

Overheads

Complementary Feeding Counselling **a training course**



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5. Teaching materials I. Title.

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Caregiver –

the person who has the responsibility
to provide food and care for the young child.

Complementary Feeding Counselling Course Aims

To provide the knowledge and skills
to enable you to:

- have up-to-date knowledge;
- counsel caregivers of young children;
- contribute to activities in your health facility.

Session One: Importance of Complementary Feeding

In this session, we will:

- discuss the importance of continuing breastfeeding;
- define the term complementary feeding;
- discuss the optimal age for children to start complementary feeding;
- examine the current complementary feeding activities in your health facility;
- list the key messages to discuss with caregivers about when to start complementary foods.

Key Message 1:



**Breastfeeding for two
years of age or longer
helps a child to
develop and grow
strong and healthy.**

Key Message 1:



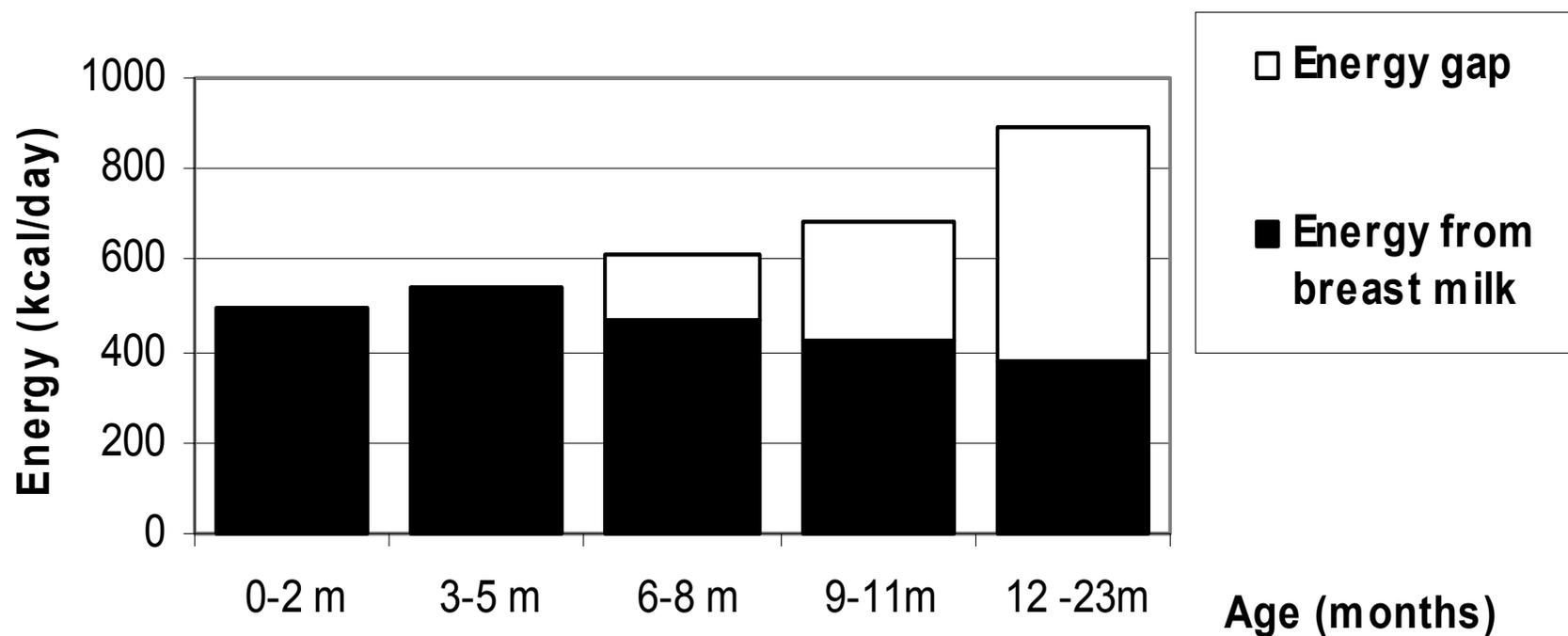
**Breastfeeding for two
years of age or longer
helps a child to
develop and grow
strong and healthy.**

Definition of Complementary Feeding

Complementary feeding means giving other foods in addition to breast milk.

These other foods are called complementary foods.

Energy required and the amount from breast milk



Key Message 2:

**Starting other foods
in addition to breast milk
at 6 months helps a child
to grow well.**



Key Message 2:

**Starting other foods
in addition to breast
milk at 6 months
helps a child to grow
well.**



Adding foods too soon may:

- Take the place of breast milk
- Result in a low nutrient diet
- Increase risk of illness
 - Less protective factors
 - Other foods not as clean
 - Difficult to digest foods
- Increase mother's risk of pregnancy

Adding foods too late

- Child does not receive the nutrients needed
- Growth and development slows down or stops
- Risk of deficiencies and malnutrition





Session Two: Foods to Fill the Energy Gap

In this session we will:

- discuss the local foods that can help fill this energy gap;
- explain the importance of using foods of a thick consistency;
- discuss ways to enrich foods; and
- list the key message of how to fill this gap to discuss with caregivers.

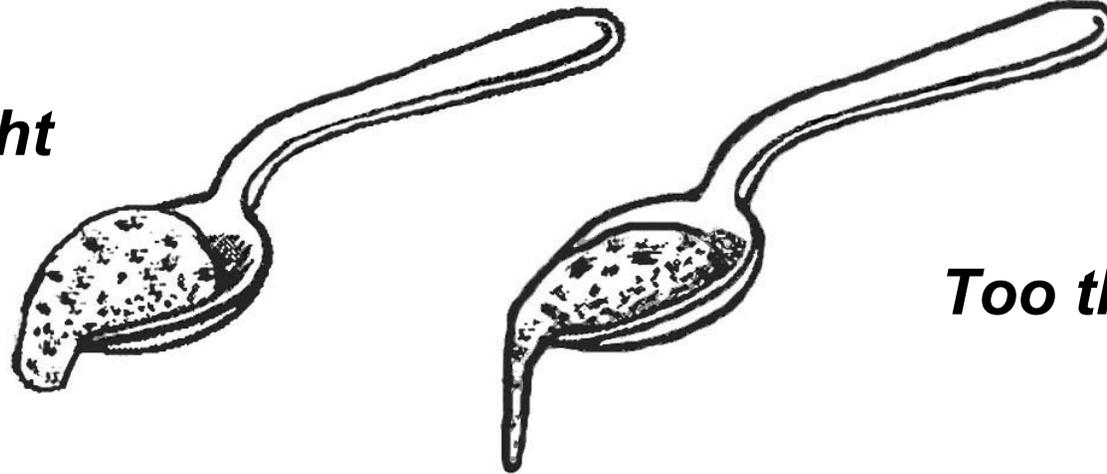
Stomach Size



Key message 3:

Foods that are thick enough to stay in the spoon give more energy to the child.

