of Common Congenital Anomalies if needed)

- Bring baby to the Health Centre when you notice the following: weakness/fever/cough/diarrhoea/vomiting/convulsion/reduced appetite.





Keep toys slightly out of baby's reach when he is on the floor so that it encourages the baby to move on the floor by either creeping or crawling.

Developmental Domain	Milestone	Yes	No	Brain Building Games, Activities and Messages
Physical	<p>Gets to sitting position from lying position without assistance</p> 			<ul style="list-style-type: none"> • Provide lots of room for your baby to move and explore in a safe area. • Put your baby close to things that he can pull up on safely.
	<p>Moving on the floor by any of the following ways – creeping, crawling, bum scooting</p> 			<ul style="list-style-type: none"> • Keep toys slightly out of baby's reach when he is on the floor so that it encourages the baby to move on the floor by either creeping/crawling. 
	<p>Pulls to stand holding onto stable support (chair, low table, sofa)</p> 			<ul style="list-style-type: none"> • Put your baby close to furniture such as tables and beds that he can use as support to pull himself up. • Keep toys that the baby likes on a low table or furniture so that it encourages the baby to stand by pulling onto the furniture. • Praise and clap for the baby for pulling into standing position • Cover any sharp edges of furniture to prevent accidents;
	<p>Picks up a small object (e.g. peas, maize) by using thumb and all fingers (raking motion)</p> 			<ul style="list-style-type: none"> • Let the baby pick up small edible things like maize or grains and put it in a container with a wide mouth. • Place slightly small toys/objects nearby your baby and encourage him to pick by himself.



**Talk about the pictures in storybooks to your baby every day.
Praise him/her when s/he babbles.**

Babbles “ badada” “badaga”



Tries to imitate the sound/word you made to the them

- Copy your baby's sounds and words. Repeat your baby's sounds and say simple words with those sounds. For example, if your baby's says "bah" say "bottle" or "book".
- Talk about the pictures in storybooks to your baby every day.
- Praise him/her when s/he babbles.



Looks in the direction of your voice even when out of sight



- Stand behind your baby or at a distance where your baby cannot see you and call out his name to observe if the baby looks in the direction of your voice. Practice several times.
- Sing simple songs or narrate what you are doing to see if the baby responds in your direction.

Play the game “Lift the cloth”



You will need one scarf and an object to hide underneath (e.g. a leaf or a cup). Say to the child: I am going to hide this object under the scarf. Can you find it? Hide the cup, then let the child lift the cloth to find the cup

Able to pass a toy/object back and forth from one hand to the other



- Give safe, clean objects like small ball, cups or toys for the baby to hold and encourage to pass from one hand to the other.
- Keep babies' hands busy with favourite toys.

Inspects toys with curiosity in different ways e.g. banging, shaking, throwing, dropping

- Play the games “**Drumming**”
- Play the games “**Knock it down**”
- Play “shake the rattle”
- Put some maize grains/rice/dal/chana in a small empty plastic bottle/container which makes sound when shaken. Give these bottles to your baby to play with. Wrap the container with cloth for extra safety.

Looks for toys and objects after seeing you hide them



- Hide a toy and observe the response.
- Play the game “**Lift the cloth**”

You will need one scarf and an object to hide underneath (e.g. a leaf or a cup). Say to the child: I am going to hide this object under the scarf. Can you find it? Hide the cup, then let the child lift the cloth to find the cup.





Give baby small finger foods for self feeding.

Talk to the health worker if your baby is having difficulty swallowing soft food

Expresses like and dislike for people and toys/objects and places.



- Pay attention to the way your baby reacts to new situations and people; try to continue to do things that makes your baby happy and comfortable.
- When your baby points at something, ask your baby: "Do you want it?" and "Do you like it?"

Displays fear and discomfort when they meet strangers/new people



Fear of strangers is part of normal development for babies and young children, there are things you can do to help your baby feel less upset. Help your baby feel comfortable by doing the following things:

- Give your baby the chance to meet new people in a safe and comfortable environment. For example, hold your baby when you introduce them to strangers. Your baby will also feel more comfortable with a stranger if they are at home.
- If your baby gets very upset with a new person, comfort them and try a different approach - for example, all playing together - or moving your baby slightly away from the new person until they calms down. Then you can try again.
- Take your baby's comfort item (toy or blanket) with you to new situations and when you're spending time with new people.

Able to feed self with small finger foods



- ◆ Continue breast feeding the baby along with feeding them with additional foods from the following groups:
 - Grains & tubers: corn, rice, yam, potatoes, cocoyam, cassava
 - Legumes: beans, soybeans, groundnuts, almonds
 - Animal source: eggs, milk, fish, beef, pork, chicken, goat meat, seafoods
 - Fruits and vegetables: banana, watermelon, orange, pineapple, leafy vegetables, cucumber. Give food at least 3 times a day. Give them soft finger foods like a banana to eat
 - Avoid sugary drinks and biscuits so that baby can get the healthy foods.
 - **Talk to the health worker if your baby is having difficulty swallowing soft food**



Take a walk in nature

Caregiver wellbeing

<p>Caregiver feels calm and relaxed</p>	<p>Yes</p>	<p>No</p>	<p>Your well-being is very important for your children's sense of safety and wellbeing. Attend to your physical and emotional well-being. Fathers and other male caregivers also need to take care of their mental wellbeing as much as mothers</p>
<p>Caregiver feels calm and relaxed Caregiver feels cheerful and in good spirits</p>			<p>You can:</p> <ol style="list-style-type: none"> 1. Take a walk in nature Nature has a calming effect and walking in nature is an opportunity to do silent reflection and meditation. Take a walk and look at the ocean, trees, flowers, water and other nature around you. 2. Do a creative activity like weaving, pottery, painting, drawing, etc. Doing creative activities for fun can help you relax.
<p>Caregiver is coping well with caring for a small child?</p>			<p>Create a "Yes" Space To create a "Yes space" Keep dangerous things away from the young children because they are very curious and like to put things in their mouths. In a "yes" space, you are less likely to say "no, don't touch this" because you have already kept everything that is dangerous away from the child. This can make it easier for you and also for the child.</p>
<p>Caregiver feels safe at home and in community</p>			<p>Everyone in the family should feel safe.</p> <ul style="list-style-type: none"> • It is never OK to feel unsafe, scared and controlled by another family member. • Violence in the home even when not directed at the child is harmful for the baby's development, behaviour and well-being and can have long lasting effects • A mother who is experiencing violence is likely not able to provide adequate care to her child. • A child who lives in a home or community with violence learns that their home is not safe and secure, and is more prone to cognitive, behavioural and emotional developmental issues.
<p>Caregiver feels that the child is safe at home and in community</p>			<p>Seek help to resolve any family conflict</p>



Seek help to resolve any family conflict



Bring your baby for growth monitoring again
in **3 months** when they are **12-months-old**

Your baby at 12 months

Date _____

Growth and Development Domain

Games, Activities and Messages / Comments

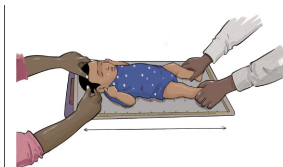
Physical Growth

Weight



_____ kg

Height



_____ cm

MUAC



_____ cm

- **If the MUAC is red or <math><11.5\text{cm}</math>, go to the nutrition treatment centre recommended by the health worker.**
- Monitoring your baby's growth helps you know if you baby is on track and developing well.
- Bring your baby for growth monitoring again in **6 months** when they are **18 months**.
- Both boys and girls can equally gain weight, grow taller when they are well fed and taken care of.

Vaccination

Did the baby receive all required vaccinations?

- BCG, HBV
- OPV₁ Penta₁ PCV₁ RV₁
- OPV₂ Penta₂ PCV₂ RV₂
- OPV₃ Penta₃ PCV₃ IPV
- Vitamin A1

Vaccination for today:

- **Vitamin A number 2 dose**
- **Yellow fever**
- **Measles/Rubella number 1 dose**

Does the baby have any sickness/illness/other physical problem?

(ask about weakness, fever, cough, diarrhoea, vomiting, convulsion, reduced appetite and any other physical problems. Refer to page 155 for pictures of Common Congenital Anomalies if needed)

Yes

No

Remember to bring baby to the health centre for Vitamin A supplementation in 6 months time after the number 2 dose and albendazole every 6 months till child is 5 years.





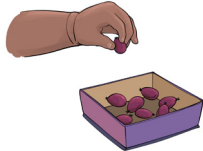



- Bring baby to the Health Centre when you notice the following: weakness/fever/cough/diarrhoea/vomiting/convulsion/reduced appetite.





Stand in front of your baby and hold his hands. Walk backwards encouraging your baby to walk forward.

Developmental Domain	Milestone	Yes	No	Brain Building Games, Activities and Messages
Physical	<p>Walks sideways holding onto a stable support e.g. chair, low table, sofa</p> 			<ul style="list-style-type: none"> • Dance together! Place your child on your lap and gently move him side to side, front, side to side and back. After this, try “dancing” while standing together and supporting one hand. • Put the baby close to things such as table or chair so that s/he can hold on safely. As the baby moves around, stay close so s/he knows that you are near.
	<p>Walks forward when held by both hands</p> 			<p>Stand in front of your baby and hold his hands. Walk backwards encouraging your baby to walk forward.</p> 
	<p>While holding onto a stable support (e.g chair or pillar) can squat down, pick up a toy and return to standing</p> 			<ul style="list-style-type: none"> • Put the baby close to a stable support such as table, chair so that s/he can hold on safely. Place a toy/object on the floor. Encourage her/him To pick up toy/object from the floor.
	<p>Picks up small objects with pincer grasp (thumb and index finger)</p> 			<ul style="list-style-type: none"> • Let your baby pick up small toys and soft edible items like maize grains, chana, peas, etc... <p>Note: Do this only under close supervision. Put away the grains out of reach of your child after the activity to avoid choking</p> 

Play the game **“Talk with me”** game



Talk with your baby about different things around you, starting with body parts.

Follows simple instructions (using their own gestures) such as “give” “go” “come”



- Sing song with action and help the baby to do action with you.
- Play with your baby with simple instruction with gesture like give, go, sleep etc.

Uses fingers to point at people or objects they want to show you



- Keep your baby's favorite toys out of reach but where s/he can see so that it encourages the baby to request for the toy by either pointing at the toys or naming the toys.
- Play the game “**Talk with me**” game

Talk with your baby about different things around you, starting with body parts. Point to your mouth and say “This is my mouth. Where is my mouth? Where is your mouth?” Praise the baby for showing you.



Specifically says ‘mama’ ‘papa’ to indicate main caregivers



- Point to family members and say “this is Papa”, “this is Mamma”. Repeat the play.
- Show your child pictures of family members. Point to picture and say “this is Papa”, “this is Ama”, etc.
- Talk to your child about what you are doing. For example, “Ama / Apa is washing hands.”

Play the game “What do you see, feel and hear?”



Take the child outside for a walk, look and describe everything you see, hear or feel

Put object in and takes objects out of a container

Yes No

Play the game the game "Take it out"

Take it out

Give you baby a box or container with different toys. Each time your baby pulls out an object from the box, say the name of the object out loud. Each time your baby puts an object back, say the name of the object out loud.

Say: **Look at that [...] you took out. It makes a sound every time you shake shake shake it.**



Able to imitate gestures



Make movements with your hand when you sing or talk or wave hands while saying "bye bye" or "tata".

Play the game "**Feeling faces**".

Make faces showing different emotions. Show the feelings on your face as you label it.

Say: **Lets make a silly face.** (do something fun with your face). **Let's make a happy face** [act out the feeling]. Let's make a tired face [act out the feeling].

Let's make a sad face [act out the feeling]. **Let's make an excited face** [act out the feeling]



Looks at objects, animals or pictures when named



- Name and describe pictures in a book .
- Ask your child to label body parts or things you see around.

Play the game "What do you **see, feel and hear?**"






Take the child outside for a walk, look and describe everything you see, hear or feel.

Play the game “**Feeling faces**”



Make faces showing different emotions. Show the feelings on your face as you label it. Say:
Let's make a silly face. (do something fun with your face). Let's make a happy face

Personal & Social	<p>Waves 'tata' or 'bye bye' appropriately</p> 	<p>Yes</p>	<p>No</p>	<ul style="list-style-type: none"> • Play pretend play game of going out and waving hand saying "tata" or "bye bye". • Say bye bye tata whenever you leave the house.
	<p>Plays with toys /objects appropriately e.g hugging stuffed animals, making sounds of animal toys, car race etc)</p> 			<ul style="list-style-type: none"> • Give age-appropriate homemade toys and encourage the baby to play with it. • Give lots of hugs and kisses and praise to the baby while he is playing.
Self Help and Feeding	<p>Drinks water, milk or juice from a cup with assistance</p> 			<ul style="list-style-type: none"> ◆ Encourage baby to drink from the cup or mug. Provide assistance by showing how to hold a cup or a mug. Continue breast feeding the baby along with feeding them with additional foods from the following groups: <ul style="list-style-type: none"> • Grains & tubers: corn, rice, yam, potatoes, cocoyam, cassava • Legumes: beans, soybeans, groundnuts, almonds • Animal source: eggs, milk, fish, beef, pork, chicken, goat meat, seafoods • Fruits and vegetables: banana, watermelon, orange, pineapple, leafy vegetables, cucumber ◆ Give food at least 3 times a day ◆ Give them soft finger foods like a banana to eat ◆ Avoid sugary drinks and biscuits so the baby can get healthy foods. <p>Talk to the health worker if your baby is having difficulty swallowing soft food</p>

Give food at least 3 times a day



**Continue breast feeding the baby along with feeding them with additional foods.
Encourage baby to drink from the cup or mug.
Provide assistance by showing how to hold a cup or a mug.**

Caregiver wellbeing

	Yes	No	
Caregiver feels calm and relaxed			Your wellbeing is very important for your children's sense of safety and wellbeing. Attend to your physical and emotional well being. Fathers and other male caregivers also need to take care of their mental wellbeing as much as mothers.
Caregiver feels cheerful and in good spirits)			You can: Reach out to a counsellor of social worker if you feel emotionally unwell. Mental Health is as important as physical health. Take care of both.
Caregiver is coping well with caring for a small child?			Talk to your baby about what is coming even when they can not speak yet. Babies cooperate when they know what is coming and it reduces stress for them and for you too.
Caregiver feels safe at home and in community			Everyone in the family should feel safe.
Caregiver feels that the child is safe at home and in community			<ul style="list-style-type: none"> • It is never OK to feel unsafe, scared and controlled by another family member. • Violence in the home even when not directed at the child is harmful for the baby's development, behaviour and well-being and can have long lasting effects. • A mother who is experiencing violence is likely not able to provide adequate care to her child. • A child who lives in a home or community with violence learns that their home is not safe and secure, and is more prone to cognitive, behavioural and emotional developmental issues. <p>Seek help to resolve any family conflict</p>



Seek help to resolve any family conflict



Bring your baby for growth monitoring
again in **6 months** when they are **18
months**

Your baby at 18 months

Date

Growth and Development Domain

Games, Activities and Messages / Comments

Physical Growth

Weight



Height



MUAC



- **If the MUAC is red or <11.5cm, go to the nutrition treatment centre recommended by the health worker.**
- Monitoring your baby's growth helps you know if you baby is on track and developing well,
- Bring your baby for growth monitoring again in **6 months** when they are **24 months old (2 years)**,
- Both boys and girls can equally gain weight, grow taller when they are well fed and taken care of.

