

FORM 5.1: SUPPORT GROUP CHECKLIST FOR CSO SUPERVISORS AND CSO VOLUNTEERS FOR ALL TOPICS

INSTRUCTIONS

1. Use the checklist immediately below for support groups (regardless of topic)
2. Also use the same job aid that corresponds to the topic the CHW is discussing today (IYCF (infant and young child feeding), ECD (early childhood development), or WASH) to make sure the CSO volunteer is covering the correct topic areas and is using behaviour change skills, per the training they received
2. This checklist does not necessarily need to be filled out but should be used as a guide in evaluating CSO volunteer performance and giving feedback

DOES THE CSO VOLUNTEER:

1. Introduce herself/himself to the group?
2. Choose a topic of discussion relevant to those attending (for example, a support group on disposing of infant faeces includes families with infants)?
3. Ask questions that generate participation from all support group members?
4. Ask group members to share their own experience?
5. Have everyone sit in a circle?
6. Identify a few practises related to today's theme that group members can try?
7. Commit support group participants to trying a small, do-able action?
8. Resolve barriers families face as they try the new practise?
9. (Where possible), give group members an opportunity to practise the new behaviour(s)?
10. Tell group members the place and date of the next meeting.
11. Note whether the CSO volunteer does the following. You do not need to record your answers but be sure to give the volunteer feedback on each of these issues

| | |
|---|--|
| Provides small, do-able actions support group members will try this week." Let's make sure to change "action(s)" to "actions. | |
| Identifies barriers that came up in today's support group: | |
| Was able to resolve barriers. | |
| Now ask the volunteer to name one or more thing(s) he/she did well. Note your observations here: | |
| Name one important thing you recommend to the support group facilitator that he/she can work on to improve the next time: | |
| Other feedback: | |

Record the number of women/men attending the support group today.



FORM 5.2: INFANT AND YOUNG CHILD FEEDING (IYCF)

If the support group is about IYCF, for all children < 2 years of age, use this checklist:

ASK AND LISTEN

- Child's age
- How the child is doing, recent illness, apathy, etc.
- Current breastfeeding status
- If mother is experiencing any difficulties breastfeeding
- Whether child is drinking other fluids
- Whether child is eating other foods
- What mother/caregiver does to encourage the child to eat

OBSERVE

- Mother breastfeeding (if possible)
- Hygiene related to feeding including hand washing before preparing food and feeding the child

IDENTIFY

- Any feeding difficulties
- Priority difficulties (if more than one difficulty)

DISCUSS AND RECOMMEND

- Praise the mother/caregiver for doing recommended practises
- Address breastfeeding difficulties (for example, poor attachment, poor breastfeeding patterns) with practical help
- Discuss age-appropriate feeding recommendations
- Present 2 or 3 small, do-able actions (not commands) that are appropriate to the child's age and feeding behaviours
- Help mother/caregiver select agreed upon behaviour that she or he can try to address feeding challenges
- Ask the mother/caregiver to repeat the agreed-upon new behaviour
- Ask the mother/caregiver about any questions/concerns
- Suggest where the mother/caregiver can find additional support
- Agree upon a date/time for a follow-up appointment
- Thank the mother/caregiver for his/her time

FORM 5.3: EARLY CHILDHOOD DEVELOPMENT (ECD)

If the support group is about ECD, for all children < 2 years of age, use this checklist:

ASK AND LISTEN

- Child's age
- How the child is doing, recent illness, apathy, fussiness, etc.
- Current breastfeeding status and what else the child eats/drinks (look for signs of hunger)
- How the child is developing (see child development milestones, below)

OBSERVE

- What mother/caregiver does to encourage the child to eat
- Whether mother/caregiver engages the child
- Talks to child/imitates child's sounds
 - Sings to child
 - Plays with child
 - Shows child objects/encourages child to pick up objects and/or organise them
 - Imitates child's physical actions (for example, waving bye-bye)
 - Smiles
- Whether mother/caregiver praises child for talking, playing, crawling, standing, etc.

IDENTIFY

- Any actions mothers can take to stimulate the child
- Priority actions (if more than one)

DISCUSS AND RECOMMEND

- Praise the mother/caregiver for doing recommended practises
- Address mother/caregiver lack of stimulation (for example, doesn't talk, sing, play, show, imitate, smile) with practical help
- If helpful, demonstrate 1-2 actions to stimulate child
- Discuss age-appropriate recommendations for stimulating the child
- Present 2 or 3 small, do-able actions (not commands) that are appropriate to the child's age and developmental stage
- Help mother/caregiver select agreed upon behaviour that she or he can try to address developmental challenges
- Ask the mother/caregiver to repeat the agreed-upon new behaviour
- Ask the mother/caregiver about any questions/concerns
- Suggest where the mother/caregiver can find additional support
- Agree upon a date/time for a follow-up appointment
- Thank the mother/caregiver for his/her time

FORM 5.4: WASH

If the support group is about WASH, for all children < 2 years of age, use this checklist:

ASK AND LISTEN

- Who lives in the household
- Challenges families face with respect to latrine and water access/use, hand washing, and keeping the compound clean (see points under OBSERVE, below)

OBSERVE

- Supportive environment (availability of a latrine, place for hand washing, water, soap that can be accessed with minimal effort/little decision-making)
 - Hand washing station with soap and water is near toilet (not out of the way)
- Presence of animals in the compound/whether animals are caged
- How close animals are to children
- Presence of animal or human waste in or near compound
- Hygiene related to feeding including hand washing before preparing food and feeding the child, after going to the bathroom, after handling child's faeces/cleaning the child's bottom, after handling livestock, etc.

IDENTIFY

- Any difficulties with water, sanitation, and hygiene
- Priority difficulties (if more than one difficulty)

DISCUSS AND RECOMMEND

- Praise the mother/caregiver for doing recommended practises
- Address WASH difficulties (for example, poor hand washing, child close to animal waste, etc.) with practical help
 - If helpful, demonstrate 1-2 actions (for example, correct hand washing)
- Discuss WASH recommendations
- Present 2 or 3 small, do-able actions (not commands) that are appropriate for the household
- Help mother/caregiver select agreed upon behaviour that she or he can try to address WASH challenges
- Ask the mother/caregiver to repeat the agreed-upon new behaviour
- Ask the mother/caregiver about any questions/concerns
- Suggest where the mother/caregiver can find additional support
- Agree upon a date/time for a follow-up appointment
- Thank the mother/caregiver for his/her time

FORM 5.5: MATERNAL HEALTH

If the support group is about maternal health, use this checklist:

ASK AND LISTEN

- How the mother is doing, recent illness, lack of energy, work load, etc.
- Whether the mother is currently pregnant and/or breastfeeding
- Type and amount of food mother currently eats
- Whether mother is seeking care for her own health
- Where she receives care
- When and how often she receives care

OBSERVE

- Work load, health of mother/energy levels, foods mother eats

IDENTIFY

- Any difficulties
- Priority difficulties (if more than one difficulty)

DISCUSS AND RECOMMEND

- Praise the mother for doing recommended practises
- Address difficulties (for example, heavy work load, lack of ANC) with practical help
- Discuss recommendations for mother
- Present 2 or 3 small, do-able actions (not commands) that are appropriate to the mother's behaviours
- Help mother select agreed upon behaviour that she or he can try to address challenges
- Ask the mother/caregiver to repeat the agreed-upon new behaviour
- Ask the mother/caregiver about any questions/concerns
- Suggest where the mother/caregiver can find additional support
- Agree upon a date/time for a follow-up appointment
- Thank the mother/caregiver for his/her time