Just right

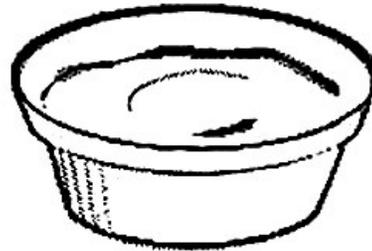


Too thin

Fats and Oils



butter/margarine/ghee



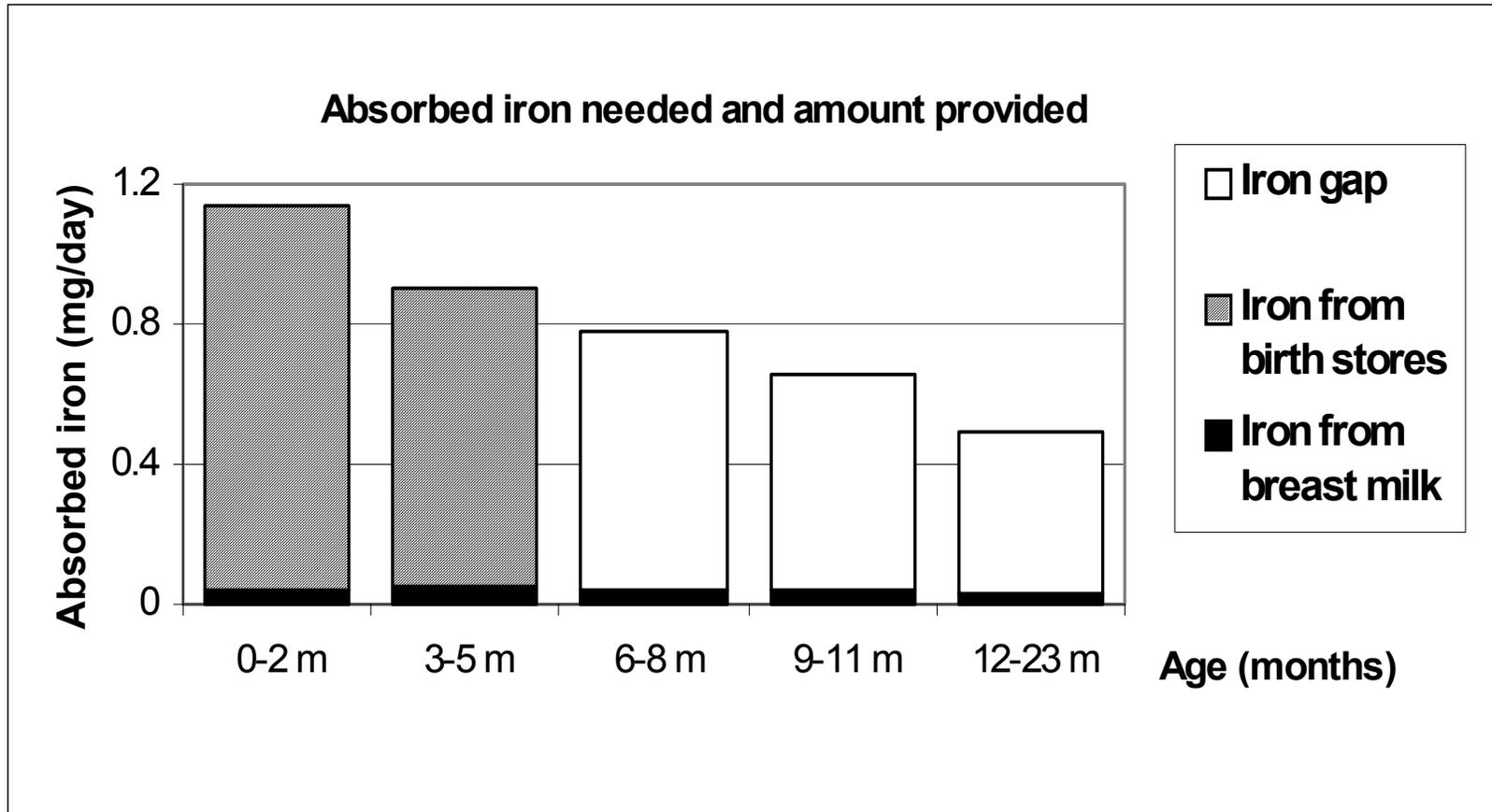
coconut

Session Three: Foods to Fill the Iron and Vitamin A Gaps

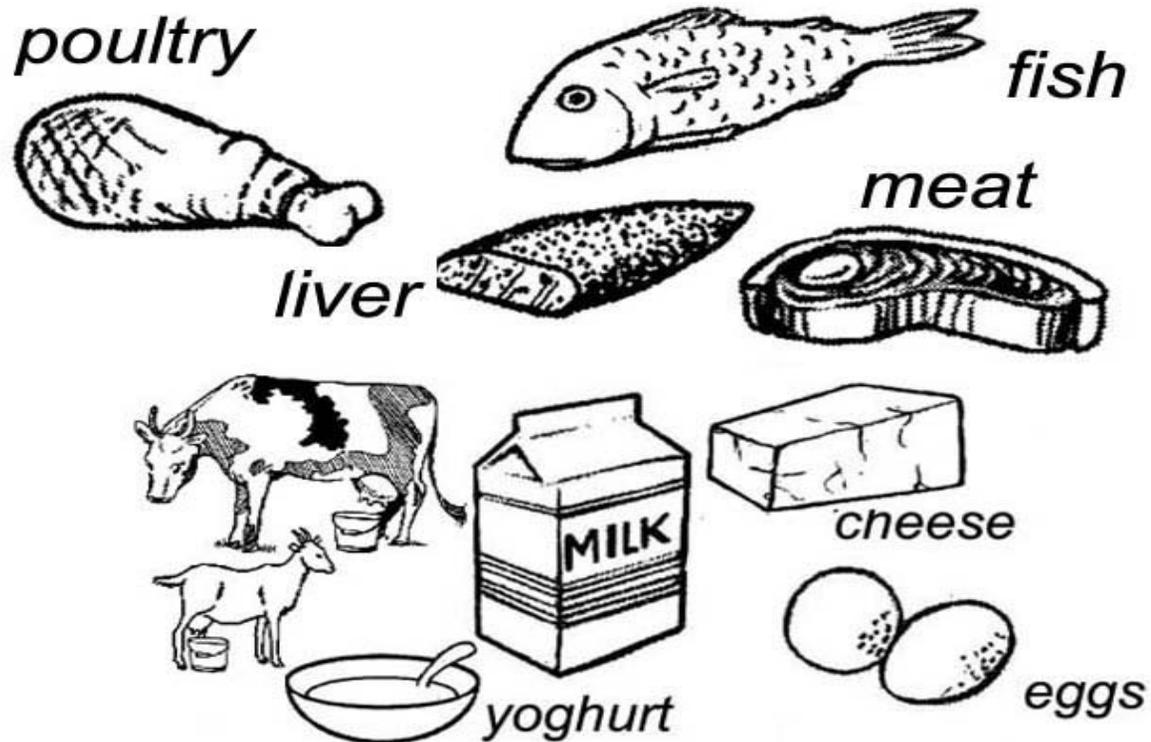
In this session we will:

- discuss the local foods that can fill the nutrient gaps for iron and vitamin A;
- discuss the use of processed complementary foods;
- discuss the fluid needs of the young child;
- list the key messages of how to fill these gaps to discuss with caregivers.

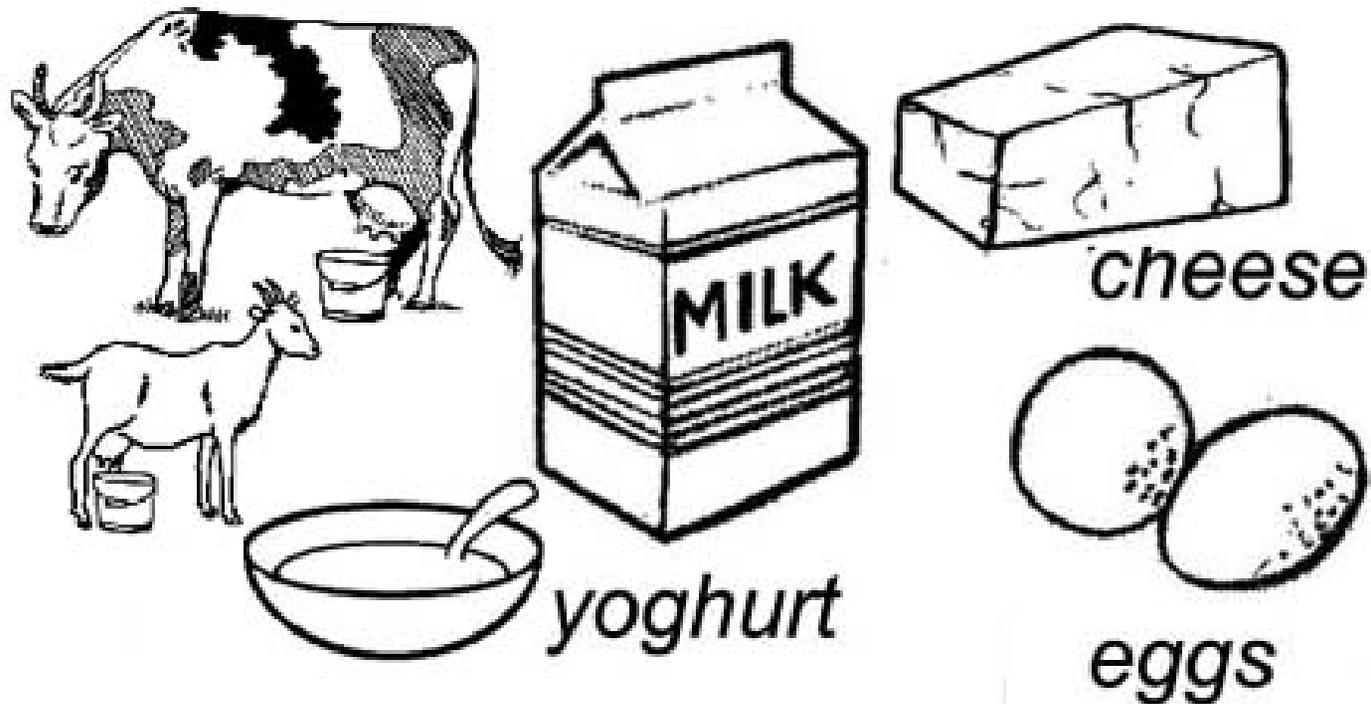
Gap for Iron



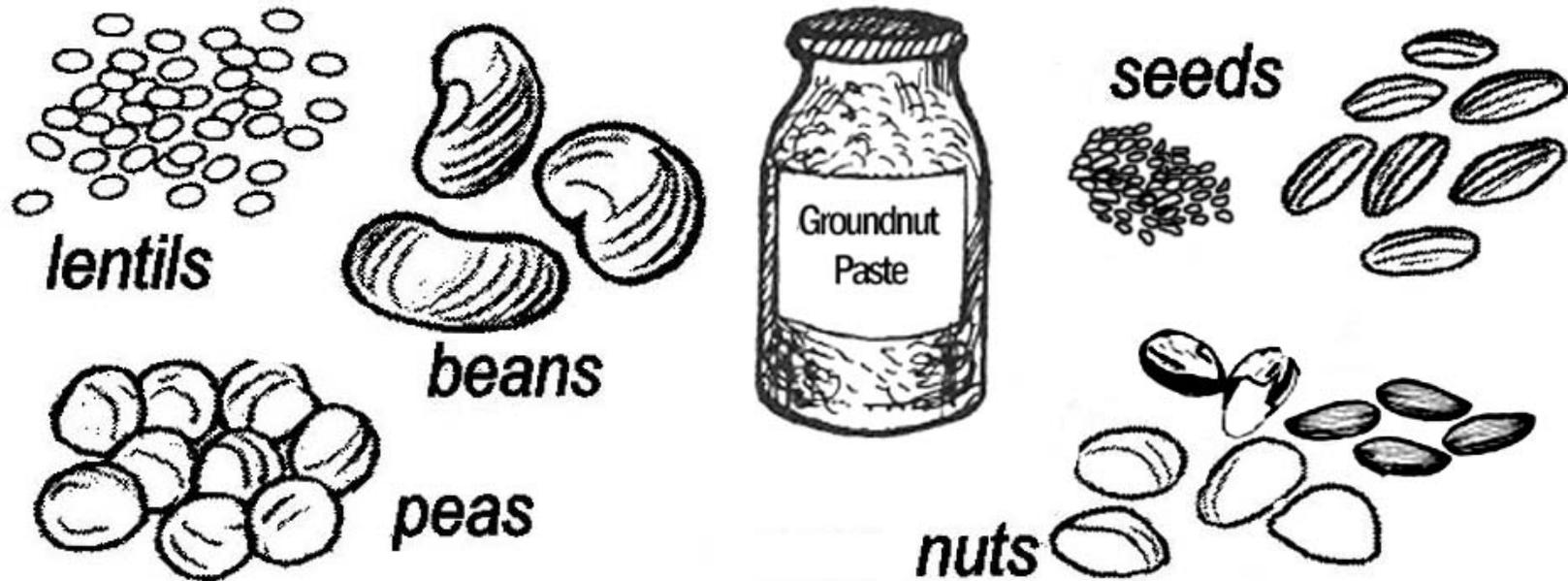
Key message 4:
Animal foods are specially good for children, to help them grow strong and lively.



Key message 4:
**Animal foods are specially good for children,
to help them grow strong and lively.**