Vaccination

Did the baby receive all required vaccinations?

- BCG, HBV
- OPV₁ Penta₁ PCV₁ RV₁
- OPV₂ Penta₂ PCV₂ RV₂
- OPV₃ Penta₃ PCV₃ IPV
- Vitamin A_{1,2}, MR

Vaccination for today:

- **Vitamin A number 3 dose**

yes

No

Remember to bring baby to the health centre for Vitamin A supplementation and albendazole every 6 months till child is 5 years.



Does the baby have any sickness/illness/ other physical problem?




(ask about weakness, fever, cough, diarrhoea, vomiting, convulsion, reduced appetite and any other physical problems. Refer to page 155 for pictures of Common Congenital Anomalies if needed)

- Bring baby to the Health Centre when you notice the following: weakness/fever/cough/diarrhoea/ vomiting/convulsion/reduced appetite.





**Encourage the baby to squat and pick up an object from the floor.
Praise the child for trying.**

Developmental Domain	Milestone	Yes	No	Brain Building Games, Activities and Messages
Physical	<p>Walks independently</p> 			<ul style="list-style-type: none"> • Provide safe areas for your baby to walk and move around. • Help your baby into a standing position and encourage her/him to walk towards you.
	<p>Bends over or squats to pick up an object from the floor and then stands up again without support</p> 			<p>You can also make your baby stand right in front of you and then bend their knees so their feet are flat on the floor close to their bottom and then use your body to shift them forward onto their feet into squatting position and help the baby stand up again. While your baby is standing, place toys and other safe objects on the floor and encourage your baby to pick them from the floor.</p>
	<p>Climbs up a few stairs holding rail or other support placing both feet on same step</p> 			<ul style="list-style-type: none"> • Hold your baby's hand and encourage him to climb up a few stairs holding rails. You can stand behind them and pick up their foot to guide them to the next step. • Place stickers (tactile footprints) on the stairs to help the child place both feet on each step.
	<p>Throws ball while standing</p>			<p>Play games with the ball outside including picking and throwing.</p>





Give simple one step instructions like “pick up the shoes”, “bring that broom”, and encourage your baby to follow. If she cannot follow the instruction, you show her how to do it.

Says 4-6 meaningful single words

When talking to your baby, name the things appropriately.
 Play the game, "Where is...?" with a book. Look at the pictures in a book and ask "**Where is?**" Praise and encourage them for trying.
 Before starting an activity, describe the activity step-by step using relevant objects (such as soap, towel, and pajamas for bath time).

Nods head or shakes head while agreeing or disagreeing



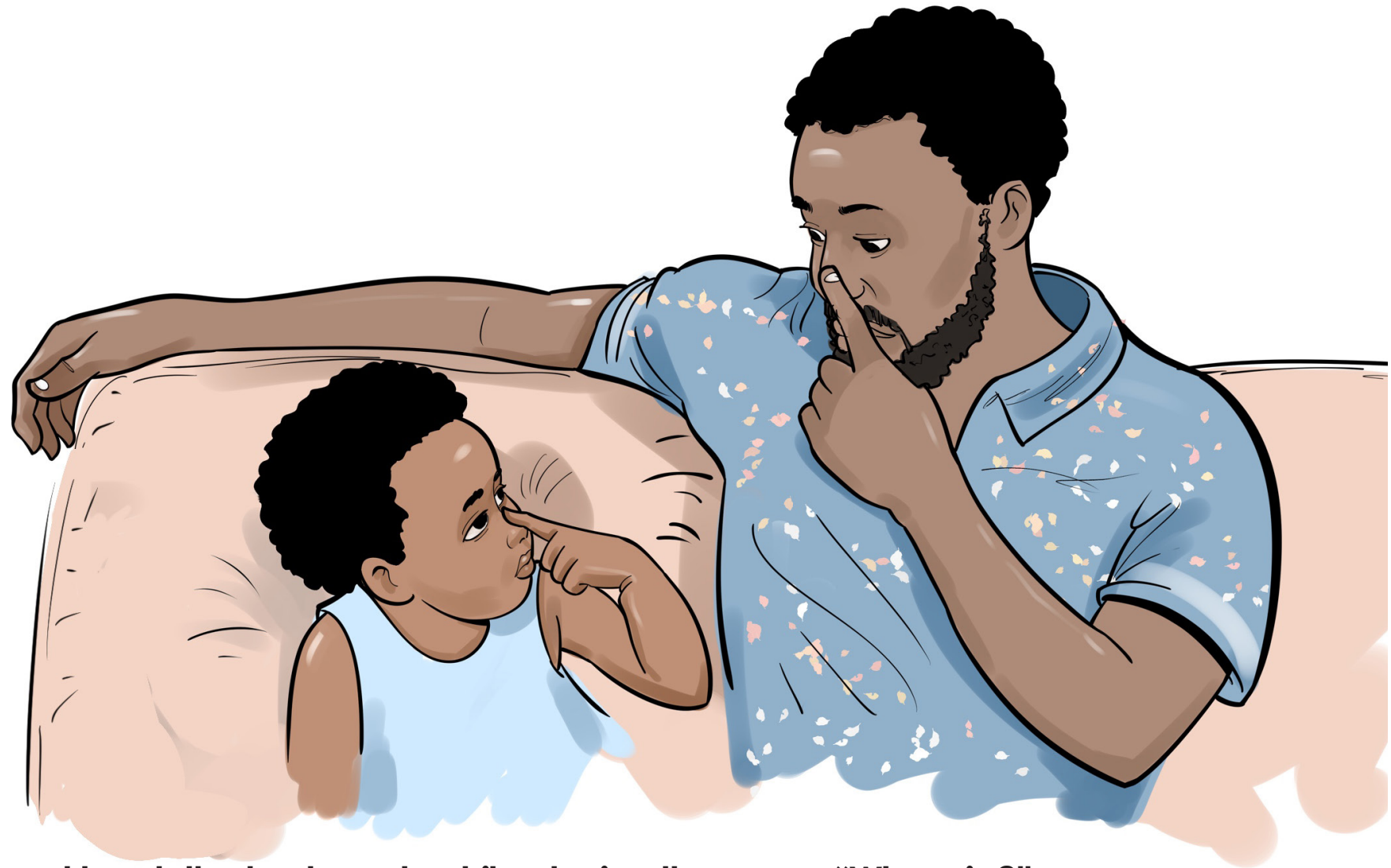
- When talking and playing with your baby nod and shake your head to indicate "Yes" or "No".
- Show your child something s/he likes and ask your child; do you want it? Model how to respond by shaking head for no or nodding for yes.

Follows simple one-step instructions without using gestures such as "pick up the toy" and "bring me your shoes"



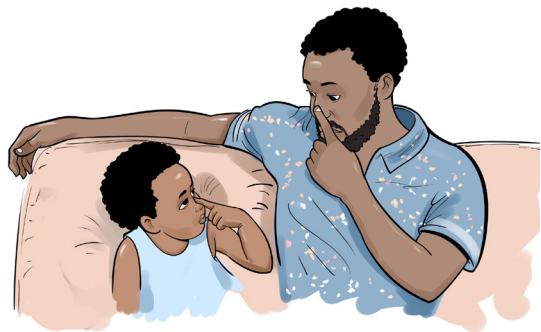
- Give simple one step instructions like "pick up the toy "," bring that broom", and encourage your baby to follow. If she cannot follow the instruction, you show her how to do it.
- Physically guide your child to respond to your verbal instruction. For example, when you say, "throw the ball", physically help your child throw a ball. Provide situations that will give your child hints about what is expected. For example, when you say, "give me the cup", extend your hands to show the baby that you want the cup.

Play the game "Where is?"



Name and touch the body parts while playing the game "Where is ?"

Identifies at least one body part by pointing



- Name the body parts while washing your baby's face or hands or giving her a bath.
- Play the game **"Where is...?"**
- Sing a song about body parts such as "Head, Shoulders, Knees and Toes" using the actions.

Recognizes several people in addition to immediate family



- Give your baby the chance to meet new people in a safe and comfortable environment. Your child will also feel more comfortable with a stranger if s/he is at home.
- Take your child along when you visit relatives and neighbours.
- Give your child chances to play with other kids.

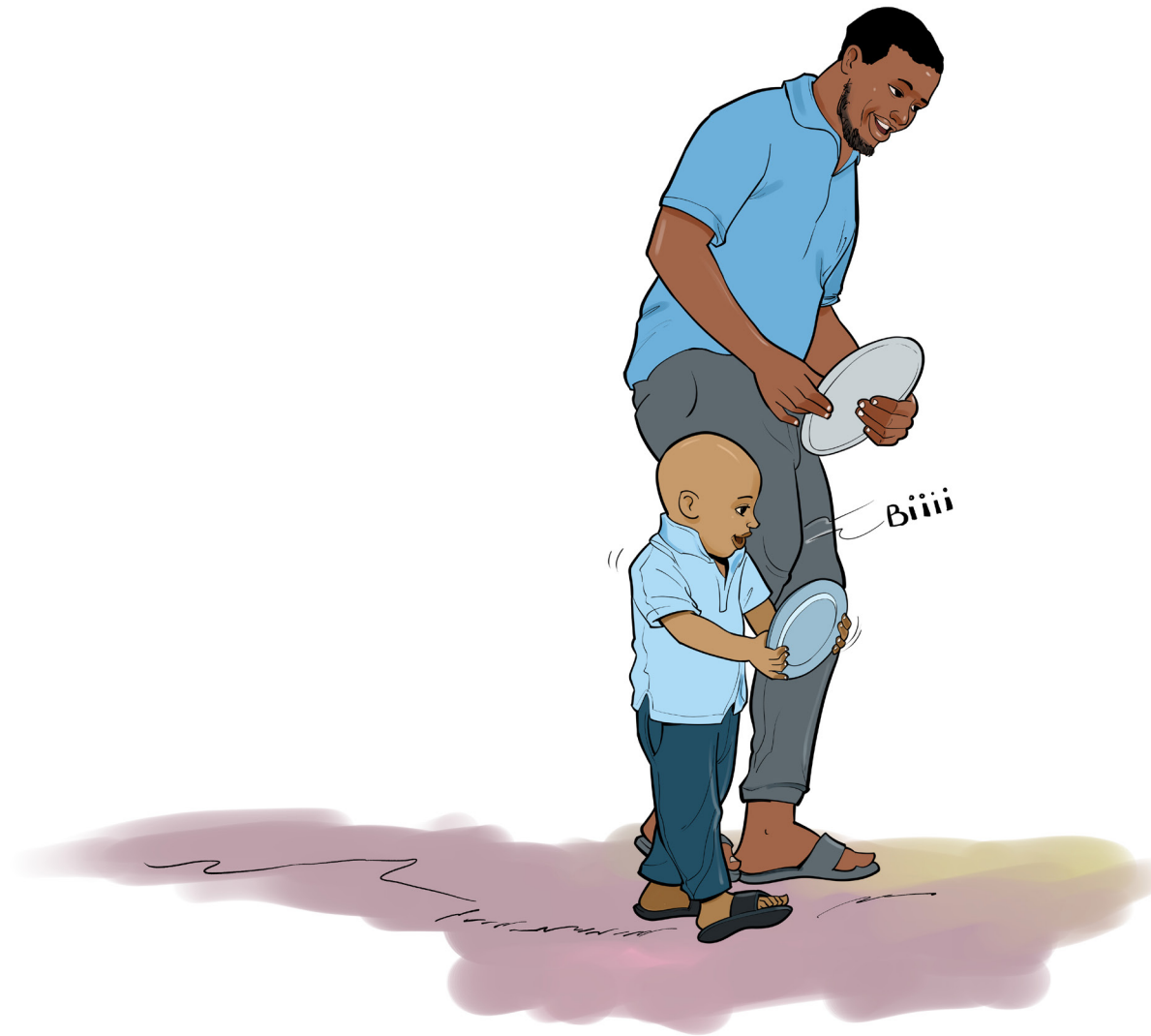
Able to turn pages of a book








- Read books and talk about the pictures using simple words.
- Ask your baby to help you turn pages in a book or magazines.
- Play games with books and pictures such as "Where is.?"



Pretend Play



Encourage and join in Pretend play. Provide homemade dolls or stuffed toys and pretend play with your baby. Use many words when playing.