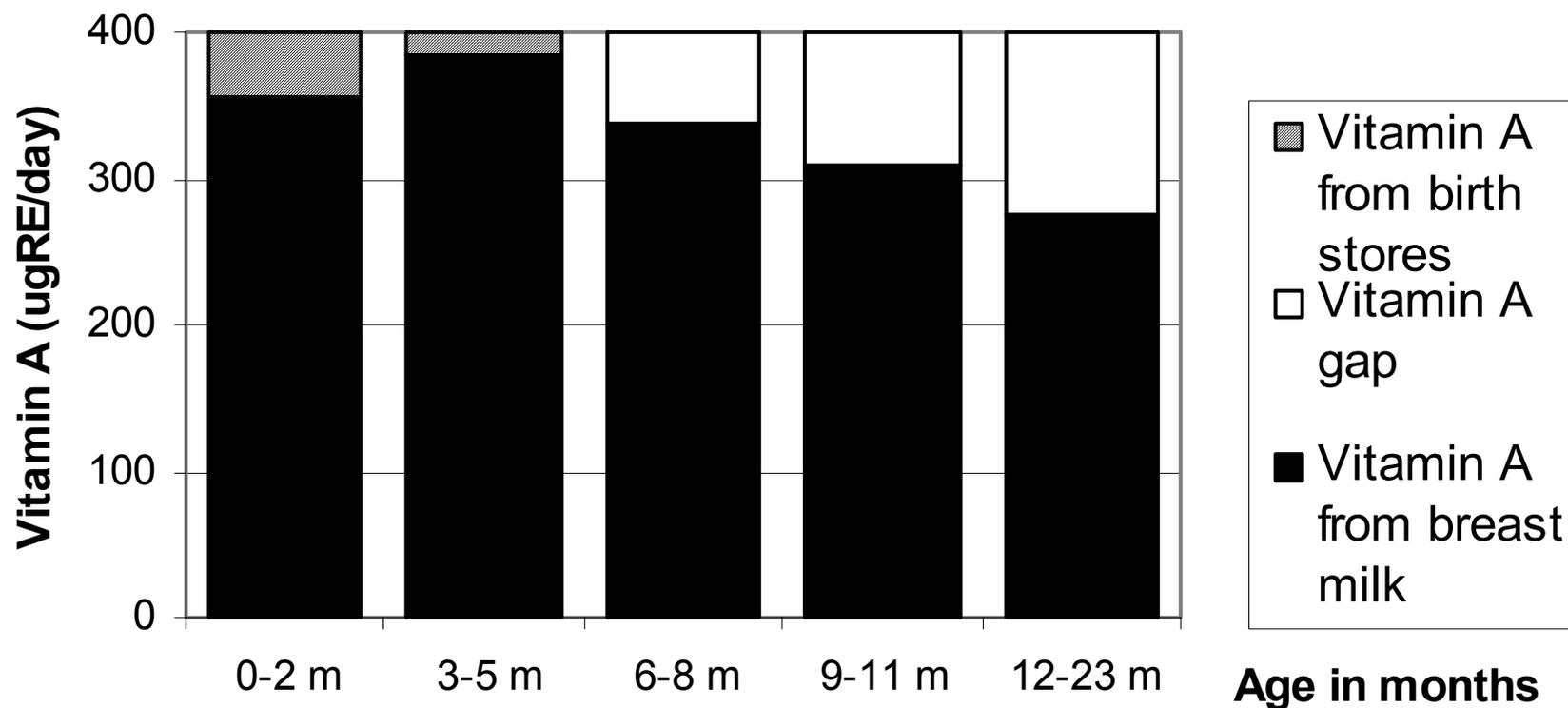


Key message 5:
Peas, beans, lentils, and nuts and seeds
are also good for children.



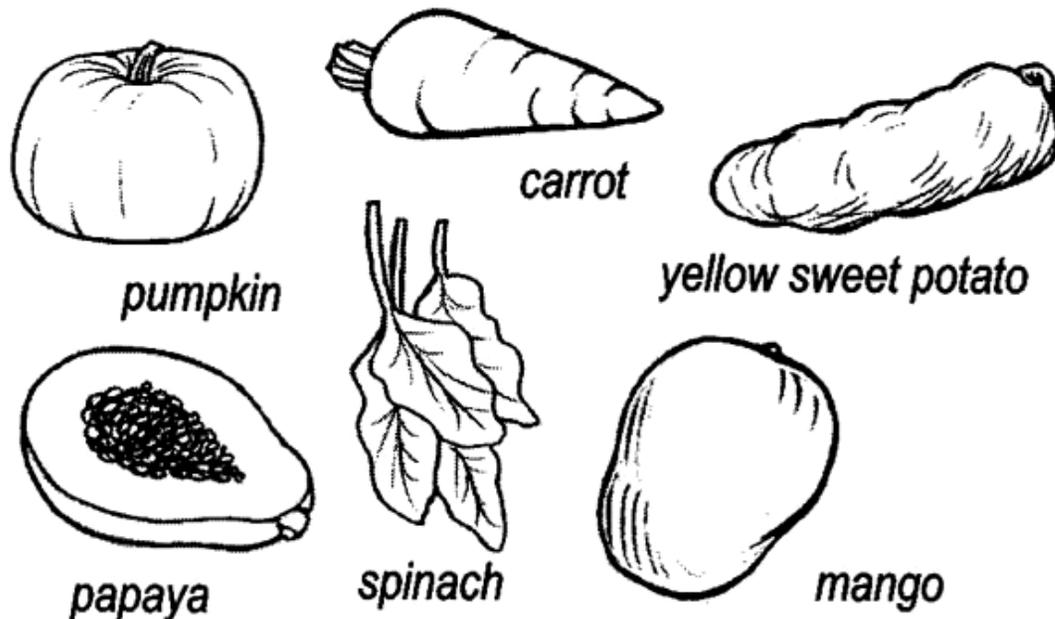
Vitamin A Gap

Vitamin A needed and amount provided



Key Message 6:

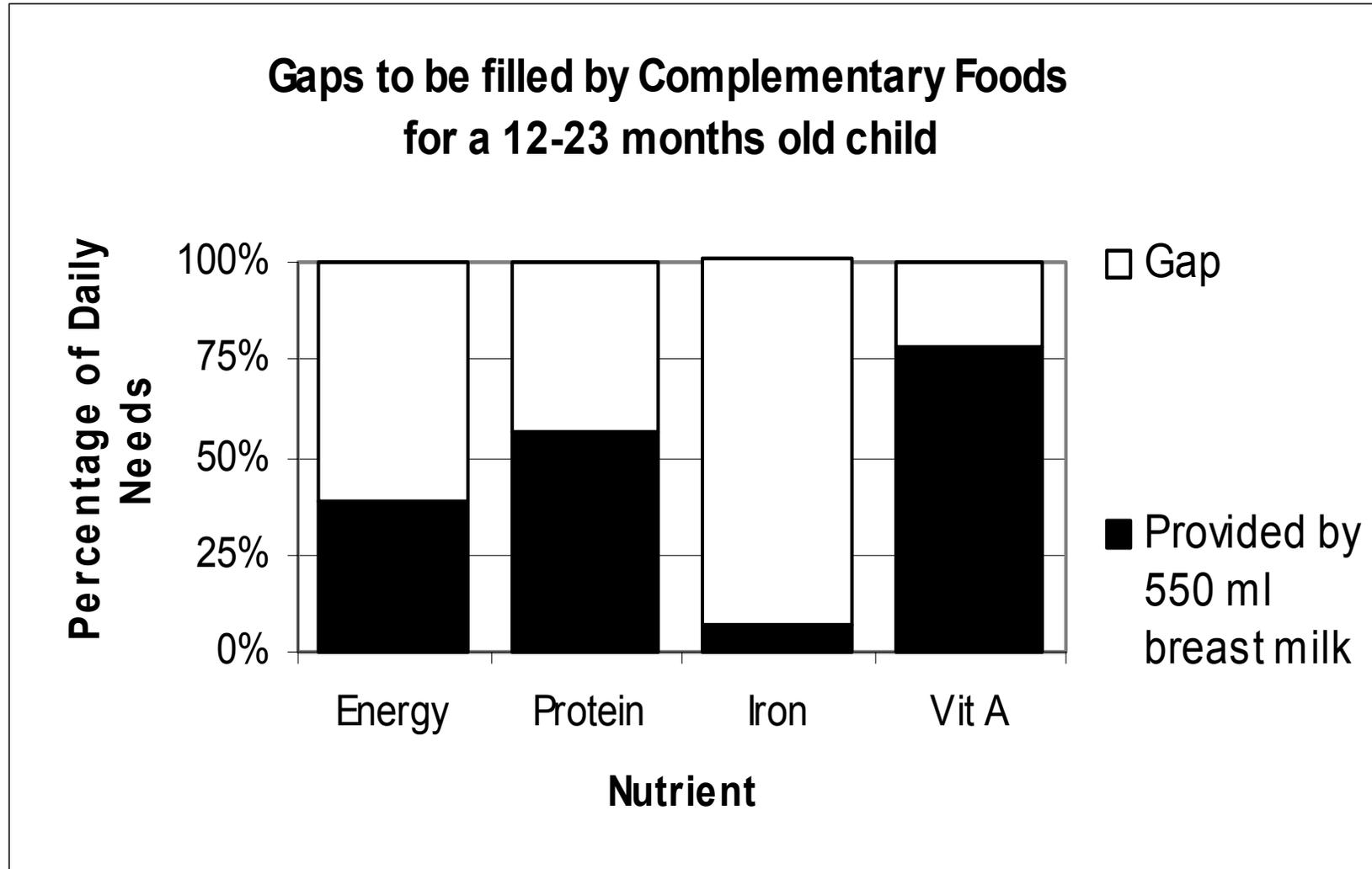
Dark green leaves and orange coloured fruits and vegetables help a child to have healthy eyes and fewer infections.



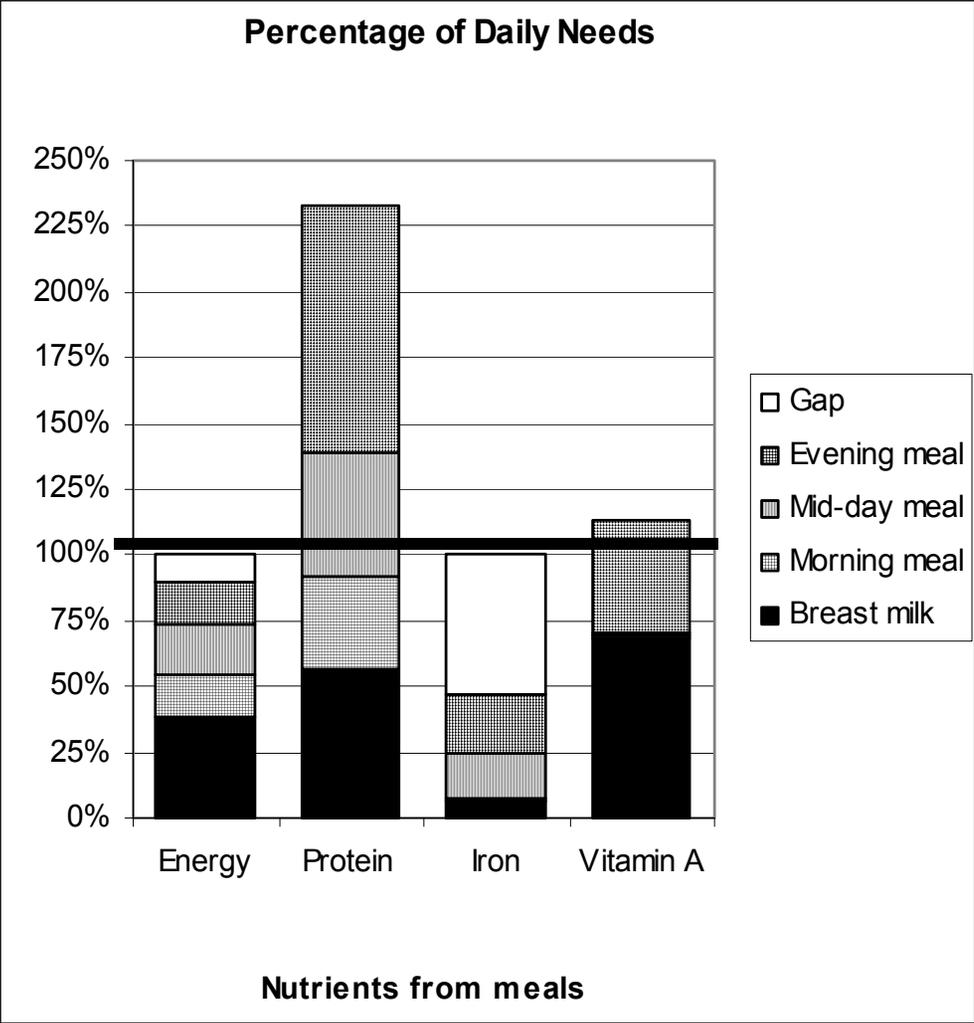
Session Four: Quantity, Variety and Frequency of Feeding