Personal & Social	<p>Helps to undress by taking off socks, hats and shoes</p> 	<ul style="list-style-type: none"> • Play dress up with bigger clothes. Shoes and socks that are slightly larger for a child will be easier to learn. • Encourage your baby to undress on his own. • Let your baby do as much or as little as she/ he can by herself. If s/he struggles, encourage her to keep trying by leaving a last small step for her/him to finish.
Personal & Social	<p>Gets your attention or tries to show you something or seeks help by pulling on your hand or your clothing</p> 	<ul style="list-style-type: none"> • Keep your baby's favorite toy/object out of reach or hide to encourage him to seek your help and pay attention to how they try to communicate with you when he needs help. Talk and Praise them while doing this activity. • Teach your child to "tap" you to get your attention. While they tap you, attend to the child and use it consistently.
Personal & Social	<p>Engages in pretend play (Talking on the phone, cooking, feeding etc)</p> 	<p>Pretend Play</p> <p>Encourage and join in Pretend play</p> <p>Provide homemade dolls or stuffed toys and pretend play with your baby. Let your child take the lead in pretend play and show interest when playing together. Use many words when playing.</p> 
Selfhelp and feeding	<p>Feeds self, even though may spill some food</p> 	<p>Encourage your baby to drink from her/his cup and eat with a spoon or with his hands. Show your baby how to do this and help her/him. Praise your baby for trying.</p> <p>Isolate one or two small pieces of food and encourage your child to feed himself.</p> <p>Continue breast feeding the baby along with feeding them with additional foods from the following groups:</p> <ul style="list-style-type: none"> • Grains & tubers: corn, rice, yam, potatoes, cocoyam, cassava • Legumes: beans, soybeans, groundnuts, almonds • Animal source: eggs, milk, fish, beef, pork, chicken, goat meat, seafoods • Fruits and vegetables: banana, watermelon, leafy vegetables <p>◆ Give food at least 3 times a day</p> <p>◆ Avoid sugary drinks and biscuits so the baby can get the healthy foods.</p> <p>Talk to the health worker if your baby is having difficulty chewing and swallowing soft food</p>

Have enough rest and sleep



**Caring for a small child can be exhausting. Take time to rest and sleep enough.
Sleep is important for physical and emotional wellbeing**

Caregiver wellbeing

<p>Caregiver feels calm and relaxed</p>		<p>Your wellbeing is very important for your children's sense of safety and wellbeing. Attend to your physical and emotional well-being. Fathers and other male caregivers also need to take care of their mental wellbeing as much as mothers.</p>
<p>Caregiver feels cheerful and in good spirits</p>		<p>You can:</p> <p>Have enough rest and sleep</p> <p>Caring for a small child can be exhausting. Take time to rest and sleep enough. Sleep is important for physical and emotional wellbeing.</p> 
<p>Care giver is coping well with caring for a small child?</p>		<p>Praise</p> <p>Praise children when they follow directions or do things properly. This encourages them to repeat good behaviour.</p> 
<p>Caregiver feels safe at home and in community</p>		<p>Everyone in the family should feel safe.</p> <ul style="list-style-type: none"> • It is never OK to feel unsafe, scared and controlled by another family member. • Violence in the home even when not directed at the child is harmful for the baby's development, behaviour and well-being and can have long lasting effects.
<p>Caregiver feels that the child is safe at home and in community</p>		<ul style="list-style-type: none"> • A mother who is experiencing violence is likely not able to provide adequate care to her child. • A child who lives in a home or community with violence learns that their home is not safe and secure, and is more prone to cognitive, behavioural and emotional developmental issues. <p>Seek help to resolve any family conflict</p>  <p>Seek help to resolve any family conflict</p>



Bring your baby for growth monitoring again after **6 months** when they are **24 months old (2 years)**

Your baby at 24 months

Date

Growth and Development Domain

Games, Activities and Messages / Comments

Physical Growth

Weight



_____ kg

Height



_____ cm

MUAC



_____ cm

- **If the MUAC is red or <math>< 11.5\text{cm}</math>, go to the nutrition treatment centre recommended by the health worker.**
- Monitoring your baby's growth helps you know if your baby is on track and developing well.
- Bring your baby for growth monitoring again in **12 months** when they are **36 months old (3 years)**.
- Both boys and girls can equally gain weight, grow taller when they are well fed and taken care of.

Vaccination

Did the baby receive all required vaccinations?

Yes No

- BCG, HBV
- OPV₁ Pent₁ PCV₁ RV₁
- OPV₂ Pent₂ PCV₂ RV₂
- OPV₃ Pent₃ PCV₃ IPV
- Vitamin A_{1,2,3}, MR

Vaccination for today:

- **Vitamin A number 4 dose**

Remember to bring baby to the health centre for Vitamin A supplementation and albendazole every 6 months till child is 5 years

Does the baby have any sickness/illness/other physical problem?

(ask about weakness, fever, cough, diarrhoea, vomiting, convulsion, reduced appetite and any other physical problems. Refer to page 155 for pictures of Common Congenital Anomalies if needed)






- Bring baby to the Health Centre when you notice the following: weakness/fever/cough/diarrhoea /vomiting/convulsion/ reduced appetite.



Kick the ball and run outside



Kick a ball back and forth with your baby. When your baby is good at that, encourage her/him to run and kick. Place the ball close to the child's feet and encourage him to kick with a swing.

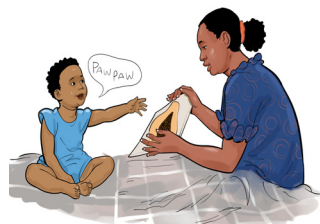
Developmental Domain	Milestone	Yes	No	Brain Building Games, Activities and Messages
Physical	<p>Walks downstairs with both feet on each step holding on to railing or wall or adults' hand (using one hand)</p> 			<ul style="list-style-type: none"> Take your baby to the park to run and climb on equipment while holding your hand or railing. Watch your baby closely. Hold your baby's hand going up and down stairs. When s/he can go up and down easily, encourage her/him to use the railing.
	<p>Kicks a ball forwards</p> 			<ul style="list-style-type: none"> Kick a ball back and forth with your baby. When your baby is good at that, encourage her/him to run and kick. Place the ball close to the child's feet and encourage him to kick with a swing. 
	<p>Able to turn pages of a book</p> 			<ul style="list-style-type: none"> Read books and talk about the pictures using simple words. Ask your baby to help you turn the pages, one at a time. Playing the game "Where is?".  <p>Encourage your baby to turn the pages one at a time. Ask the baby to show you with their finger where something is in the pages of a book. For example, where is the cat?</p>

Play the game **“Where is?”**.



Encourage your baby to turn the pages one at a time. Ask the baby to show you with their finger where something is in the pages of a book. For example, where is the cat?

Correctly names at least one familiar object or picture



- Read books and talk about the pictures using simple words.
- Name different pictures/objects in a book and ask your baby to repeat after you.

Speaks some two-word sentences like "mama eat" or "go home"



- Talk to your baby about what you are doing. Build on what your baby says or tries to say.
- Do not correct your baby when he says words incorrectly. Rather, say it correctly. For example, if your baby is pointing to a ball, encourage him to say two words by saying "That is a ball". If your baby says "baba" for water, you say "do you want to drink water?"

Has a vocabulary of 50 words



- Play the game **"Going on a Trip"**
Put your child on your laps or on your shoulders and tell a story about going on a trip. Make movements and sounds of what happened. For example "Once upon a time, I went on a trip in a blue bus. The bus went "vroom, vroom" up and down the hill. The bus had very old tires, and they made a screeching sound, "craaaaa, craaaaa...."
- Go for a walk-in nature. Describe what you see outside. Ask the child simple questions about what you see.
- Encourage your child to "pretend" read for you (letting your baby "read" a book to you).
- Talk to your baby about what s/he did during the day or plans to do tomorrow or discuss the day's events at bedtime.



Play the game “Where is your-----?”.



Ask your baby questions like where is your -----head,nose?, where is your shirt?
Help your baby expand their vocabulary by adding details.

Identifies self in a photograph or mirror



- Show family photos and point at the baby's picture and say, "This is baby/you", ask "Where is baby...in the picture"
- Hold your baby in front of the mirror. They may reach out to touch themselves in the mirror and eventually will learn they are seeing their own faces and start to recognize their reflection. You can also make silly faces and see if they imitate you or make a different face back. You can name different parts of the baby's face as you point to them. Forexample, "This is Waku's eyes, this is Waku`s nose, etc."

Identifies six body parts"



- Point to different parts of your baby's body and together name the parts. Do this several times in a week.
- Play the game '**Where is your...?**
- Sing a song about body parts with your baby for example "Head, Shoulders, Knees and Toes" using the actions. Encourage your baby to look at you and copy your actions.

Finds chair or other items to help reach object that they want



- While playing with the child, hide your baby's toys out of reach to let him/her reach for it.
- Praise your child each time he/ she tries to reach for the things using other household objects.
- Place baby friendly step tools or boxes of different sizes or even cushions for babies to grab things off higher grounds.

Caution:

- Never leave the baby alone when doing this activity.
- Keep away ladders, very high chairs and other items that can cause climbing accidents.
- Keep water containers covered to avoid the child climbing in and drowning.
- Keep poisonous, sharp and small items like coins away from the reach of the child.

Play the game “Naming the items in our house”.



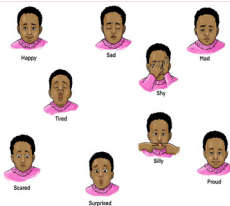
Keep some items that can be eaten and some safe items that cannot be eaten (but not poisonous) on the floor/table. Point to the items that can be eaten and say this can be eaten. Point to the items that cannot be eaten and say this cannot be eaten.

Interacts with peers



- Give enough toys to play with other children and watch the children closely and step in if they fight or argue. If your child does not play with other children while in a group, you should join and play with your child. Continue playing with your child till other children become interested and begin to interact with your child.

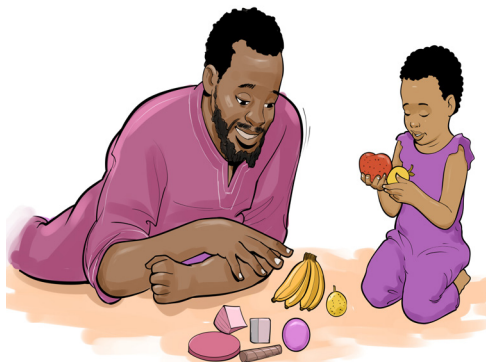
Shows wide variety of emotions



e.g. anger, fear, joy

- Show pictures of different emotions (happy, angry, sad, etc..) and ask your baby to imitate.
- When reading to your baby, show emotions of the characters in the book.
- Play the Game: **“Feeling Faces”**

Understand difference between things that can be eaten and not eaten



1. Keep some items that can be eaten and some safe items that cannot be eaten (but not poisonous) on the floor/table. Point to the items that can be eaten and say this can be eaten. Point to the items that cannot be eaten and say this cannot be eaten. Mix some items and let your baby sort them out. **Remove very small items that can cause choking.**
2. Continue breast feeding the baby along with feeding them with additional foods from the following groups:
 - Grains & tubers: corn, rice, yam, potatoes, cocoyam, cassava
 - Legumes: beans, soybeans, groundnuts, almonds
 - Animal source: eggs, milk, fish, beef, pork, chicken, goat meat, seafoods
 - Fruits and vegetables: banana, watermelon, leafy vegetables
3. **Give food at least 3 times a day**
4. Avoid sugary drinks and biscuits so the baby can get the healthy foods

Talk to the health worker if your baby is having difficulty chewing or swallowing solid food

Anticipates the need to go to the toilet by using the same word for wee and poo



- When you notice signs that your child might need to use the toilet — such as squirming, squatting or holding the genital area — respond quickly and take your baby to the toilet. Help your baby become familiar with these signals, stop what s/he is doing, and head to the toilet. Praise your baby for telling you when s/he has to go. Do not force the baby to go to toilet if they are not ready.
- Teach your baby words that indicates urination and defecation. Practice several times till your baby learn to anticipate the need to relieve.

Do a creative activity

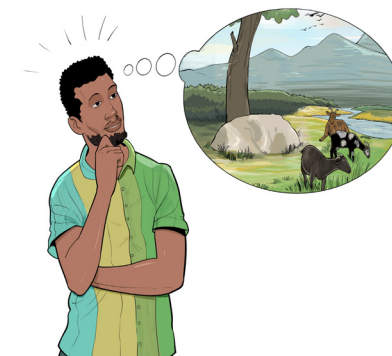


Attend to your physical and emotional wellbeing.

Doing creative activities like weaving, drawing, painting, writing, journaling, knitting etc can help you relax.

Caregiver wellbeing

<p>Caregiver feels calm and relaxed</p>	<p>Yes</p>	<p>No</p>	<p>Your wellbeing is very important for your children's sense of safety and wellbeing. Attend to your physical and emotional wellbeing. Fathers and other male caregivers also need to take care of their mental wellbeing as much as mothers.</p>
<p>Caregiver feels cheerful and in good spirits</p>			<p>You can:</p> <ol style="list-style-type: none"> 1. Do a creative activity Doing creative activities like weaving, drawing, painting, writing, journaling, knitting etc can help you relax. Choose a creative activity that you enjoy doing and do it to relax. 2. Imagine a Happy Place Imagine a place where you are happy and calm. It may be under a tree on a hot day, sitting around a fire drinking a cup of tea or anything else. Imagine yourself in your happy place. You may close your eyes if you want. Think about what you see around you. Think about what you hear and smell.
<p>Caregiver is coping well with caring for a small child?</p>			<ul style="list-style-type: none"> ◆ Give Your Child Positive Choices Children will behave better if they have a choice in what to do. Give them alternative things to choose from throughout the daily routines. ◆ Teach your child to use their words to express their feelings and needs. Encourage them to use the words as they begin learning to speak. Give them time to express their feelings. They are less likely to act out or use physical force if they know how to talk about their feelings and needs.
<p>Caregiver feels safe at home and in community</p>			<p>Everyone in the family should feel safe.</p> <ul style="list-style-type: none"> • It is never OK to feel unsafe, scared and controlled by another family member. • Violence in the home even when not directed at the child is harmful for the baby's development, behaviour and well-being and can have long lasting effects • A mother who is experiencing violence is likely not able to provide adequate care to her child. • A child who lives in a home or community with violence learns that their home is not safe and secure, and is more prone to cognitive, behavioural and emotional developmental issues.
<p>Caregiver feels that the child is safe at home and in community</p>			<p>Seek help to resolve any family conflict</p>



Seek help to resolve any family conflict



Bring your baby for growth monitoring again in **12 months** when they are **36 months old (3 years)**

Your baby at 36 months

Date _____

Growth and Development Domain

Games, Activities and Messages / Comments

Physical Growth

Weight



_____ kg

Height



_____ cm

MUAC



_____ cm

- **If the MUAC is red or <11.5cm, go to the nutrition treatment centre recommended by the health worker.**
- Monitoring your baby's growth helps you know if you baby is on track and developing well.
- Bring your baby for growth monitoring again in **12 months** when they are **48 months old (4 years old)**.
- Both boys and girls can equally gain weight, grow taller when they are well fed and taken care of.

Did the baby receive all required vaccinations?

Yes No

- BCG, HBV
- OPV₁ Pent₁ PCV₁ RV₁
- OPV₂ Pent₂ PCV₂ RV₂
- OPV₃ Pent₃ PCV₃ IPV
- Vitamin A_{1'2'3'4'5} MR.