In this session we will discuss:

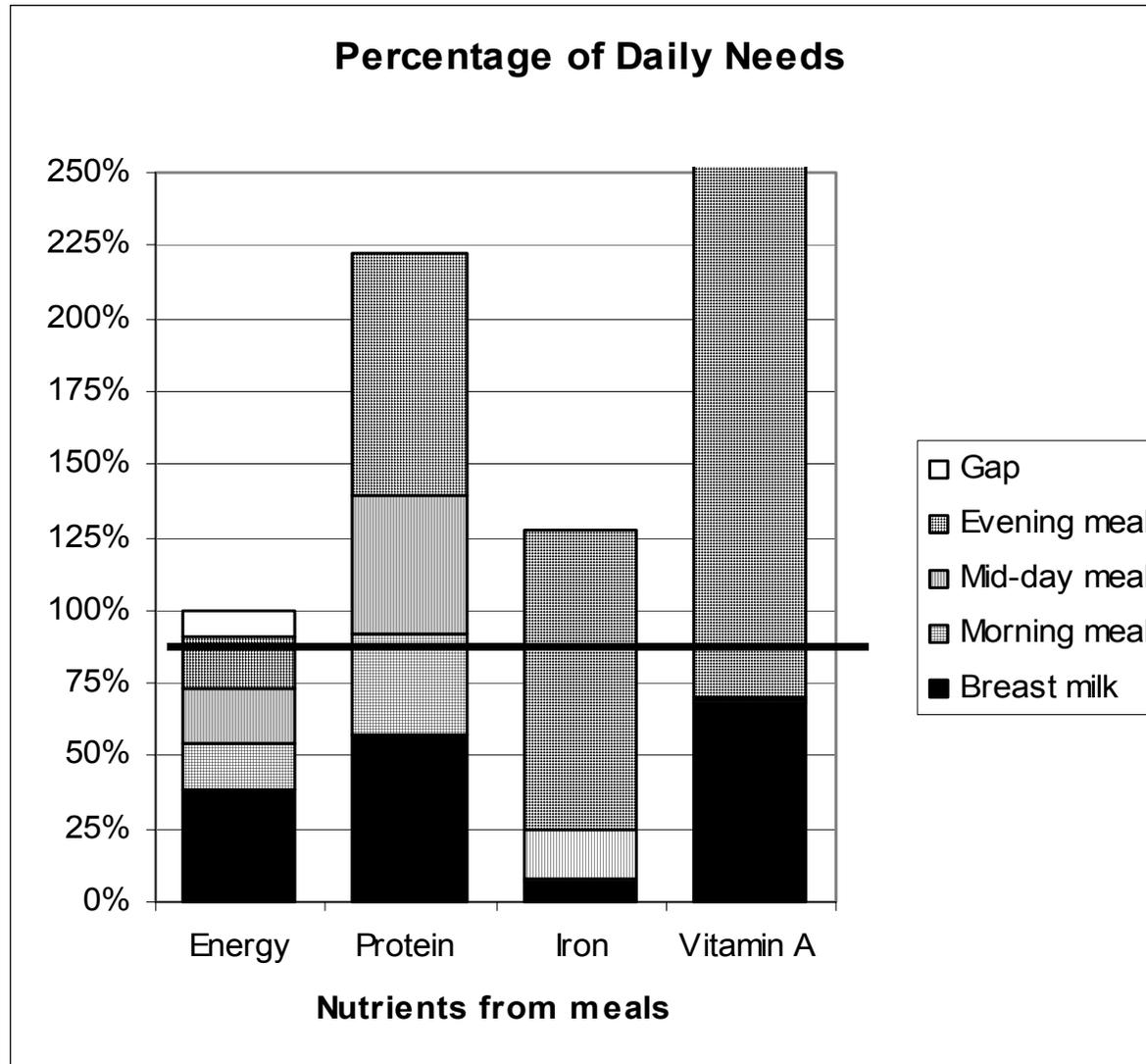
- how to use a mixture or variety of foods to help fill the gaps;
- how often to feed complementary foods;
- the quantity of complementary foods to offer; and
- the key message to share with caregivers and your co-workers.



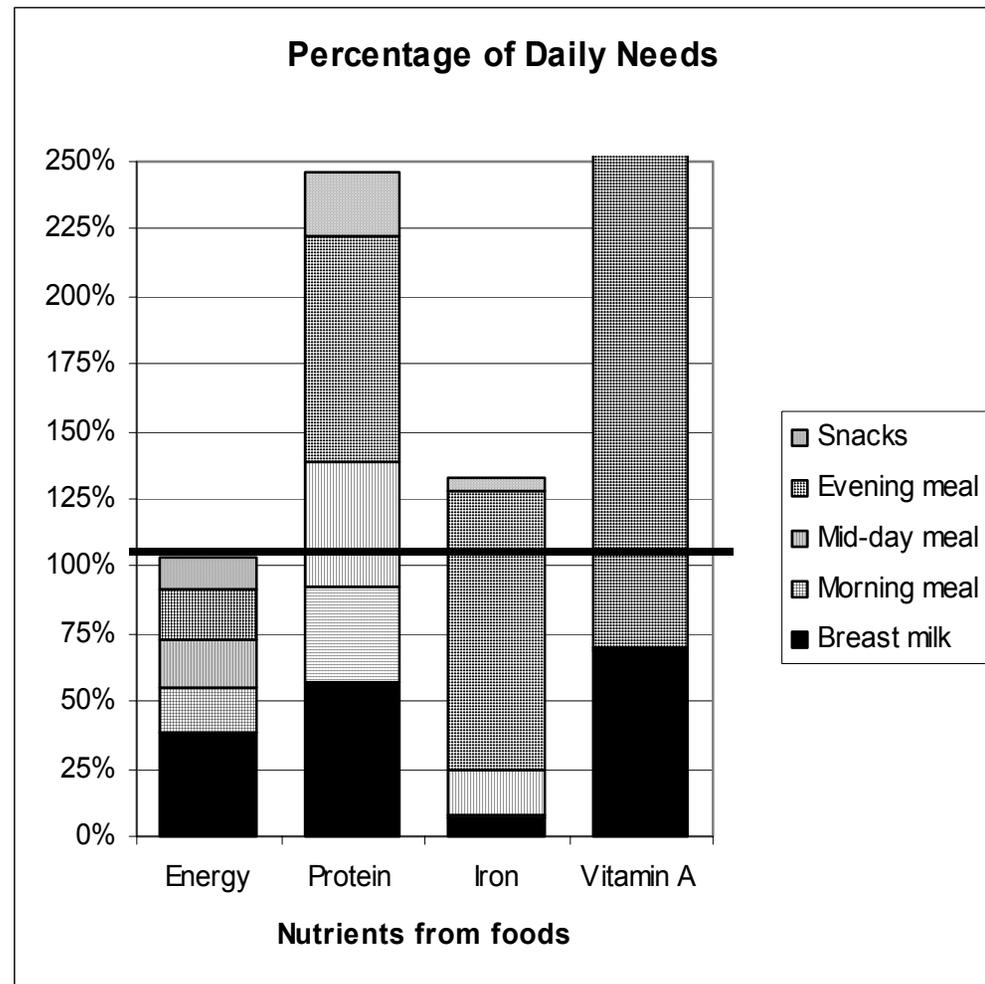
Three meals



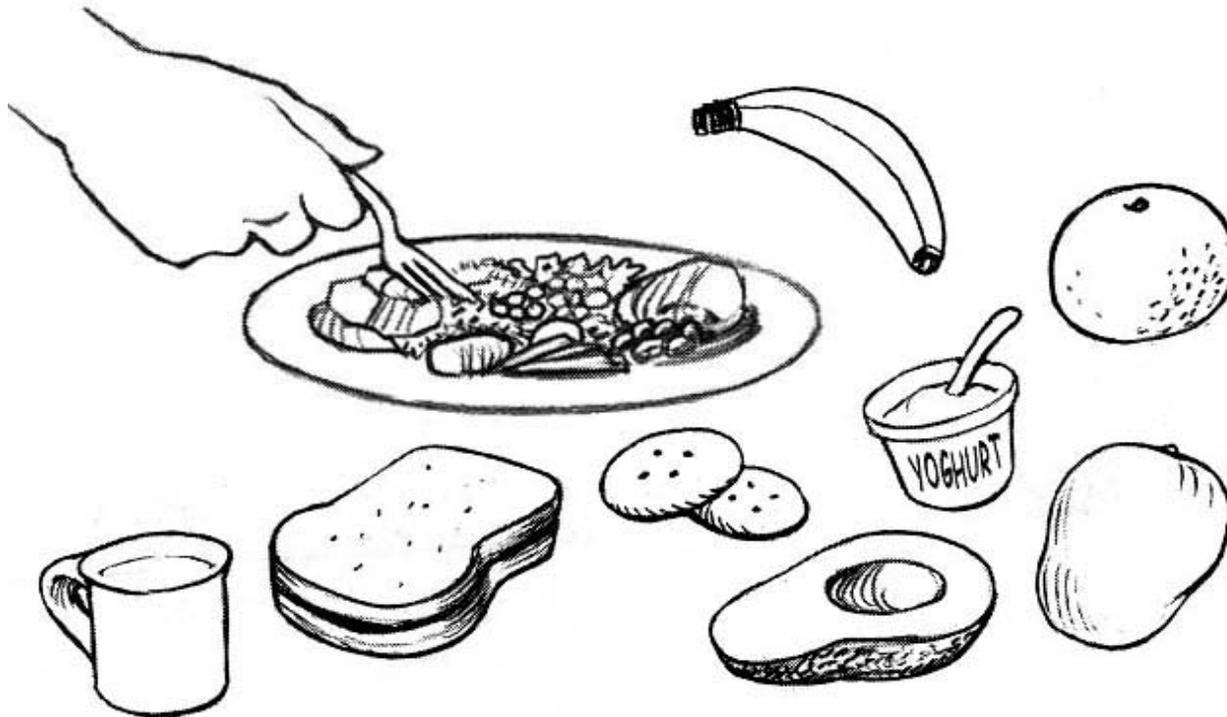
Iron rich food added



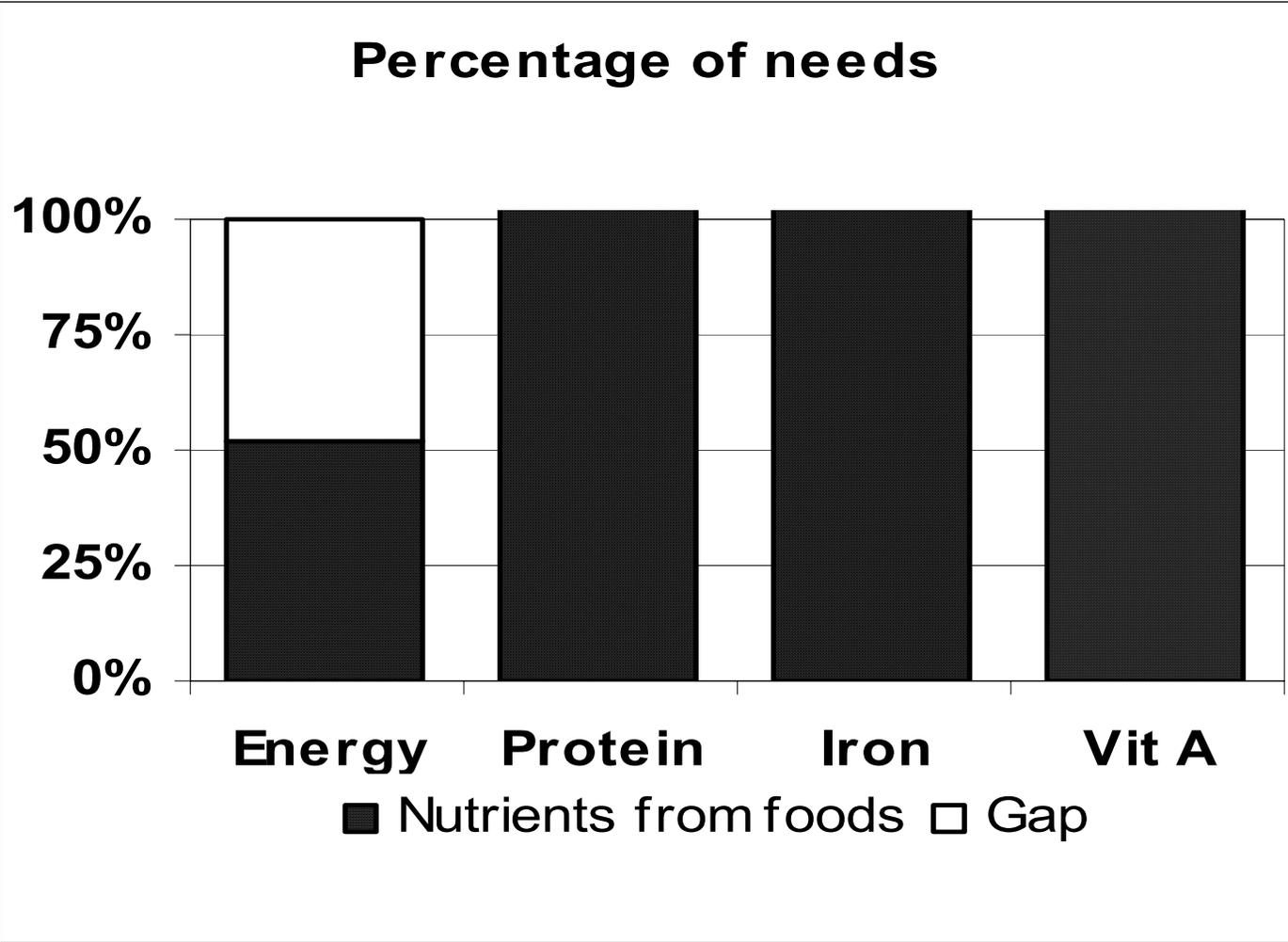
Three meals and two snacks



Key Message 7:
**A growing child needs 3 meals
plus snacks: give a variety of foods.**



Snacks and Liver but no breast milk



Key Message 8:
A growing child needs
increasing amounts of food.



Key Message 8:
**A growing child needs
increasing amounts of food.**



Frequency and amounts of foods

Age	Frequency	Amount at each meal
7-9 months	3 times per day plus frequent breastfeeds	increasing gradually to 2/3 of a 250 ml cup at each meal
9-11 months	3 meals plus 1 snack between meals plus breastfeeds	3/4 of a 250 ml cup/bowl
12-24 months	3 meals plus 2 snacks between meals plus breastfeeds	A full 250 ml cup/bowl

Session Five: Listening and Learning skills

In this session we will discuss:

- how to use basic counselling skills to listen and learn from caregivers about their complementary feeding practices.

**Ask these questions without
using a judging word**

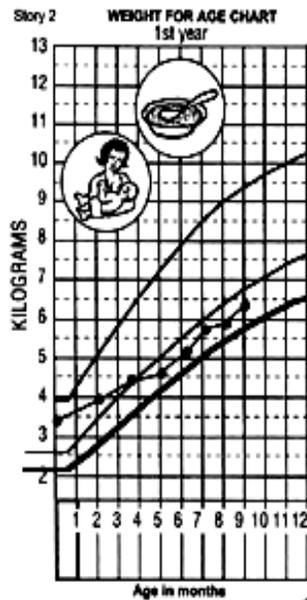
*“Are you giving porridge the right way –
so it is thick?”*

“Is your child gaining weight well?”

Session Six: Building Confidence Skills

In this session we will discuss:

- how to use basic counselling skills to build confidence and give support to caregivers about their complementary feeding practices.

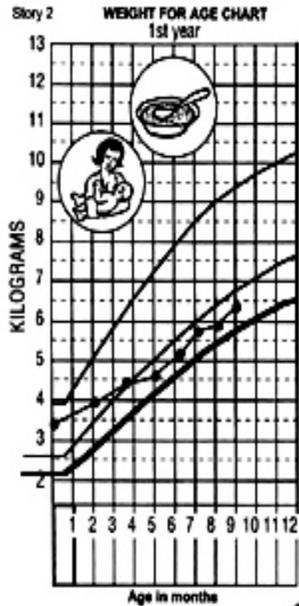


Which of these remarks would help build the caregiver's confidence?

“Your baby did not gain enough weight since last month.”

“It does not look like you followed the feeding suggestions we discussed.”

“Your baby gained some weight since last month.”



Which of these remarks would help build the caregiver's confidence?

“Your baby did not gain enough weight since last month.”

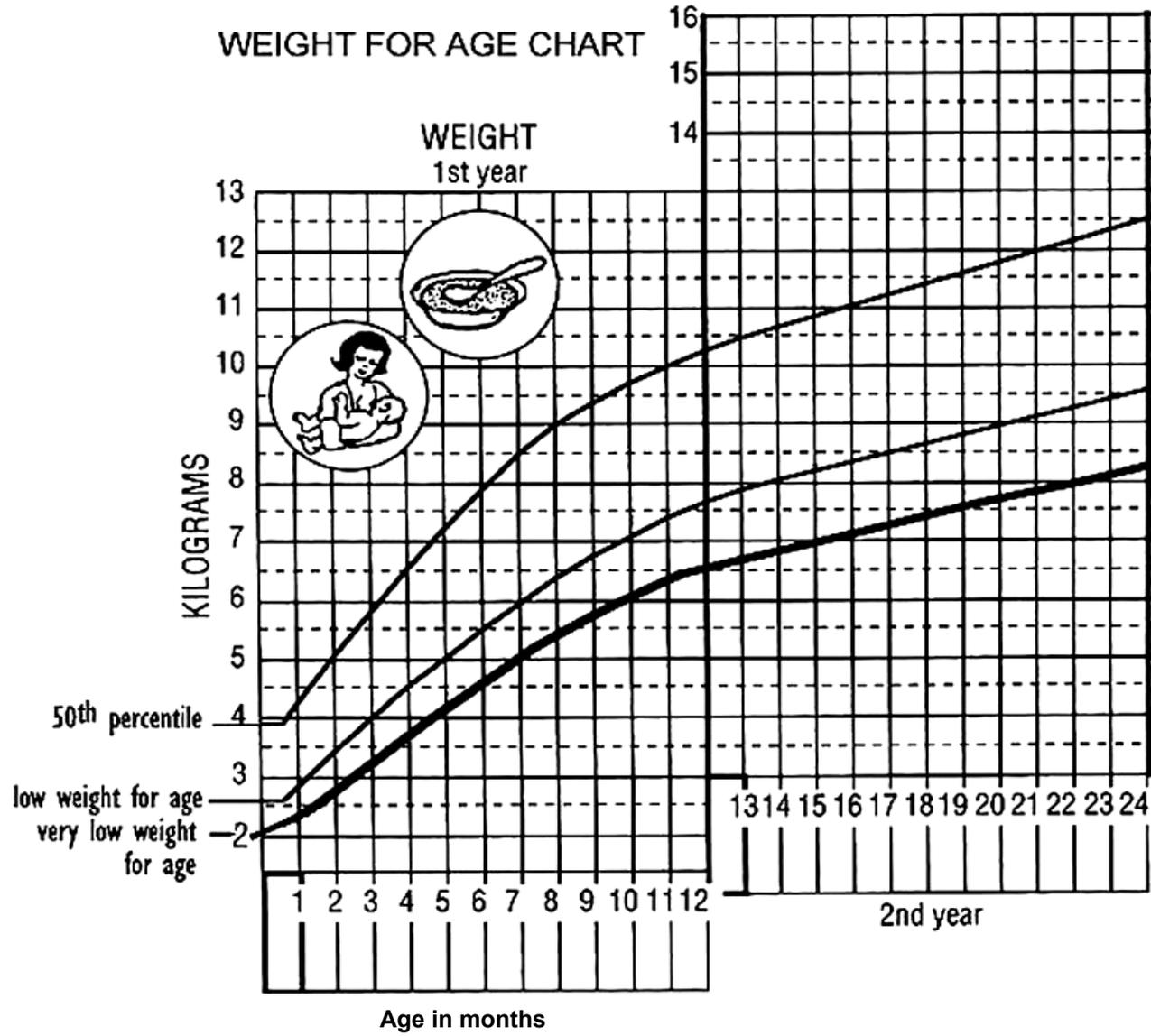
“It does not look like you followed the feeding suggestions we discussed.”

“Your baby gained some weight since last month.”