Vaccination for today:

- **Vitamin A number 6 dose**

Remember to bring baby to the health centre for Vitamin A supplementation and albendazole every 6 months till child is 5 years

Vaccination

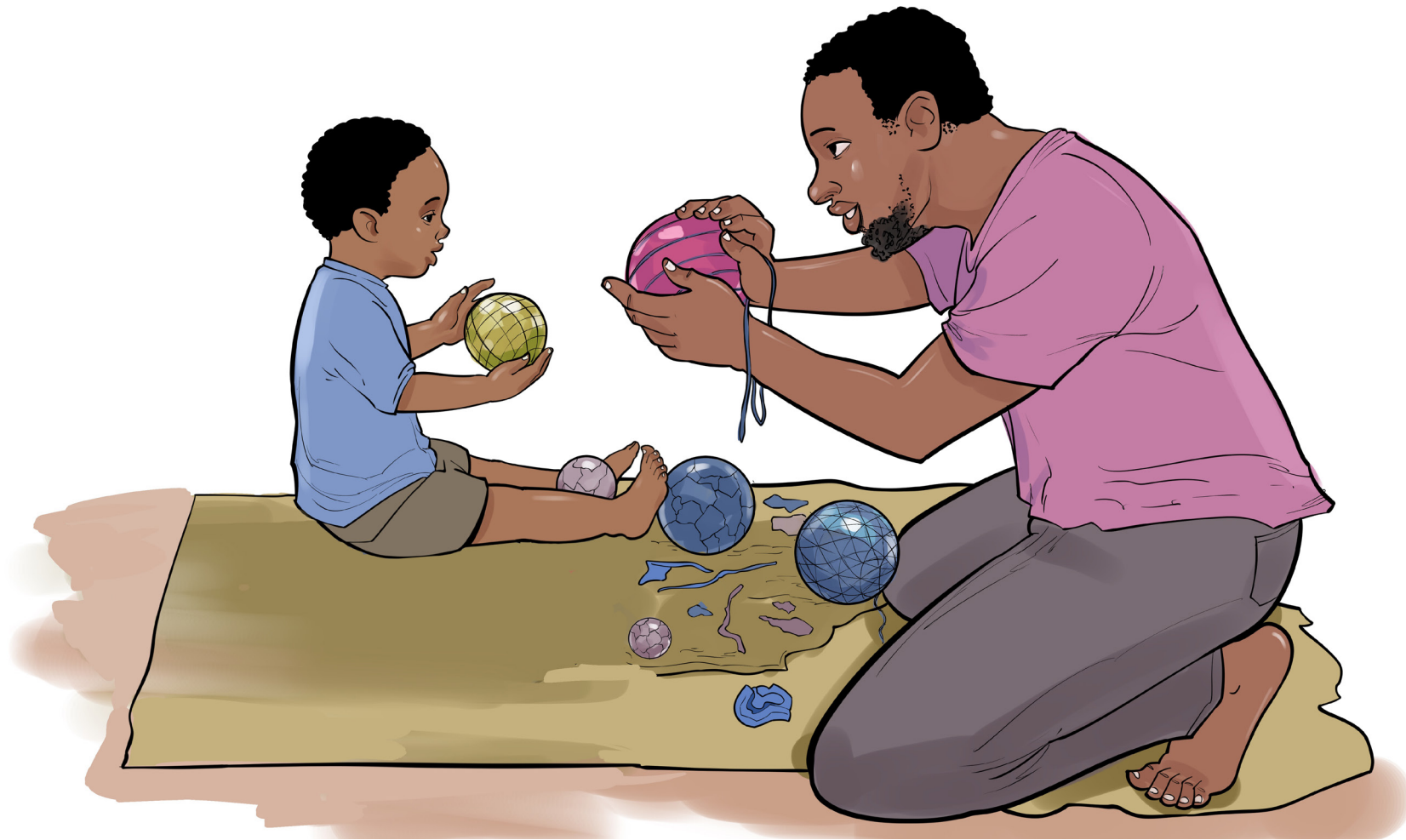
Does the baby have any sickness/illness/ other physical problem?

(ask about weakness, fever, cough, diarrhoea, vomiting, convulsion, reduced appetite and any other physical problems. Refer to page 155 for pictures of Common Congenital Anomalies if needed)

- Bring baby to the Health Centre when you notice the following: weakness/fever/cough/diarrhoea/ vomiting/convulsion/ reduced appetite,







Make a ball and play outside with your baby.

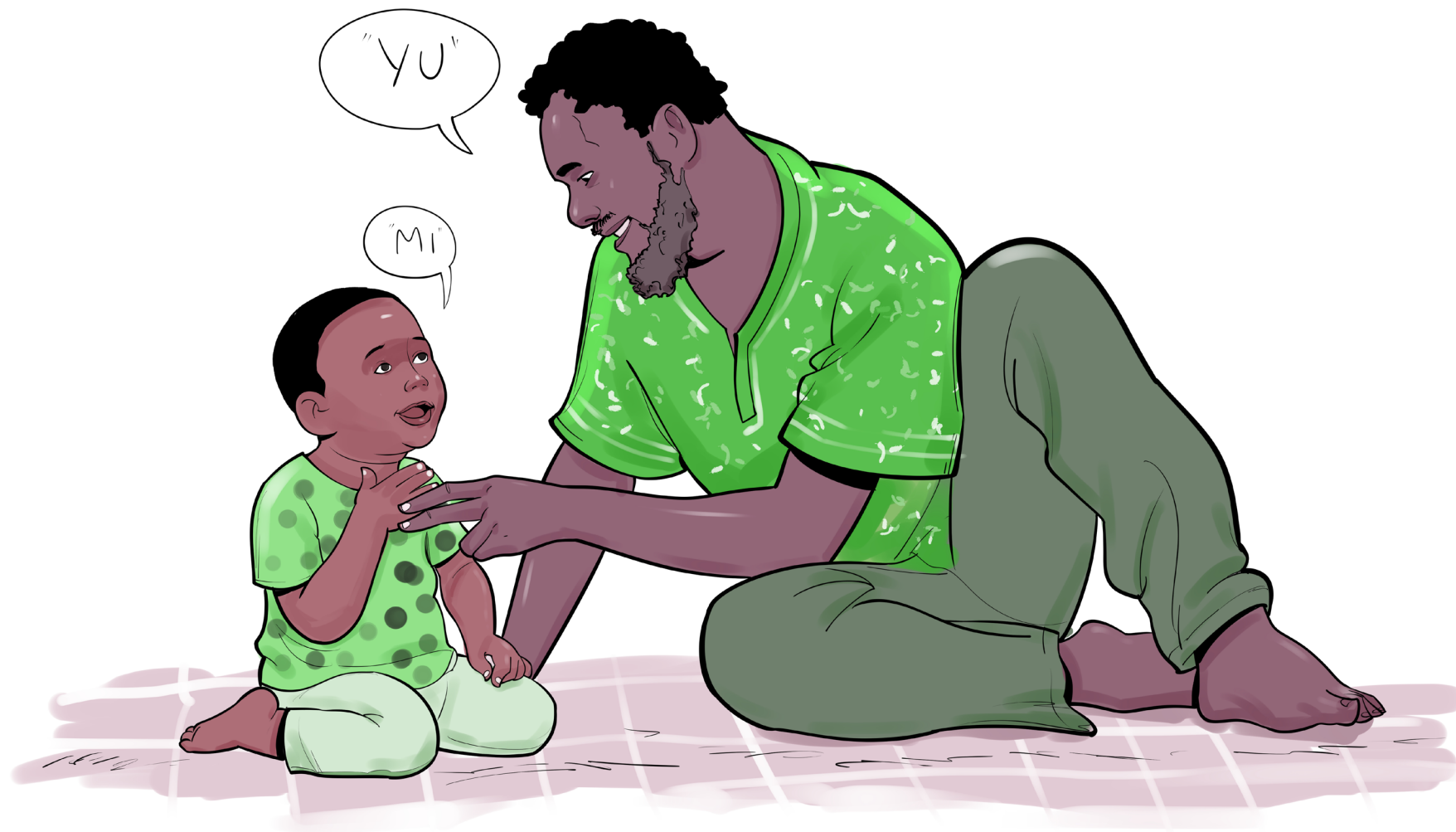


Together with the child, make a ball and play outside with your baby. Allow your baby to throw balls with one hand. Start with soft balls that are easy to grasp and throw. Encourage target practice by throwing ball into an empty basket/ box.

Developmental Domain	Milestone	Yes	No	Brain Building Games, Activities and Messages
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Physical	<p>Climb stairs with alternate feet holding onto a railing, wall or an adults' hand</p> 			<p>Hold your baby's hand going up and down stairs. When s/he can go up and down easily, encourage her to use railing. In order to give your child a opportunity to practice with one hand on the rail, give them a soft toy to hold in one hand so that the other hand is free to hold the rail. And then help the child climb with alternating feet, tap each leg as a physical cue and point to the next step.</p>
	<p>Kicks a ball by swinging their foot forward</p> 			<ul style="list-style-type: none"> • Roll a ball towards your child to encourage kicking a moving target. • Kick a ball back and forth with your baby. When your baby is good at that, encourage her/him to run and kick.
	<p>Throws ball or object with one hand</p> 			<p>Make a ball and play outside with your baby.</p>  <p>Together with the child, make a ball and play outside with your baby. Allow your baby to throw balls with one hand. Start with soft balls that are easy to grasp and throw. Encourage target practice by throwing ball into an empty basket/ box.</p>

Talk and sing to your baby.



Sing and talk using pronouns. Give more emphasis by pointing as you say the word 'I', 'you' and 'me'.

Talks/Converses using 3- or 4-word sentences



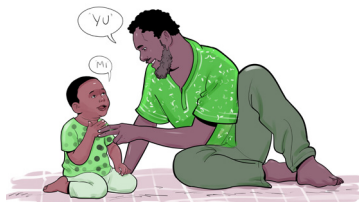
- Read to your baby every day. Ask your baby to point to things in the pictures and repeat words after you.
- Talk to your baby about what you are doing. Build on what your baby says or tries to say.
- Do not correct your baby when he says words incorrectly. Rather, say it correctly. For example, if your baby is pointing to a ball, encourage him to say some words by saying "That is a ball". If your baby says tata for water, you say "do you want to drink water?"

Able to say their name when asked



- Call the baby by his/her name.
- Teach the baby to tell his/her name. Encourage baby to say his/her name several times.

Uses pronouns such as "I" "we" and "you"



- Model for your baby. If they are calling themselves "you" start following that up by taking their hand to their chest and saying "me" or "I" if you do it enough, it should catch on!
- Give more emphasis by pointing as you say the word 'I', 'you' and 'me'. E.g. "You do it", "I will eat."

Follows two step instructions e.g. "get your cup and bring it to me"



- Give your baby instructions with two steps. For example, "Go to your room and get your shoes".
Note: Keep your instructions clear and age appropriate.
- While giving two step instructions, use first and then. This will help your child do things in the correct order. For e.g. Instead of saying "Go to your room and get your shoes", say "first go to your room and then get your shoes".
- Give a reason for the instruction/command. This can increase the likelihood that your child will listen to the instruction/command. For instance, "Go to your room and get your shoes" because we are going for a walk.

Play counting games



Count body parts, sticks, leaves and other things from nature, stairs, and other things you use or see every day.

Identifies common objects (cars, cups, phones, pots, shoes) with their uses

- Pretend play using common objects found at home and while playing pickup different objects and talk about them. For example, ask your baby “what do we use to brush our hair?” and the baby says/ points to comb. Often read and name common objects to your child.

Understands what “two” means

- Play counting games



Count body parts, sticks, leaves and other things from nature, stairs, and other things you use or see every day.

- Sing counting rhymes

Understands what “big and small” mean or “short and long”






- Play with items of different length, sizes and shapes.
- Show your baby objects of different lengths and sizes and the teach them which objects are big and small and short and long.
- Gather objects of different sizes and lengths. Play matching games with your baby to match object of similar sizes and lengths. Encourage your baby to match objects of similar sizes and lengths on his own.

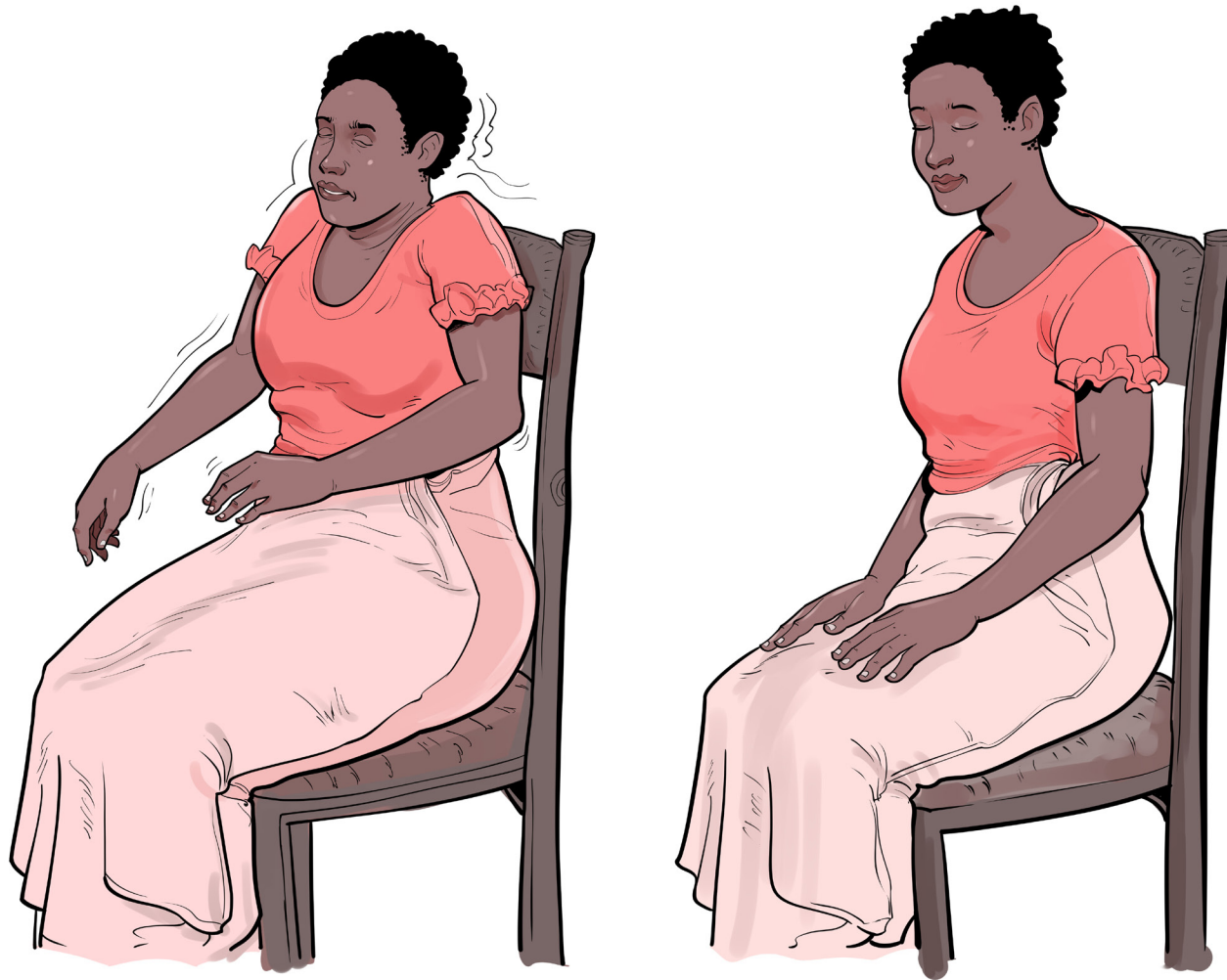
Sing the handwashing song



Tell and show your baby how to wash hands after play, before mealtime and after the toilet. Sing a children's rhyme or the hand washing song while washing hands with the baby.