Session Seven: Gathering Information

In this session we will look at:

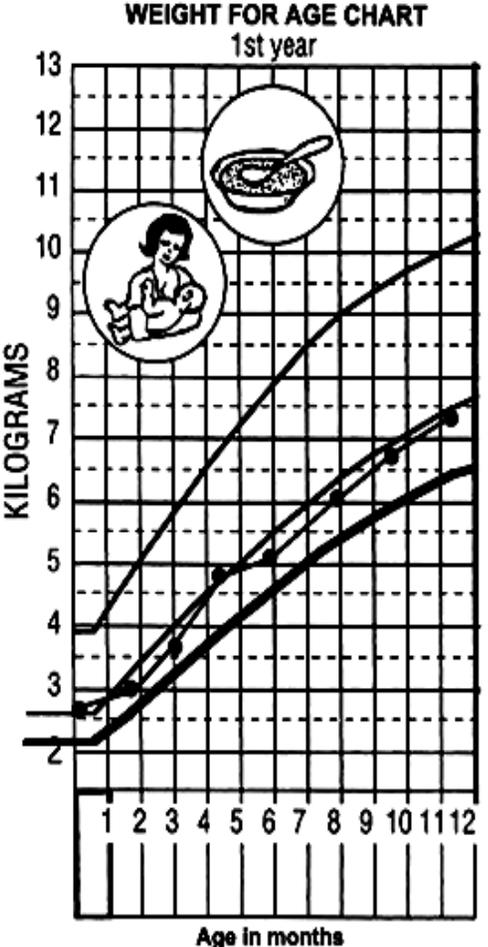
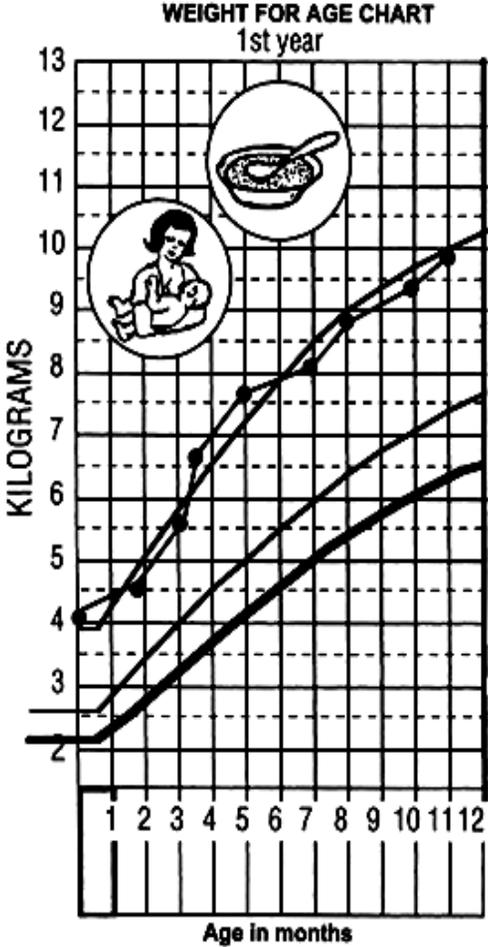
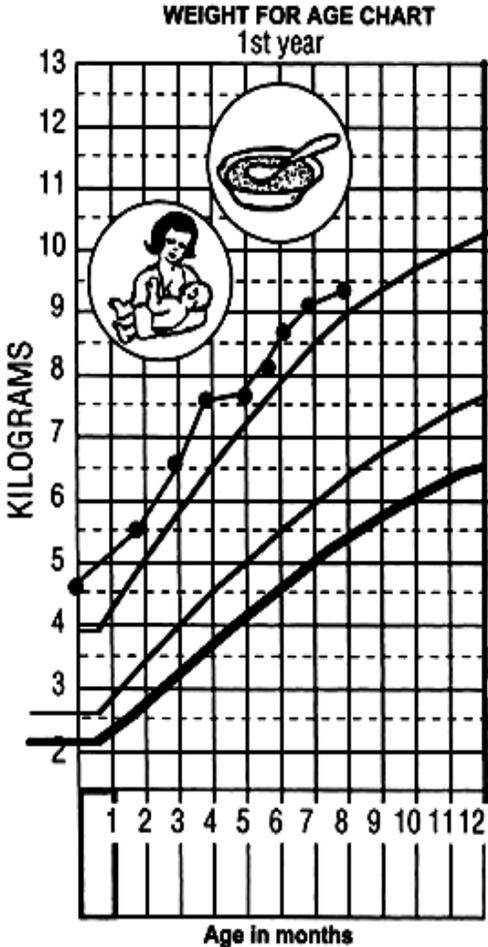
- the importance of observation skills and observing interactions between caregivers and children;
- using growth charts in assessment of complementary feeding practices;
- how to gather information on complementary feeding practices using a Food Intake Tool.



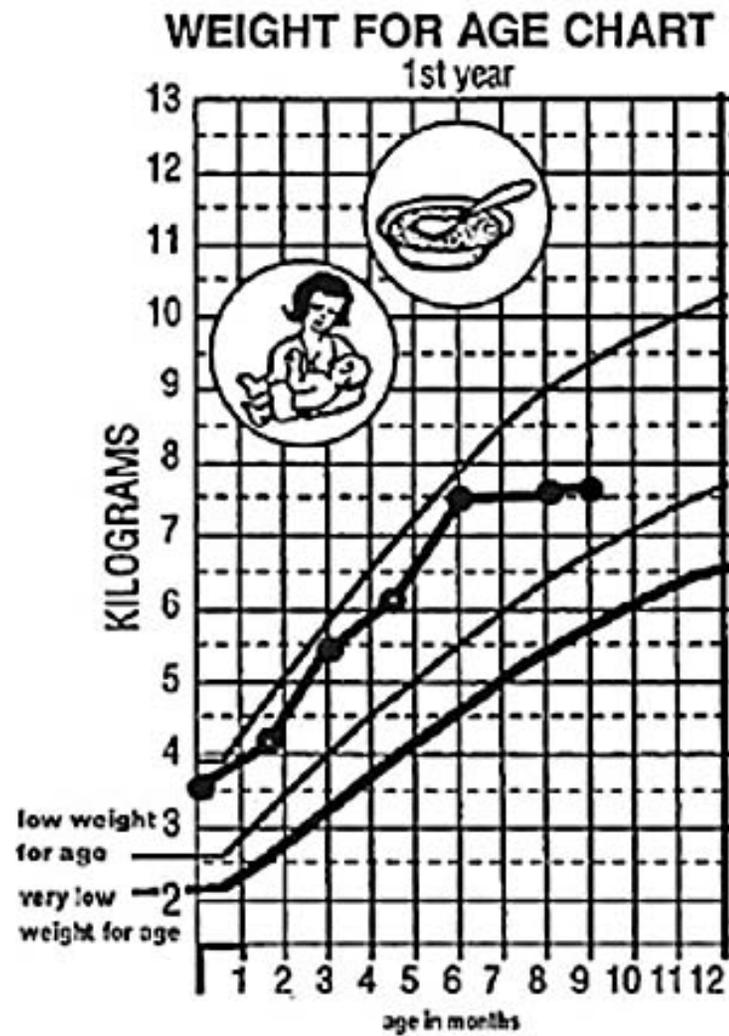
Growth Chart

Look at the *shape* of the growth curve:
is the child growing?

Individual paths



What do you see?



Gathering Information on Complementary Feeding Practices

Observe the child and the caregiver.

Look at the growth chart, if available –
is the child growing?

Use counselling skills to encourage the
caregiver to tell you about feeding
practices.

Complete the Food intake Tool.

Session Eight: Field Trip 1

In this session you will:

- practise gathering information about the feeding of young children by using the counselling skills and the Food Intake Tool to find out what an individual child eats;
- build a picture of local feeding practices.

Session Nine: Feeding Techniques and strategies

In this session we will look at:

- feeding practices and their affect on the child's intake;
- ways of encouraging responsive feeding practices;
- requirement for clean and safe feeding of young children; and
- how it is possible to carry out these recommendations.

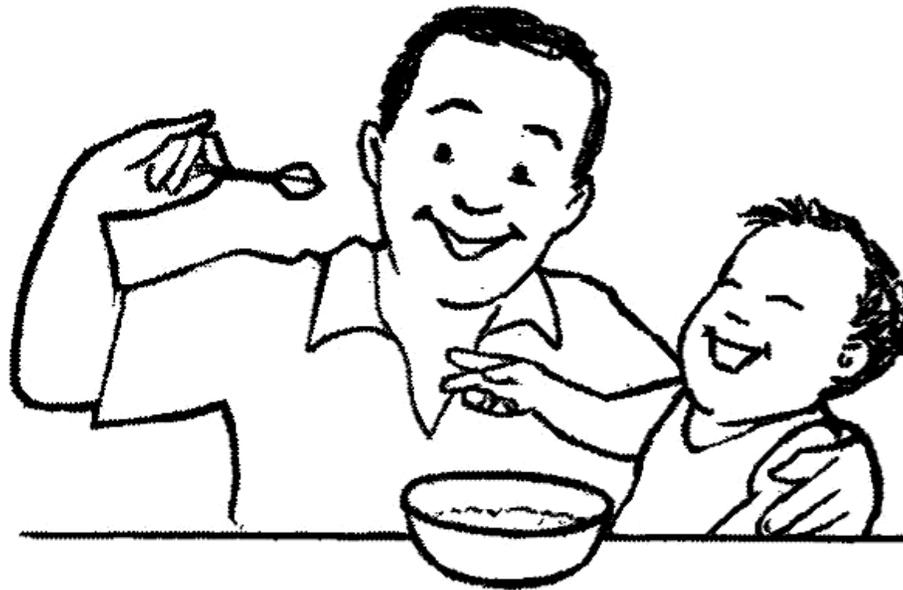
Feeding Situation



Feeding Situation



Key Message 9
**A young child needs to learn to eat:
encourage and give help
... with lots of patience.**



Is it Clean and Safe?



Clean hands

Clean Utensils

Safe water and food

Safe storage

Is it Clean and Safe?



Clean hands

Clean Utensils

Safe water and food

Safe storage

Resources for Care

- Knowledge
- Health
- Economic resources and time
- Emotional support

**Help families to find ways to put
these strategies into practice.**

Do not just tell them what they *should* do.

Session Ten: Skills of Giving Information (1)

In this session we will:

- review the counselling skills used to offer information to caregivers.

Session Eleven: Skills of Giving Information (2)

In this session we will:

- review the counselling skills of checking understanding and arranging follow-up to use when talking with caregivers

Giving Information

- Praise
- Inform
- Suggest
- Check understanding
- Arrange follow-up

Session Twelve: Field Trip 2

In this session you will:

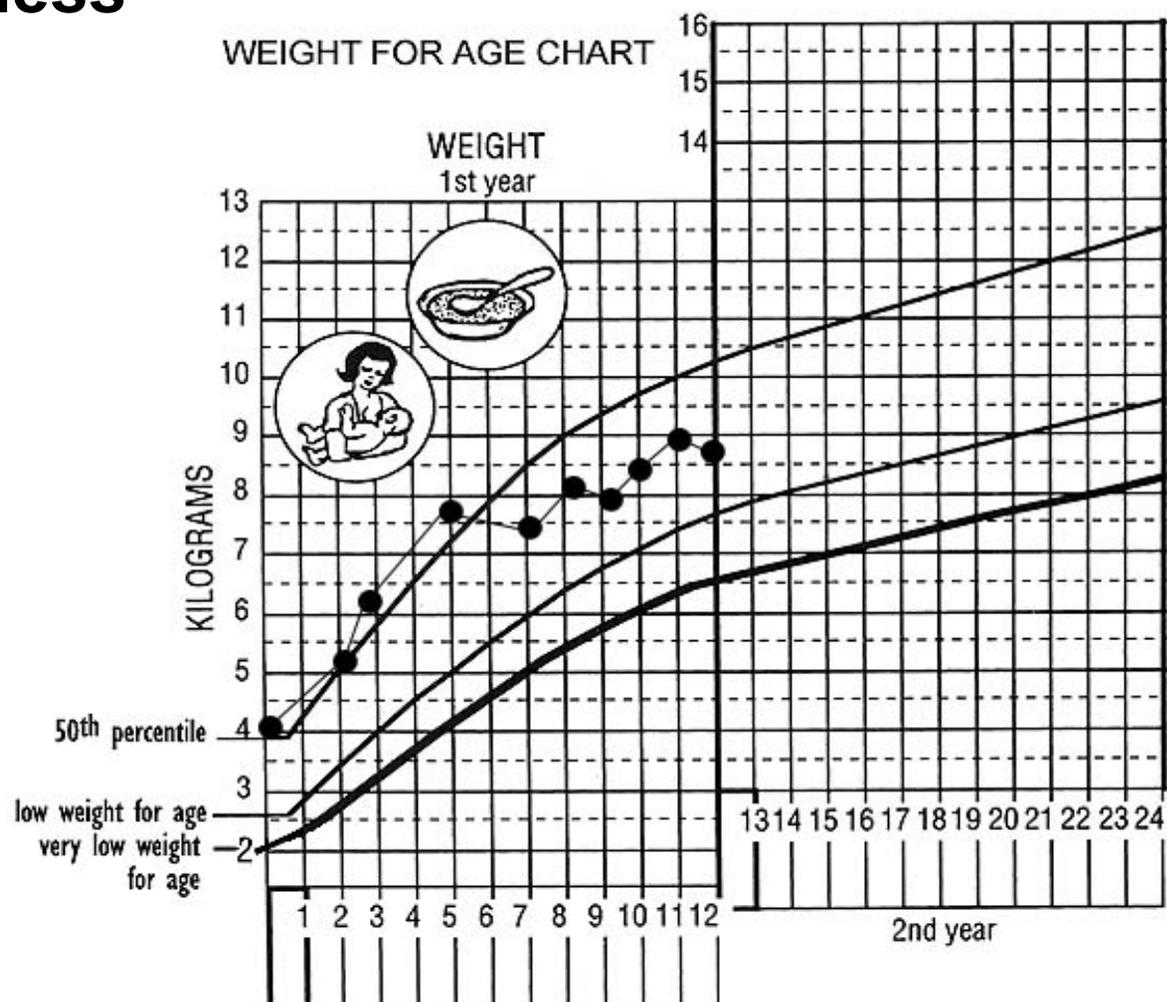
- practise gathering information about the feeding of young children by using the counselling skills and the Food Intake Tool to find out what an individual child eats, and
- practise using your counselling skills to give information to a caregiver.

Session Thirteen: Feeding During Illness and Recovery

In this session we will look at:

- the importance of continuing to feed a child during illness;
- ways of encouraging children to eat during illness and recovery, and
- counselling caregivers on appropriate feeding practices during illness.

Child with illness



Key Message 10:

Encourage children to drink and eat *during* illness and provide extra food *after* illness to help them recover quickly.



Key Message 10:

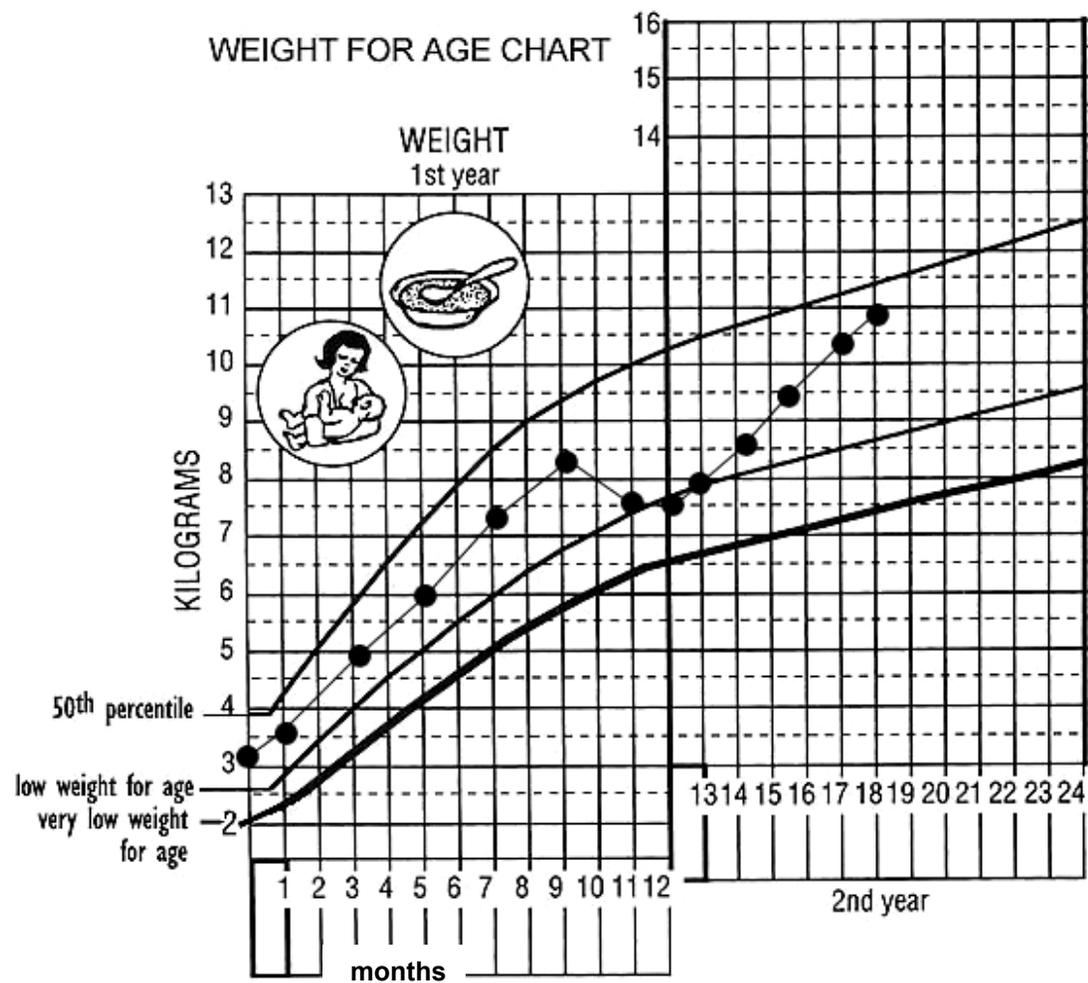
Encourage children to drink and eat *during* illness and provide extra food *after* illness to help them recover quickly.



Feeding the child who is ill

- Encourage the child to drink and to eat
 - with lots of patience
- Feed small amounts frequently
- Give foods that the child likes
- Give a variety of nutrient-rich foods
- Continue to breastfeed

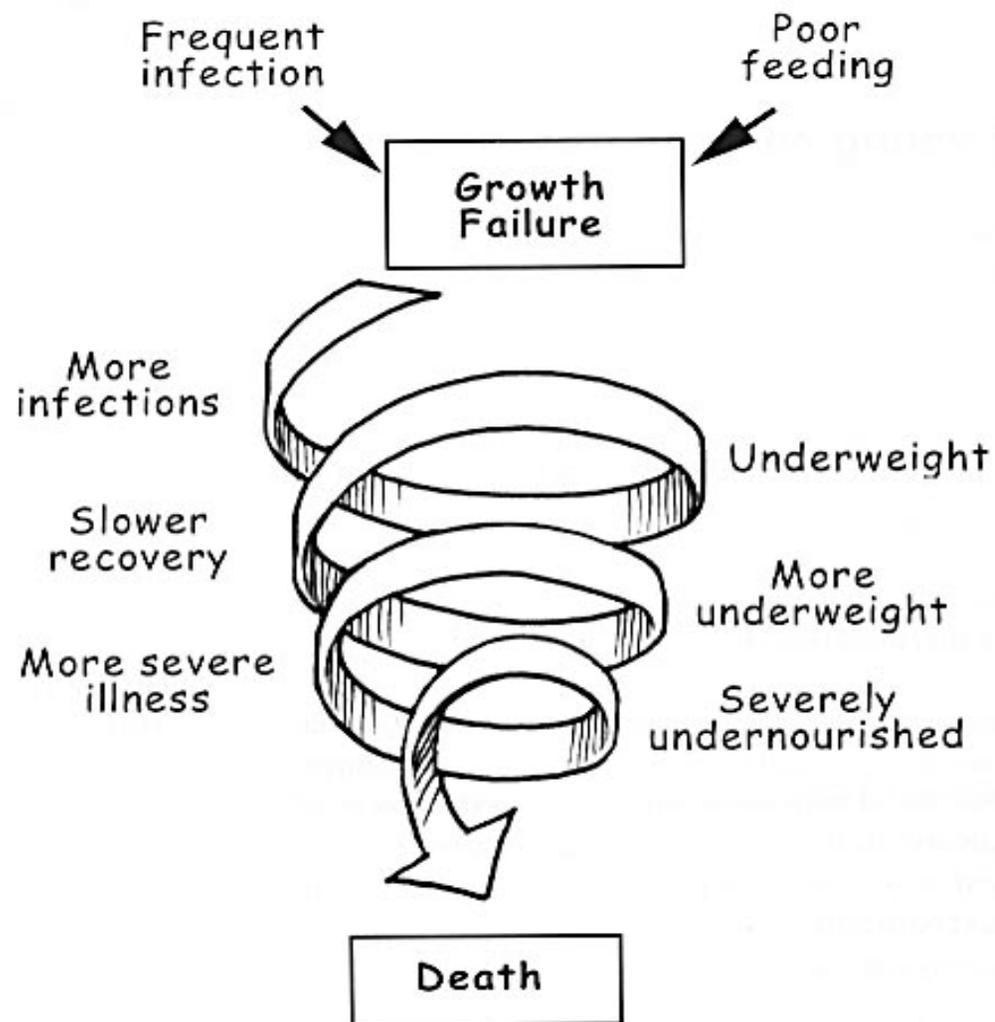
Recovery



Feeding during Recovery

- Feed an ***extra*** meal
- Give an ***extra*** amount
- Use ***extra*** rich foods
- Feed using ***extra*** patience and love
- Give ***extra*** breastfeeds

Cycle of Malnutrition



Session Fourteen: Food Demonstration

In this session you will:

- prepare a plate of food suitable for a young child;
- explain why you have chosen these foods;
and
- learn how to conduct a food demonstration with a caregiver.

**Sustain –
to keep something going into the future.**

Session Fifteen: Introduce Sustainable Practices

In this session you will look at:

- the stages of change that people go through in accepting new ideas;
- the value of sustainable practices; and
- developing a plan to share your knowledge and skills with your co-workers, so they can actively assist families in optimal complementary feeding practices.

Stages of Change (1)

People may say:

Stage 1. “There is no problem.”

Stage 2. “There is a problem, but it is not my responsibility.”

Stage 3. “There is a problem, but I have doubts about ...”

Myself

Other people

Change itself

Stage 4. “There is a problem, but I am afraid of the risk.”

Stages of Change (2)

People may say:

Stage 5. “I see the problem. I want to try to find possible solutions.”