Personal & Social	Shows affection for friends without prompting		<ul style="list-style-type: none"> Let your baby play with other children and encourage her/him to get along with others (sharing toys, hugging, holding hands). Show respect to what your child's feelings. Encourage and show interest to their feelings.
	Understands the idea of "mine" or "his" "her" or "their"		<ul style="list-style-type: none"> While playing with your baby show your baby how to take turns. When you and your baby take turns say "it is your turn", "now it is my turn". Point to personal belonging and ask your baby to identify who it belongs to (point to baby's shoes and ask "whose shoes are these?" and encourage your baby to say "mine"). Similarly, take objects belonging to other family members and ask "who does it belong to?" and encourage your baby to say "his" or "hers"
	Understands and stays away from common dangers e.g. fire, stairs, unfamiliar animals		<ul style="list-style-type: none"> Talk to your baby about common dangers and encourage them to stay away from them. Introduce basic safety rules, in simple and clear terms to your child. Make the rules age appropriate, positive but not scary. Demonstrate how to be careful when being cautious for example when walking down the stairs Be consistent in the use of words such as "No" to avoid dangers.
Self help and feeding	Washes hands independently		<ol style="list-style-type: none"> Tell and show your baby how to wash hands after play, before mealtime and after the toilet. Sing a children's rhyme or the hand washing song while washing hands with the baby. Place a stool next to the sink and leave some fun soap and towel within reach of your child. Continue to give baby foods from the following groups: <ul style="list-style-type: none"> Grains & tubers: corn, rice, yam, potatoes, cocoyam Legumes: beans, soybeans, groundnuts, almonds Animal source: eggs, milk, fish, beef, pork, chicken, seafoods Fruits and vegetables: banana, watermelon, leafy vegetables, cucumber Avoid sugary drinks and biscuits so the baby can get the healthy foods. <p>Talk to the health worker if your baby is having difficulty chewing or swallowing solid food</p>

Relax by Tensing and Releasing your muscles



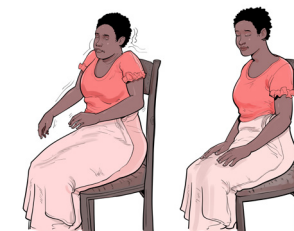
Attend to your physical and emotional wellbeing.

When we tense our muscles, and then release, they naturally relax afterwards. Tense your shoulder and back muscles and hold for the count of 5.

Repeat 3-4 times. You can also try tensing other muscles, for example those in your hands or feet

Caregiver wellbeing

<p>Caregiver feels calm and relaxed</p> <p>Caregiver feels cheerful and in good spirits</p>		<p>Your wellbeing is very important for your children's sense of safety and wellbeing. Attend to your physical and emotional wellbeing. Fathers and other male caregivers also need to take care of their mental wellbeing as much as mothers.</p> <p>You can:</p> <ol style="list-style-type: none"> 1. Relax by Tensing and Releasing your muscles When we tense our muscles, and then release, they naturally relax afterwards. Tense your shoulder and back muscles and hold for the count of 5. Repeat 3-4 times. You can also try tensing other muscles, for example those in your hands or feet. 2. Spend time with friends and family Get out of the home and visit with family and friends. Being with other people, laughing and sharing together improves our wellbeing
<p>Caregiver is coping well with caring for a small child?</p>		<p>Calm down before disciplining the child.</p> <p>Do not discipline the child when you are angry. As a parent, when you are upset, take a minute or two to calm down before disciplining the child so that you can respond and not react, and can focus on the issue and not the child.</p> <p>Explain and model - When your child is misbehaving: Explain why the behavior is undesired. Then show the child what to do instead through your words and actions.</p>
<p>Caregiver feels safe at home and in community</p>		<p>Everyone in the family should feel safe.</p> <ul style="list-style-type: none"> • It is never OK to feel unsafe, scared and controlled by another family member. • Violence in the home even when not directed at the child is harmful for the baby's development, behaviour and well-being and can have long lasting effects • A mother who is experiencing violence is likely not able to provide adequate care to her child. • A child who lives in a home or community with violence learns that their home is not safe and secure, and is more prone to cognitive, behavioural and emotional developmental issues.
<p>Caregiver feels that the child is safe at home and in community</p>		<p>Seek help to resolve any family conflict</p>



Seek help to resolve any family conflict



Bring your baby for growth monitoring again in **12 months** when they are **48 months old (4 years old)**

Your baby at 48 months

Date _____

Growth and Development Domain

Games, Activities and Messages / Comments

Physical Growth

Weight



_____ kg

Height



_____ cm

MUAC



_____ cm

- **If the MUAC is red or <math><11.5\text{cm}</math>, go to the nutrition treatment centre recommended by the health worker.**
- Monitoring your baby's growth helps you know if you baby is on track and developing well.
- Bring your baby for growth monitoring again in **12 months** when they are **60 months old (5 years old)**.
- Both boys and girls can equally gain weight, grow taller when they are well fed and taken care of.

Did the baby receive all required vaccinations?

- BCG, HBV
- OPV₁ Pent₁ PCV₁ RV₁
- OPV₂ Pent₂ PCV₂ RV₂
- OPV₃ Pent₃ PCV₃ IPV
- Vitamin A_{1,2,3,4,5,6,7} MR.

Vaccination for today:

- **Vitamin A number 8 dose**

Yes No

Remember to bring baby to the health centre for Vitamin A supplementation and albendazole every 6 months till child is 5 years

Vaccination

Does the baby have any sickness/illness/ other physical problem?

(ask about weakness, fever, cough, diarrhoea, vomiting, convulsion, reduced appetite and any other physical problems. Refer to page 155 for pictures of Common Congenital Anomalies if needed)

Bring baby to the Health Centre when you notice the following:
weakness/fever/cough/diarrhoea /vomiting/convulsion/ reduced appetite.

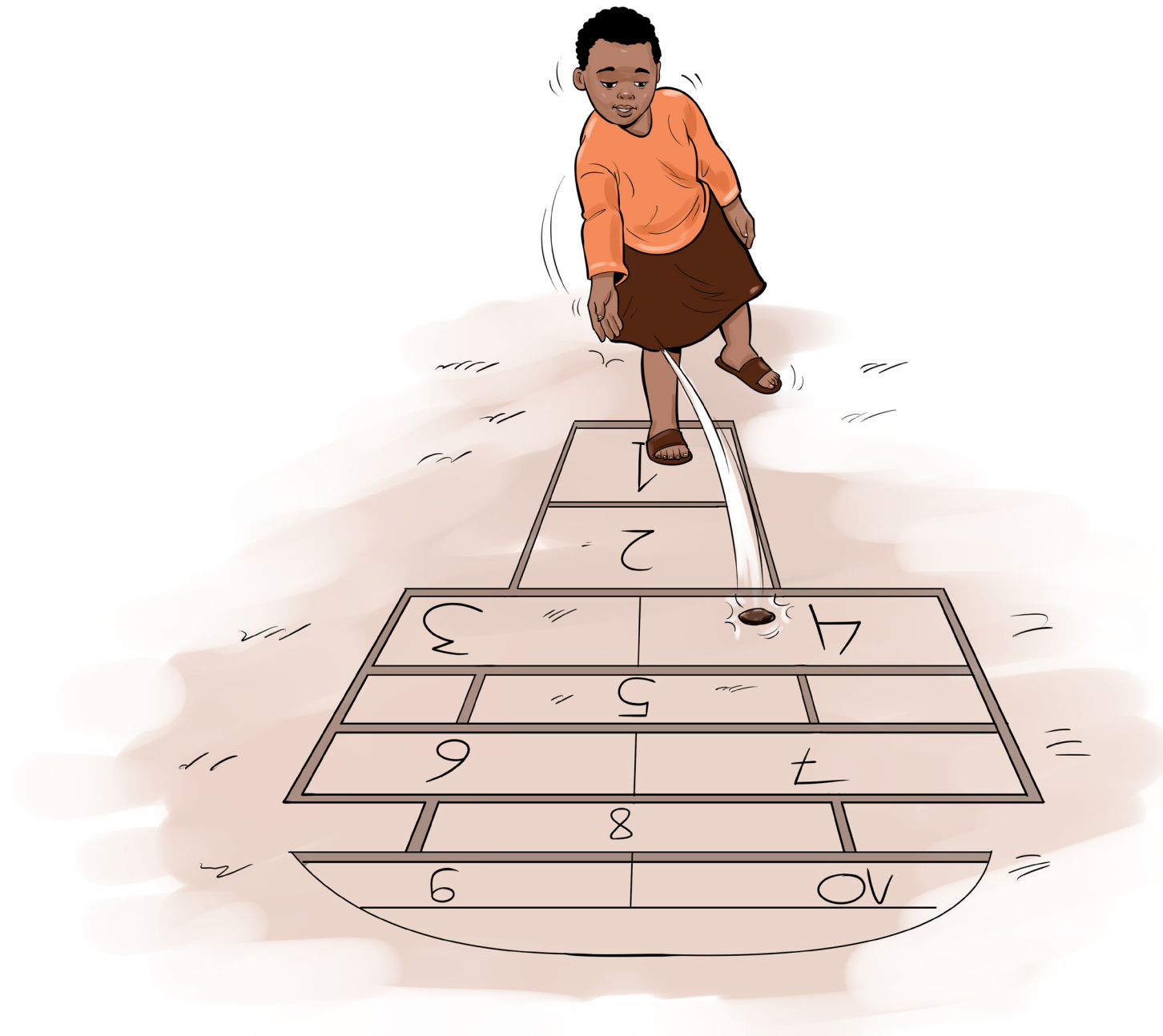


Access to Early



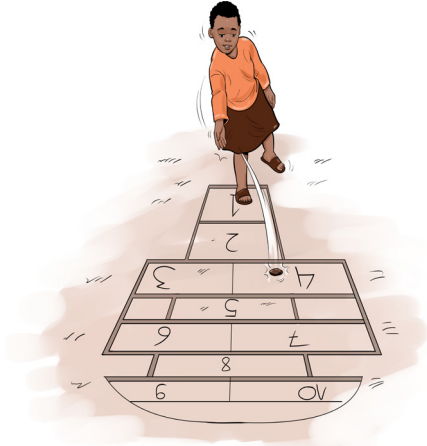



Childhood Education (ECE) Services Is your child attending any formal ECE program?



- Enrol your child in the nearest ECE centre so that they can receive support to prepare for formal schooling.
- Support your child's school readiness by playing, reading, telling stories, counting etc at home.



Play hopscotch and other traditional games that involve jumping

Developmental Domain	Milestone	Yes	No	Brain Building Games, Activities and Messages
Physical	<p>Hops and stands on one foot for up to 2 seconds</p> 			<ul style="list-style-type: none"> • Play catch the ball. • Play hopscotch and other traditional games that involve jumping.
	<p>Catches a bounced ball most of the time</p> 			
	<p>Goes upstairs and downstairs without support</p> 			<ul style="list-style-type: none"> • Give the child opportunities to cut vegetables, use scissors with supervision.
	<p>Pours, cuts with supervision, and mashes own food</p>			
	<p>Scribbles on the page or ground</p> 			<ul style="list-style-type: none"> • Give the child opportunities for writing, scribbling, drawing on paper, in the sand or on the ground.



Sing, Read and tell stories to your child

Knows some basic rules of grammar, such as using he and she correctly

- Sing, Read and tell stories to your child.

Sings a song or recites a poem from memory



- Use the child's name when talking to them.
- Take the child outside and teach them the names of things in the environment.

Tells stories

Can say first and last name





Do sorting and classification activities with your child. Sort by color, size, type etc

Names some colors and some numbers

Understands the idea of counting even if they are not able to count perfectly



Do counting and coloring games with your child.

Understands same and different



Do sorting and classification activities with your child. Sort by color, size, type etc.



Remembers parts of a story

Can tell you what they think will happen next in a story

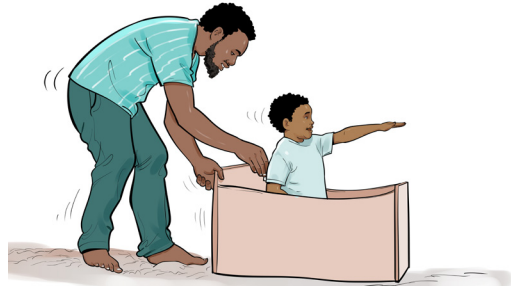
Copies letters

Follows 3-part commands (3-part instructions)

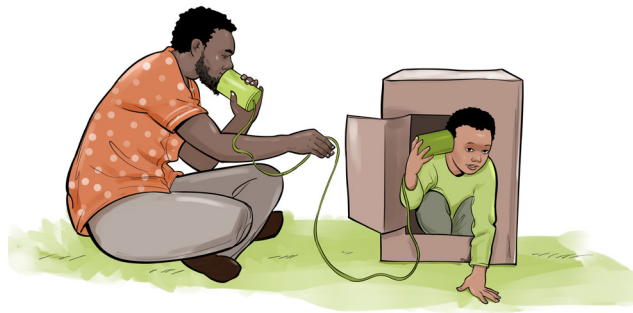


Join in pretend playing. Ask questions like Why, What, When, How to help your child expand and the imaginative or pretend play and develop thinking and creativity skills.

Enjoys doing new things



Plays pretend and other make-believe games eg Plays “Mom and Dad”, pretend talking on the phone



Likes to play with other children more than playing alone



Talks about what she/he likes

Join in pretend playing. Ask questions like Why, What, When, How to help your child expand and the imaginative or pretend play and develop thinking and creativity skills.





Give your child opportunities to play with other children in the community.

Washes hands and brushes teeth



Teach your child how to wash hands and brush teeth. Use a song to make the activity fun.

Continue to give baby foods from the following groups:

- Grains & tubers: corn, rice, yam, potatoes, cocoyam, cassava
- Legumes: beans, soybeans, groundnuts, almonds
- Animal source: eggs, milk, fish, beef, pork, chicken, goat meat, seafoods
- Fruits and vegetables: banana, watermelon, orange, pineapple, leafy vegetables, cucumber
- Avoid sugary drinks and biscuits so the baby can get healthy foods.

Talk to the health worker if your baby is having difficulty chewing or swallowing solid food

Continues to gain skills and does not lose skills he once had (going back in their milestones eg urinating on bed yet they had previously stopped, crawling etc)

Talk to your health service provider if you notice your child losing skills they once had or having trouble with sleeping or eating.





Talk to your health service provider if you notice your child losing skills they once had or having trouble with sleeping or eating.

Caregiver wellbeing

<p>Caregiver feels calm and relaxed</p>		<p>Your wellbeing is very important for your children's sense of safety and wellbeing. Attend to your physical and emotional wellbeing. Fathers and other male caregivers also need to take care of their mental wellbeing as much as mothers.</p>
<p>Caregiver feels cheerful and in good spirits</p>		<p>You can:</p> <ul style="list-style-type: none"> • Have a daily walk-in nature. • Get a few minutes of sunlight exposure every morning if you can. It will help regulate your waking and sleeping cycle, helping you to sleep better.
<p>Caregiver is coping well with caring for a small child?</p>		<ul style="list-style-type: none"> • Calm down before disciplining the child. • Do not discipline the child when you are angry. As a parent, when you are upset, take a minute or two to calm down before disciplining the child so that you can respond and not react, and can focus on the issue and not the child. • `Set positive expectations – Tell your child what you would like them to do. Be firm and consistent. It will help with your child's discipline.
<p>Caregiver feels safe at home and in community</p>		<p>Everyone in the family should feel safe.</p> <ul style="list-style-type: none"> • It is never OK to feel unsafe, scared and controlled by another family member. • Violence in the home even when not directed at the child is harmful for the baby's development, behaviour and well-being and can have long lasting effects.
<p>Caregiver feels that the child is safe at home and in community</p>		<ul style="list-style-type: none"> • A mother who is experiencing violence is likely not able to provide adequate care to her child. • A child who lives in a home or community with violence learns that their home is not safe and secure, and is more prone to cognitive, behavioural and emotional developmental issues. <p>Seek help to resolve any family conflict</p>



Seek help to resolve any family conflict



Bring your baby for growth monitoring again in **12 months** when they are **60 months old (5 years old)**

Your baby at 60 months

Date

Growth and Development Domain

Games, Activities and Messages / Comments

Physical Growth

Weight



_____ kg

Height



_____ cm

MUAC



_____ cm

- **If the MUAC is red or <math>< 11.5\text{cm}</math>, go to the nutrition treatment centre recommended by the health worker.**
- Monitoring your baby's growth helps you know if you baby is on track and developing well.
- **Bring your baby to the health facility when you are concerned about their health or development**
- Both boys and girls can equally gain weight, grow taller when they are well fed and taken care of.

Did the baby receive all required vaccinations?

- BCG, HBV
- OPV₁ Penta₁ PCV₁ RV₁
- OPV₂ Penta₂ PCV₂ RV₂
- OPV₃ Penta₃ PCV₃ IPV
- Vitamin A_{1,2,3,4,5,6,7,8,9} MR.

Yes

No

Remember to bring baby to the health centre for albendazole (deworming) every 6 months

Vaccination

Vaccination for today:

- **Vitamin A number 10 dose**

Does the baby have any sickness/illness/ other physical problem?

(ask about weakness, fever, cough, diarrhoea, vomiting, convulsion, reduced appetite and any other physical problems. Refer to page 155 for pictures of Common Congenital Anomalies if needed)

Bring baby to the Health Centre when you notice the following: weakness/fever/cough/diarrhoea/vomiting/convulsion/reduced appetite.



Access to Early

Childhood Education (ECE) Services

Is your child attending

any formal ECE program?









- Continue supporting your child to attend an ECE centre close to your home. Continue supporting your child's learning at home by playing, reading, telling stories and counting with them.

Play the game “**Jump, Hop and Clap**”.

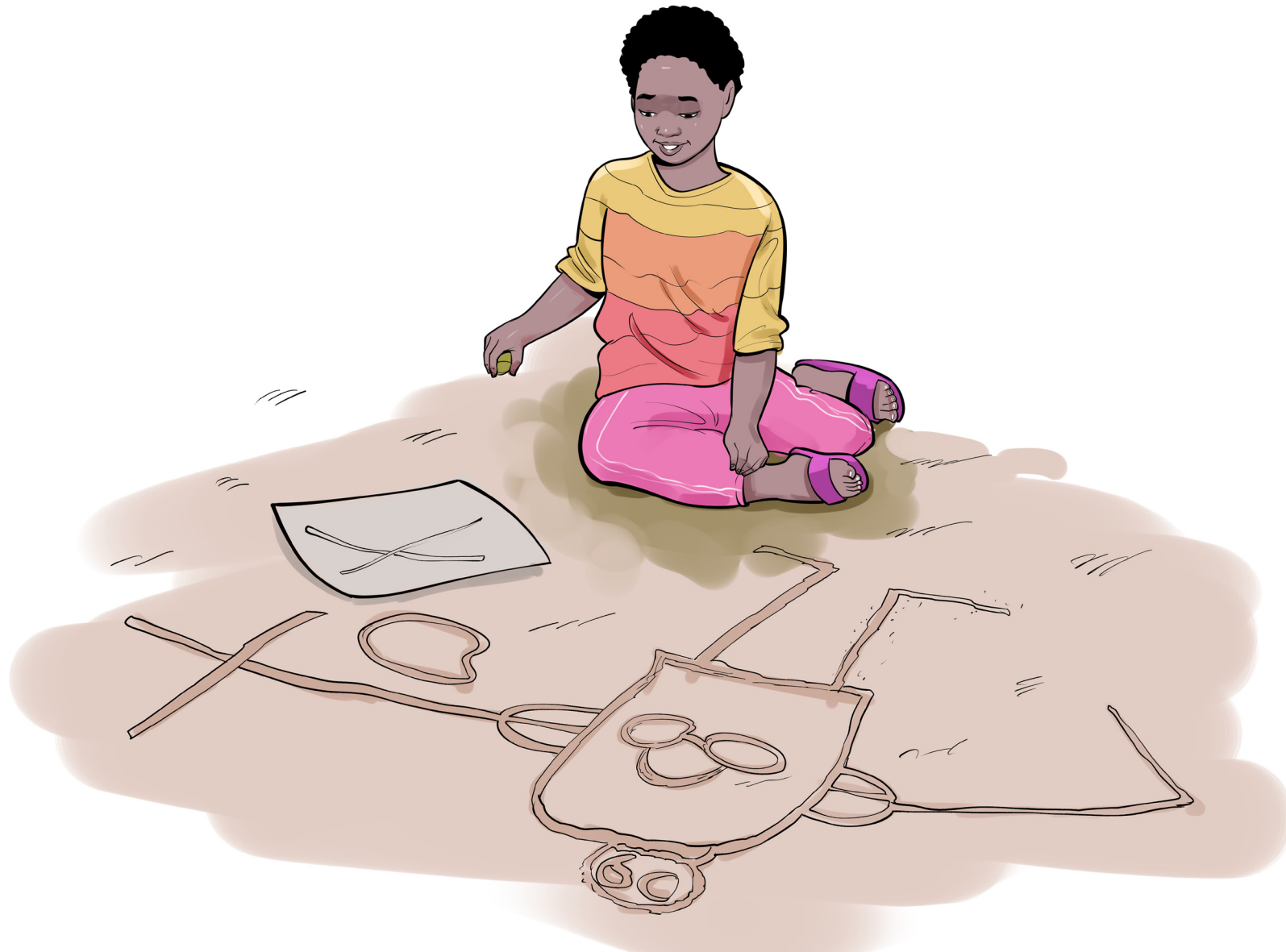


Praise your child for playing.

Join in the game and also allow your child to give instructions as well.

Developmental Domain	Milestone	Yes	No	Brain Building Games, Activities and Messages
Physical	<p>Stands on one foot for 10 seconds or longer</p> 			<ul style="list-style-type: none"> • Play Jump, Hop and Clap game <p>Tell your child to:</p> <ul style="list-style-type: none"> • Clap hands 1 time. • Clap hands 2 times. • Jump 1 time. • Jump 2 times. • Hop 1 time. • Hop 3 times. • Can you hop, then jump, then clap? • Praise your child for doing it. Join in the game and also allow your child to give instructions as well. • Give your child opportunities to safely climb and swing 
	<p>Hops, climbs, swings and may be able to skip</p> 			
	<p>Can draw and copy shapes, a person with a body and other pictures</p> 			<p>Provide many opportunities for your child to draw, paint and mold.</p> <p>Ask your child to tell you about their drawing but don't interpret for them. Praise and encourage them on their drawing.</p> 

Provide many opportunities for your child to draw, paint and mold



**Ask your child to tell you about their drawing but don't interpret for them.
Praise and encourage them on their drawing.**

Speaks very clearly, in a way that even non-family members can understand

Tells longer stories, using full sentences

Speaks using full sentences of more than 5 words



Says their name, address, mother and father`s names and occupation



Uses future tense eg Grand ma is coming to visit tomorrows



Talk, Read, tell stories with your child every day.

Play the “Remind me Game”

Ask your child to remind you about items found in the market, shop, park, etc



- Play games that involve counting.
- Hunt and copy letters and numbers in the sand.

Play the game “**Remind me**”



Ask your child to remind you about items found in the market, shop, park, etc

Can count to 10 or more



Can draw a person with at least 6 body parts

Can print some letters or numbers

Better understands the concept of time



Copies a triangle and other geometric shapes

Knows about things used every day in the home like food, money, gardening tools etc



Play games with letters such as hunting for a letter in the environment, from food items, posters, etc. and copy them down.



Have a stable and predictable routine for your child. It will help them follow rules easily if they have a routine.

Wants to please friends

Wants to be like other friends 5



- Take your child to a play group in the community.
- Visit relatives and friends so that you child can build relationship with people outside your family.

Follows rules more easily



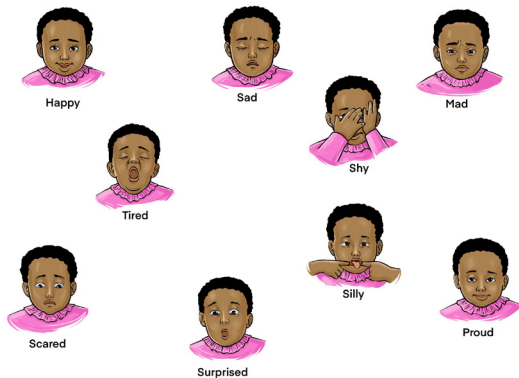
- Have a stable and predictable routine for your child. It will help them follow rules easily if they have a routine.

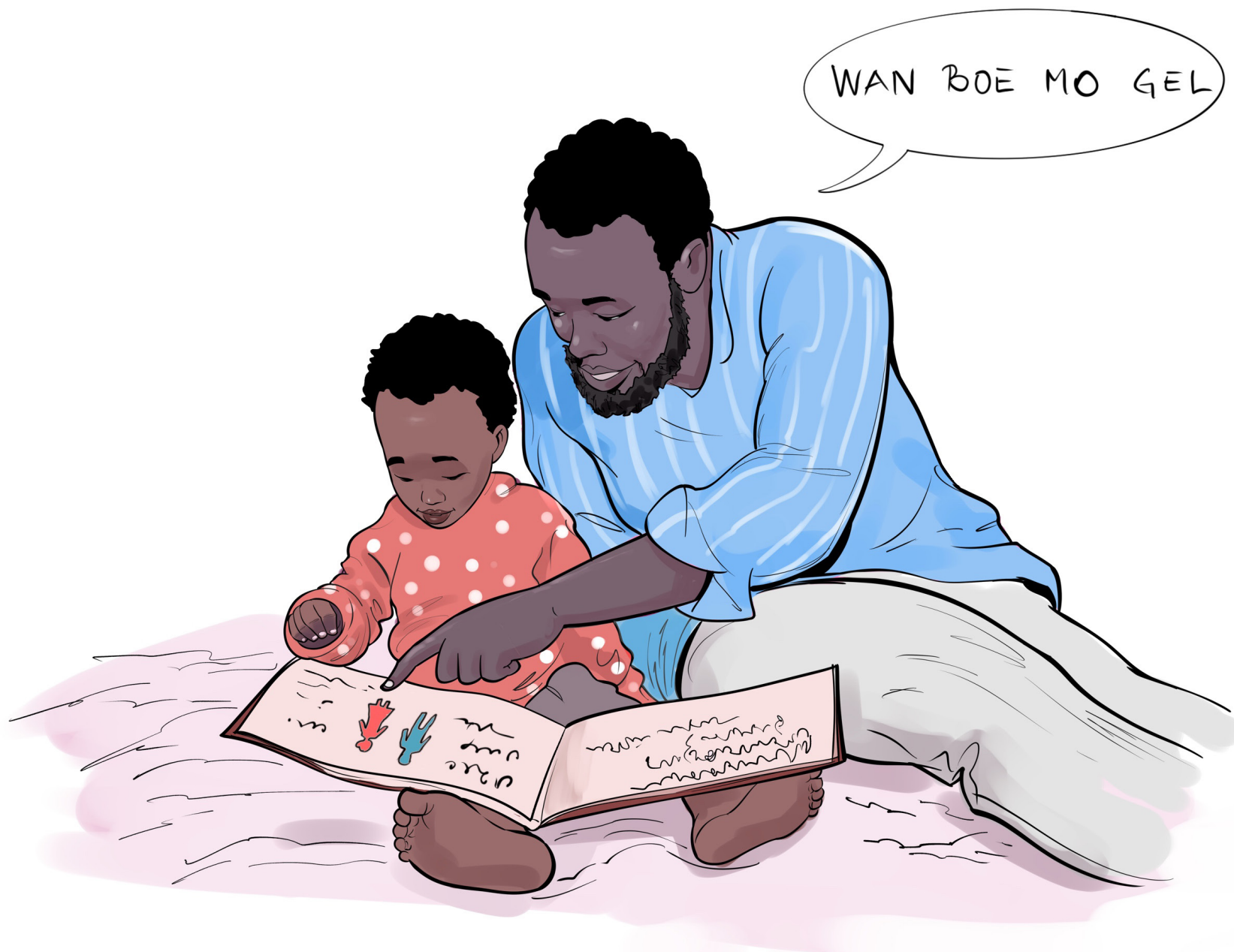
Is aware of gender (They know they are a girl or a boy)

Is able to distinguish between reality and make believe (fantasy)

Shows a wide range of emotions but it is not extreme (not too aggressive, fearful, shy, sad, passive)

- Talk, Read and tell stories.
- Use stories to talk about gender, emotions and other topics. Talk to your child about things in your environment.





Use stories to talk about gender, emotions and other topics. Talk to your child about things in your environment

Can use toilet on their own



Use games and songs to teach your child about hygiene and other everyday activities.

Continue to give baby foods from the following groups:

- Grains & tubers: corn, rice, yam, potatoes, cocoyam, cassava
- Legumes: beans, soybeans, groundnuts, almonds
- Animal source: eggs, milk, fish, beef, pork, chicken, goat meat, seafoods
- Fruits and vegetables: banana, watermelon, orange, pineapple, leafy vegetables, cucumber
- Avoid sugary drinks and biscuits so the baby can get the healthy foods.

Talk to the health worker if your baby is having difficulty chewing or swallowing solid food

Washes hands, brushes teeth and undresses without help



Continues to gain skills and does not lose skills he once had (going back in their milestones eg urinating on bed yet they had previously stopped, crawling etc)

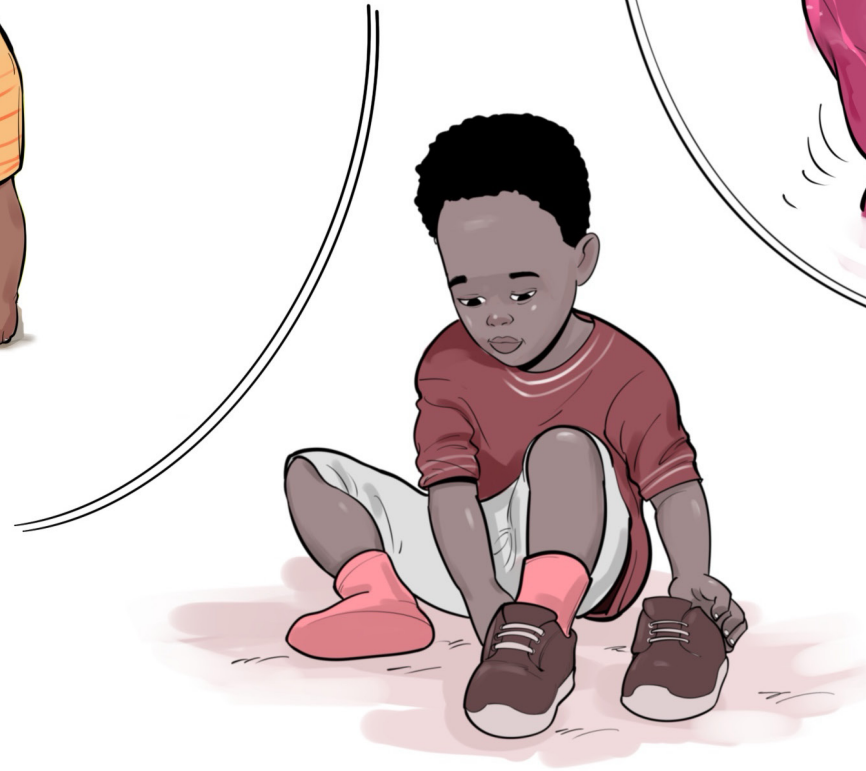
Talk to your health service provider if you notice your child losing skills they once had or having trouble with sleeping or eating.



Uses fork and spoon comfortably

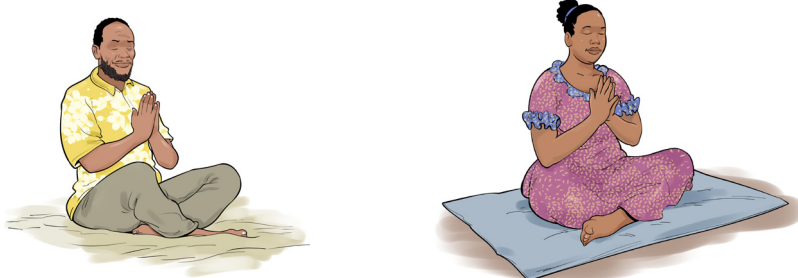



Encourage your child to use a fork/spoon for eating.



Use games and songs to teach your child about hygiene and other everyday activities.

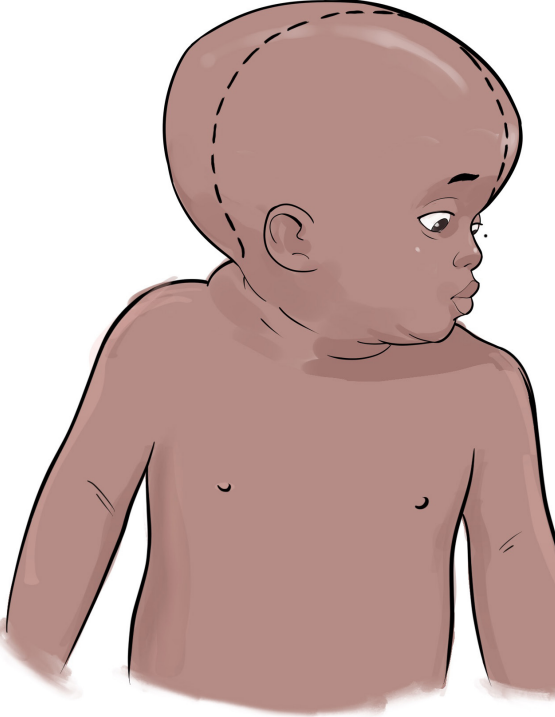
Caregiver wellbeing

<p>Caregiver feels calm and relaxed</p> <p>Caregiver feels cheerful and in good spirits</p>		<p>Your wellbeing is very important for your children's sense of safety and wellbeing. Attend to your physical and emotional wellbeing. Fathers and other male caregivers also need to take care of their mental wellbeing as much as mothers.</p> <p>You can:</p> <p>Do simple meditation/ prayer to calm your mind</p> 
<p>Caregiver is coping well with caring for a small child?</p>		<p>Calm down before disciplining the child.</p> <p>Do not discipline the child when you are angry. As a parent, when you are upset, take a minute or two to calm down before disciplining the child so that you can respond and not react, and can focus on the issue and not the child.</p> <p>Have a stable routine for yourself and your child</p> <p>Doing some activities in the same order and at around the same time helps you and your child have a stable routine. A stable routine helps your child feel safe and in control of what is coming next, so they behave better and cooperate more</p>
<p>Caregiver feels safe at home and in community</p>		<p>Everyone in the family should feel safe.</p> <ul style="list-style-type: none"> • It is never OK to feel unsafe, scared and controlled by another family member. • Violence in the home even when not directed at the child is harmful for the baby's development, behaviour and wellbeing and can have long lasting effects. • A mother who is experiencing violence is likely not able to provide adequate care to her child. • A child who lives in a home or community with violence learns that their home is not safe and secure, and is more prone to cognitive, behavioural and emotional developmental issues. <p>Seek help to resolve any family conflict</p>  <p>Seek help to resolve any family conflict</p>
<p>Caregiver feels that the child is safe at home and in community</p>		

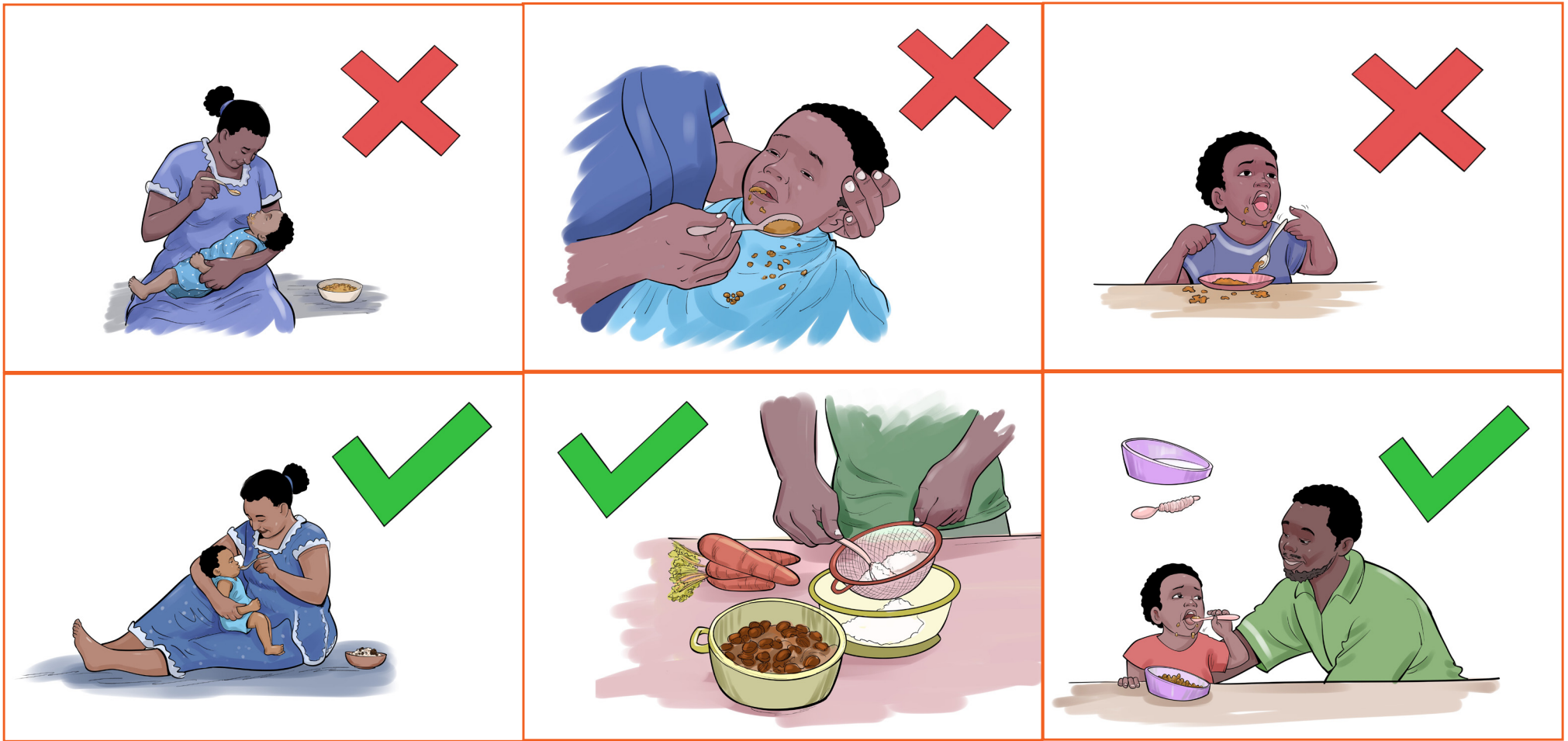


Bring your baby to the health facility
when you are concerned about their
health or development


Common Congenital Anomalies

Health Condition	Description	What can the Health Worker do?	Referral Pathway
<p data-bbox="376 363 613 395">Hydrocephalus</p> 	<ul data-bbox="947 363 1254 1189" style="list-style-type: none"> • Check by looking at the baby's physical appearance – head larger than usual, eyes look like the 'setting sun'. • Hydrocephalus can be treated through surgery. • If left untreated, Hydrocephalus can cause difficulty thinking and other complications. 	<ul data-bbox="1328 363 1697 1444" style="list-style-type: none"> • Explain to caregiver that you are unable to make a diagnosis but can make a referral for an assessment. • Explain that caregivers need to provide same responsive care as they would for all children. Refer to Responsive Care counselling cards 1-6. • Provide information on how to get to the hospital. • Ask if there are any barriers that would prevent them from taking their child to the hospital. 	<ul data-bbox="1771 363 2128 837" style="list-style-type: none"> • URGENT referral to the hospital for Paediatric assessment • The nearest hospital to provide early identification and intervention for children with Hydrocephalus

Care and feeding for children with feeding difficulties




- Keep baby upright when feeding
- Feed for short periods frequently
- Burp and wind baby often
- If unable to suck then express breastmilk onto a spoon to feed infant


Health Condition	Description	What can the Health Worker do?	Referral Pathway
<p data-bbox="297 212 555 244">Down Syndrome</p> 	<ul data-bbox="808 212 1155 1201" style="list-style-type: none"> • Baby can appear floppy/low muscle tone at birth • Baby has almond shaped eyes with skin covering inner corner, small flat nose, small ears and a shorter neck. • Some babies with Down Syndrome may experience health complications, such as difficulty feeding and digesting food. • Some babies with Down Syndrome may have difficulty hearing and seeing. There can also be heart and respiratory complications. 	<ul data-bbox="1227 212 1659 1369" style="list-style-type: none"> • Explain to caregiver that you are unable to make a diagnosis but can make a referral for an assessment. • Explain that caregivers need to provide responsive care as they would for all children. Refer to Responsive Care counselling cards 1-7. • Explain to parents that most babies with Down Syndrome are born without any health problems. • However, some babies with Down Syndrome do have health problems, which is why it is a good idea to see a Paediatrician early. • Provide immediate guidance with feeding as low muscle tone and cause difficulty with sucking as per Responsive Care Counselling Card 7. 	<ul data-bbox="1731 212 2123 563" style="list-style-type: none"> • Referral to hospital for Paediatric Assessment • The nearest hospital to provide early identification and intervention for children with Down Syndrome is _____

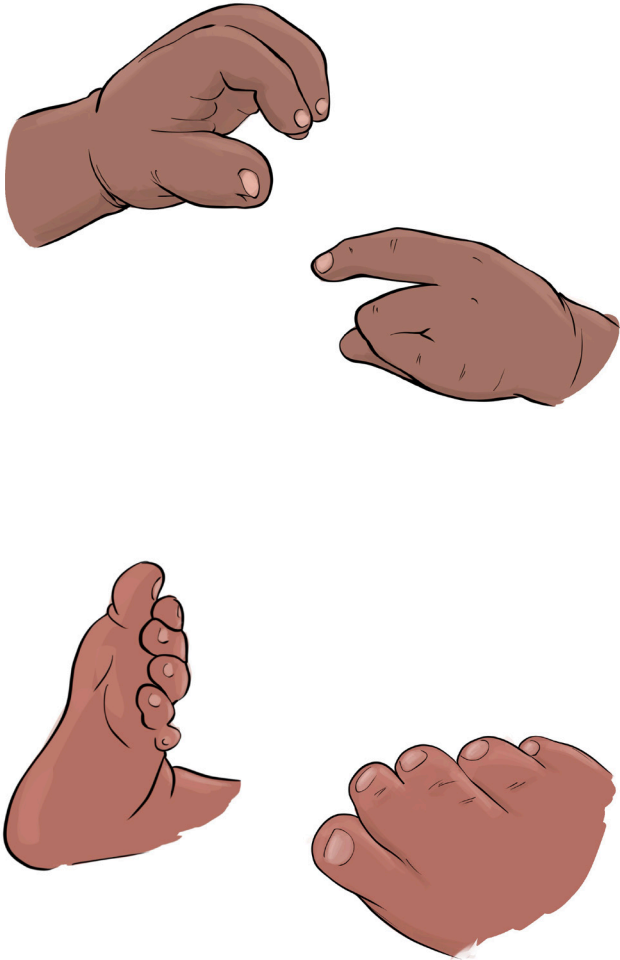


Play more frequently with your baby. You may need to play a game over and over. Be patient with your child.

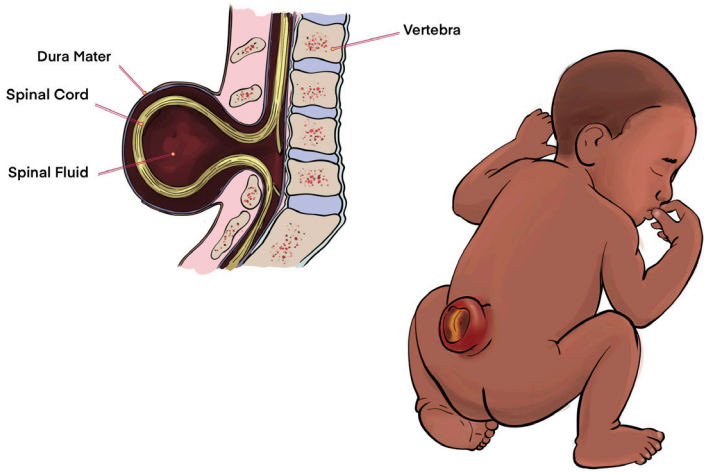
Health Condition	Description	What can the Health Worker do?	Referral Pathway
<p data-bbox="315 210 640 244">Congenital Cataract</p> 	<ul data-bbox="913 210 1249 799" style="list-style-type: none"> • Check by shining a torch into each eye. The pupil should look black. • If the pupil looks white or cloudy then there may be a cataract • If untreated, cataract can cause difficulty seeing 	<ul data-bbox="1326 210 1720 1050" style="list-style-type: none"> • Explain to caregiver that you are unable to make a diagnosis but can make a referral for an assessment. • Explain that caregivers need to provide same responsive care as they would for all children. • Provide information on how to get to the hospital. • Ask if there are any barriers that would prevent them from taking their child to the hospital. 	<ul data-bbox="1798 210 2101 735" style="list-style-type: none"> • URGENT referral to the hospital for Paediatric assessment • The nearest hospital to provide early identification and intervention for children with Cataract



Health Condition	Description	What can the Health Worker do?	Referral Pathway
<p data-bbox="300 213 607 245">Cleft Lip and Palate</p> 	<ul data-bbox="869 213 1200 1053" style="list-style-type: none"> • Check to see if there is a gap in the upper lip as this may be Cleft lip. • Check to see if there is a hole in roof of mouth as this may be Cleft Palate • Clefts can be repaired with surgery. • If untreated, cleft lip can make feeding and communication difficult 	<ul data-bbox="1279 213 1648 948" style="list-style-type: none"> • Explain to caregiver that you are unable to make a diagnosis but can make a referral for an assessment. • Explain that caregivers need to provide same responsive care as they would for all children. • Give the caregiver tips and demonstrate responsive feeding playful interaction. 	<ul data-bbox="1720 213 2112 791" style="list-style-type: none"> • URGENT referral to hospital for Paediatric assessment. This is important if infant is having a lot of trouble with feeding. • The nearest hospital to provide early identification and intervention for children with cleft lip and palate

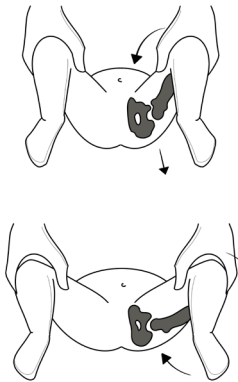
Health Condition	Description	What can the Health Worker do?	Referral Pathway
<p data-bbox="114 210 539 242">Finger and toe impairments</p>  <p>The illustrations show a hand with a missing middle finger and a foot with a missing middle toe, representing congenital limb differences.</p>	<ul data-bbox="913 210 1245 746" style="list-style-type: none"> • Check the number of fingers and toes • Check the shape of fingers and toes. • Check to see whether the fingers and toes move as you would expect them to. 	<ul data-bbox="1317 210 1720 1193" style="list-style-type: none"> • Explain to caregiver that you are unable to make a diagnosis but can make a referral for an assessment. • Explain that caregivers need to provide same responsive care as they would for all children. Refer to Responsive Care counselling cards 1-6. • Provide information on how to get to the hospital. • Ask if there are any barriers that would prevent them from taking their child to the hospital. 	<ul data-bbox="1792 210 2132 689" style="list-style-type: none"> • Referral to hospital for Paediatric Assessment • The nearest hospital to provide early identification and intervention for children with finger and toe impairments is _____



Health Condition	Description	What can the Health Worker do?	Referral Pathway
<p style="text-align: center;">Spina Bifida</p> 	<ul style="list-style-type: none"> • Check the infants back to see if there is a large bulge or sore or unusual hairy patch as this may indicate Spina Bifida • Spina Bifida means there is damage to the spinal cord, which can affect mobility and toileting 	<ul style="list-style-type: none"> • Explain to caregiver that you are unable to make a diagnosis but can make a referral for an assessment. • Explain that caregivers need to provide same responsive care as they would for all children. Refer to Responsive Care counselling cards 1-6. • Provide information on how to get to the hospital. • Ask if there are any barriers that would prevent them from taking their child to the hospital. 	<ul style="list-style-type: none"> • URGENT referral to the hospital for Paediatric assessment • The nearest hospital to provide early identification and intervention for Spina Bifida is _____

**Health Condition
Image**

Hip Dysplasia



Description

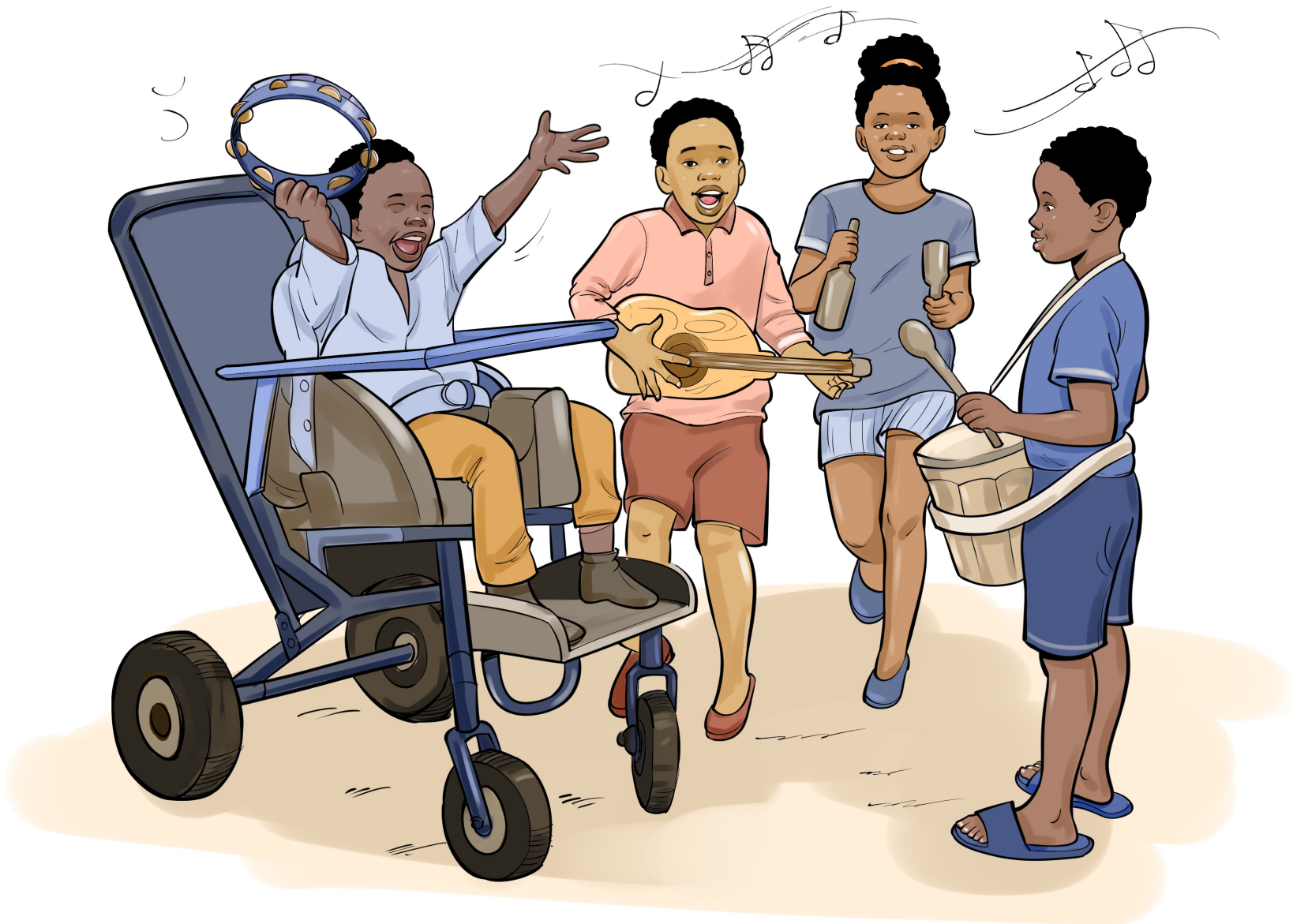
- Hip Dysplasia means that the hip bone is not sitting securely in the hip joint.
- It is difficult to detect.
- One leg may look shorter than the other and have an extra crease.
- More common if baby is breech, female and family history of hip dysplasia.

What can the Health Worker do?


- Explain to caregiver that you are unable to make a diagnosis but can make a referral for an assessment.
- Explain that caregivers need to provide same responsive care as they would for all children. Refer to Responsive Care counselling cards 1-6.
- Provide information on how to get to the hospital.
- Ask if there are any barriers that would prevent them from taking their child to the hospital.


Referral Pathway


- Referral to hospital for Paediatric Assessment
- The nearest hospital to provide early identification and intervention for children with hip dysplasia is _____




Build on the child's interests and adjust the play activity to engage them.

Health Condition	Description	What can the Health Worker do?	Referral Pathway
<p data-bbox="338 252 618 284">Limb impairments</p>  <p>The illustrations show three different types of limb impairments. The top illustration shows a child from behind, wearing an orange cloth, with a missing right limb. The middle illustration shows a child sitting on a wooden stool, wearing a purple cloth, with a limb that is significantly shorter and shaped differently than the other. The bottom illustration shows a child sitting on a wooden chair with a blue cushion, wearing a yellow shirt, with a prosthetic limb on their right side. Two other prosthetic limbs are shown on the floor next to the chair.</p>	<ul data-bbox="913 252 1227 651" style="list-style-type: none"> • Check to see if limbs are missing. • Check to see if limbs are shaped differently. • Check to see if limbs can be moved as you would expect them to. 	<ul data-bbox="1323 252 1720 1050" style="list-style-type: none"> • Explain to caregiver that you are unable to make a diagnosis but can make a referral for an assessment. • Explain that caregivers need to provide same responsive care as they would for all children. Refer to Responsive Care counselling cards 1-6. • Provide information on how to get to the hospital. • Ask if there are any barriers that would prevent them from taking their child to the hospital. 	<ul data-bbox="1796 252 2132 651" style="list-style-type: none"> • Referral to hospital for Paediatric Assessment • The nearest hospital to provide early identification and intervention for children with limb impairments is _____

Health Condition Image	Description	What can the Health Worker do?	Referral Pathway
<p data-bbox="367 292 517 320">Club Foot</p> 	<ul data-bbox="837 244 1178 799" style="list-style-type: none"> • Check to see if one or both feet turn inwards as this may be a sign of club foot • Club foot can be treated with casting and minor surgery. • If left untreated, Club foot can make crawling and walking very difficult. 	<ul data-bbox="1247 244 1626 762" style="list-style-type: none"> • Explain to caregivers that Club foot can be treated with early intervention. • Provide caregivers with information on how to get to the Hospital. • Ask if there are any barriers that would prevent them from taking their child to the hospital. 	<ul data-bbox="1718 244 2119 555" style="list-style-type: none"> • URGENT Referral to hospital for Paediatric Assessment • The nearest hospital to provide early identification and intervention for children with club foot

Health Condition	Description	What can the Health Worker do?	Referral Pathway
<p data-bbox="286 212 517 245">Cerebral palsy</p> 	<ul data-bbox="757 212 1108 1037" style="list-style-type: none"> • Check if baby's body is very floppy (low tone) or very stiff (high tone). Both can be an indication of cerebral palsy. • Check whether milestones are delayed, particularly holding head up, opening hands and sitting as this can be signs of developmental delays, such as Cerebral Palsy. • Check whether there is difficulty with feeding and swallowing. 	<ul data-bbox="1176 212 1736 1308" style="list-style-type: none"> • Explain to caregiver that you are unable to make a diagnosis but can make a referral for an assessment. • Explain to caregivers that they need to provide same responsive care and refer to Responsive Care counselling cards 1-6 • Provide information on how to get to the hospital • Ask if there are any barriers that would prevent them from taking their child to the hospital Breast milk is best • Provide caregivers with guidance on how to manage breastfeeding as per Responsive Care counselling card 7 • Keep baby upright when feeding • Feed for short periods frequently • Burp and wind baby often • If unable to suck then express breastmilk onto a spoon to feed infant • Only use breastmilk alternatives if the above is not working. 	<ul data-bbox="1825 212 2161 598" style="list-style-type: none"> • Referral to hospital for Paediatric Assessment • The nearest hospital to provide early identification and intervention for children with cerebral palsy is _____

Health Condition	Description	What can the Health Worker do?	Referral Pathway
<p data-bbox="412 225 544 252">Albinism</p> 	<ul data-bbox="913 225 1249 694" style="list-style-type: none"> • Check to see if baby's skin and hair are very white as this may be Albinism. • Babys with Albinism are more likely to have a vision impairment and they are more susceptible to sun damage. 	<ul data-bbox="1326 225 1720 1023" style="list-style-type: none"> • Advise caregiver to protect baby's skin from the sun by wearing clothes and a hat. • Explain to caregiver that you are unable to make a diagnosis but can make a referral for an assessment. • Explain that caregivers need to provide same responsive care as they would for all children. Refer to Responsive Care counselling cards 1-6. • Provide information on how to get to the hospital. 	<ul data-bbox="1796 225 2128 694" style="list-style-type: none"> • Referral to hospital for Paediatric assessment, including eye and skin assessment • The nearest hospital to provide early identification and intervention for children with Albinism is _____



Vanuatu Monitoring Child Growth and Development (M-GAD) Tool



Ministry of Education & Training
Government of Vanuatu