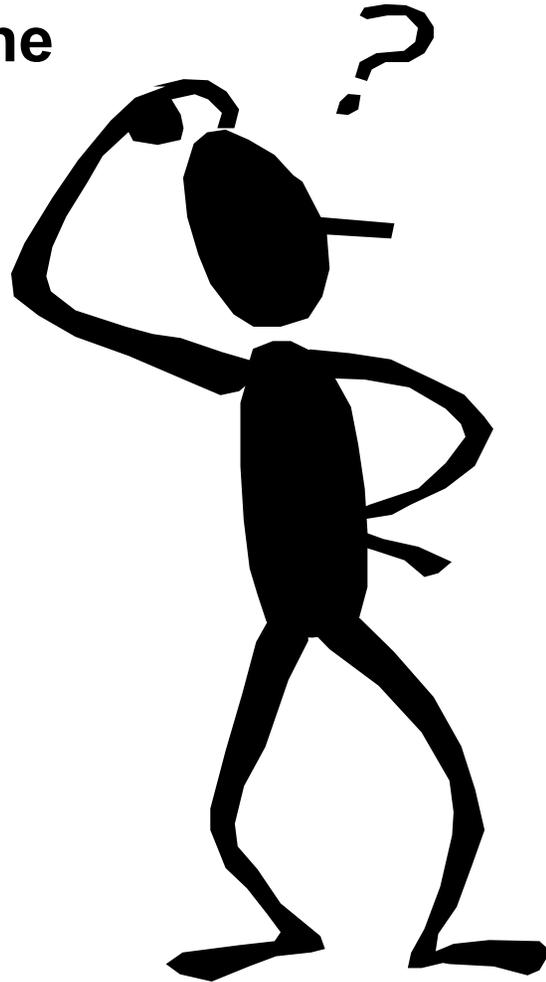
Stage 6. “We believe we can do it.”

Stage 7. “We can do it, and obstacles will not stop us.”

Stage 8. “We were successful. Now we want to show the results to others.”

Developing a Plan:

Step One

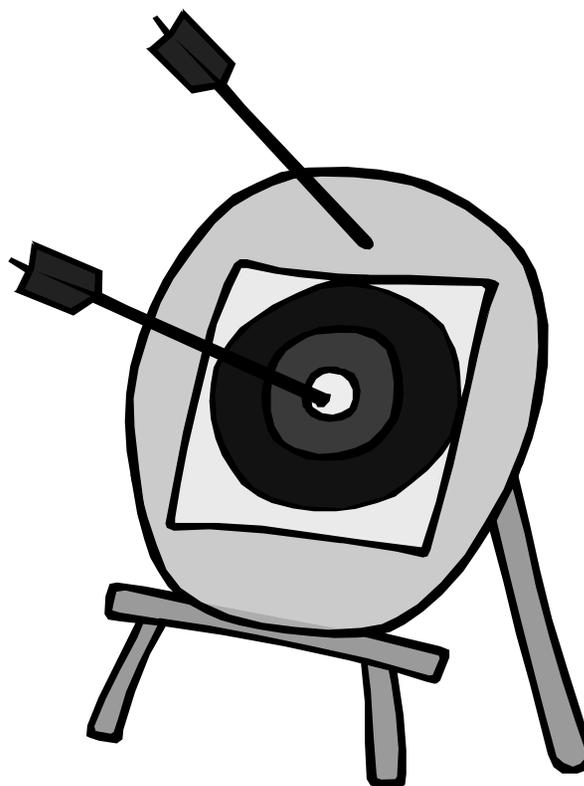
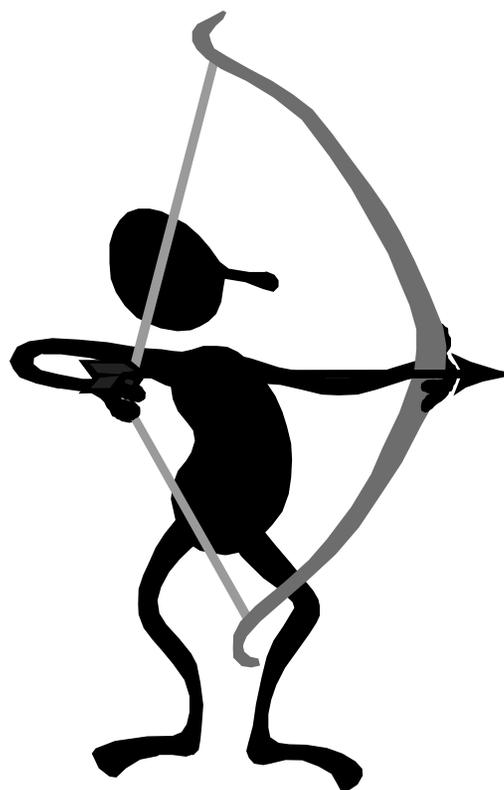


Where are we now?

Developing a Plan:

Step Two

Where do we want to be?



Are these targets specific and measurable?

Target A:

To improve complementary feeding practices in the area.

Target B:

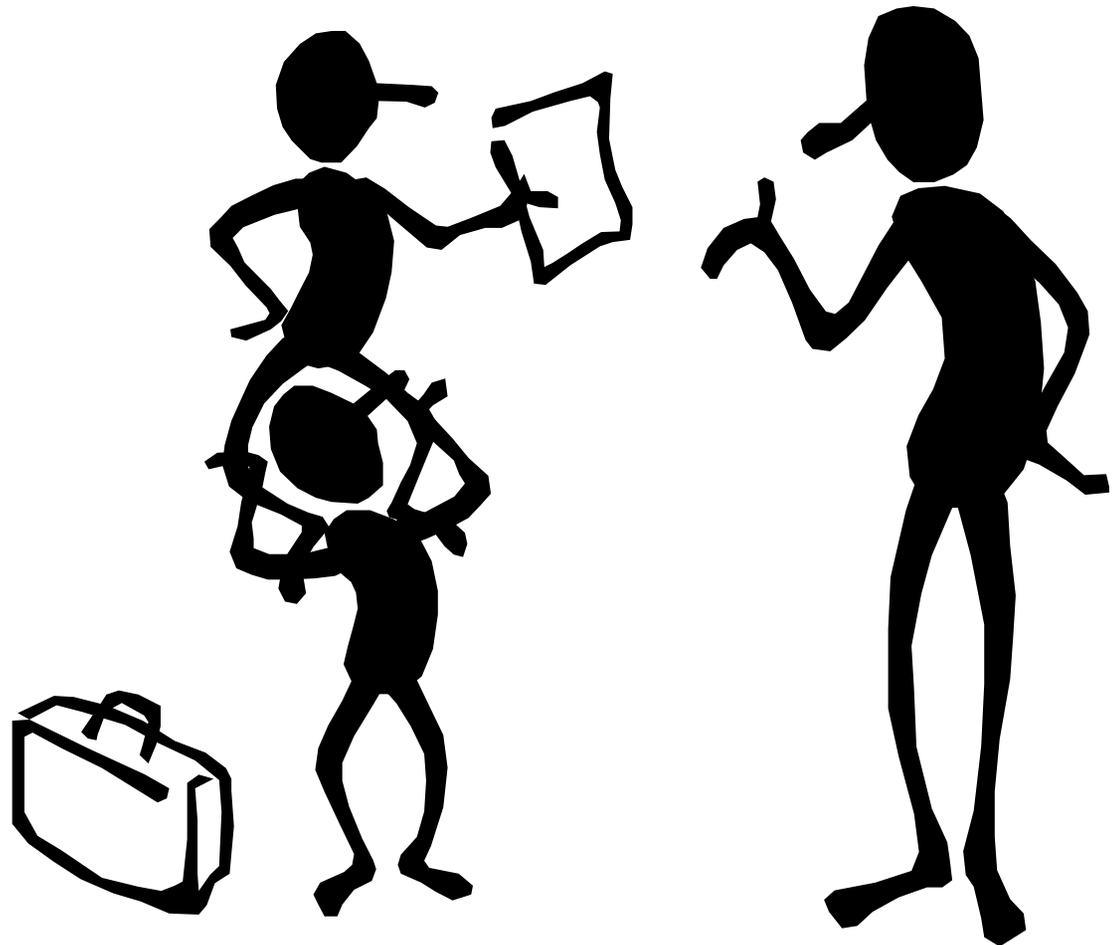
That in six months from now, 50% of caregivers of young children attending the health centre, will receive specific and consistent complementary feeding counselling.

Somewhere Health Centre Complementary Feeding Project Goals Stage One

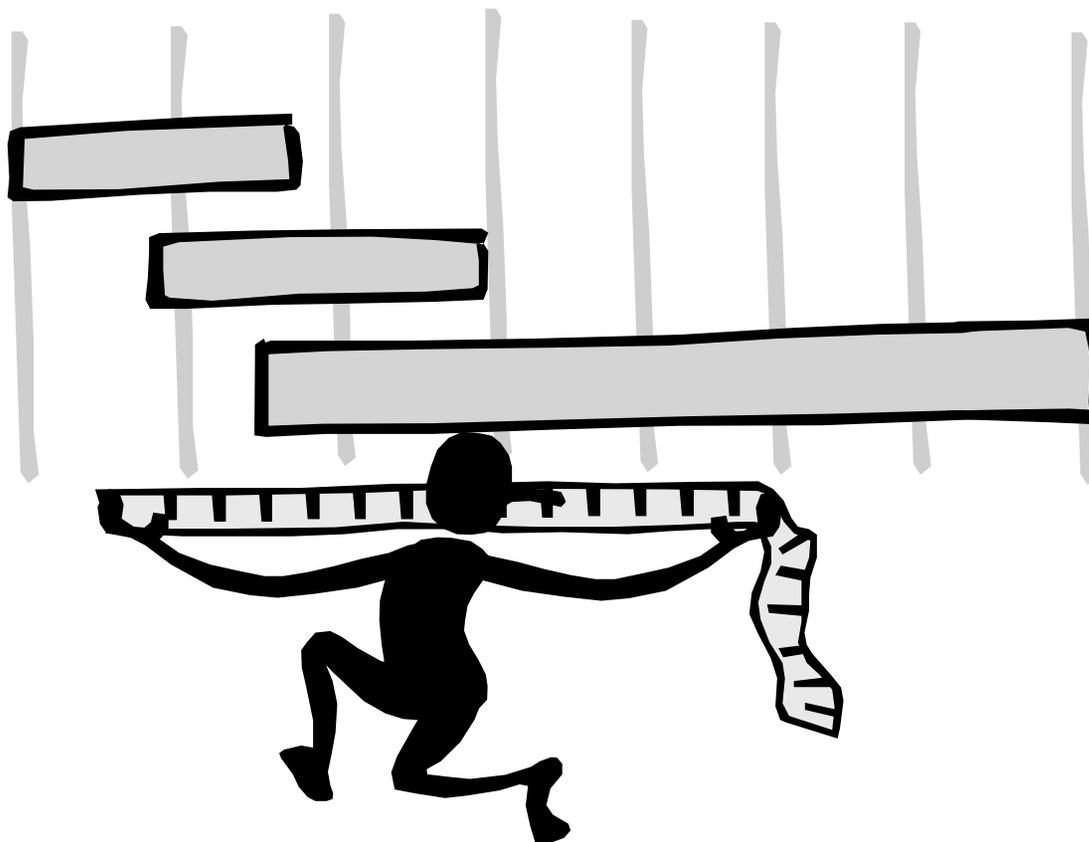
1. One month from now, all health workers will know two Key Messages,
2. Three months from now, health workers will have discussed these two messages with 50% of caregivers.

Developing a Plan: Step Three

**How will we
get there?**

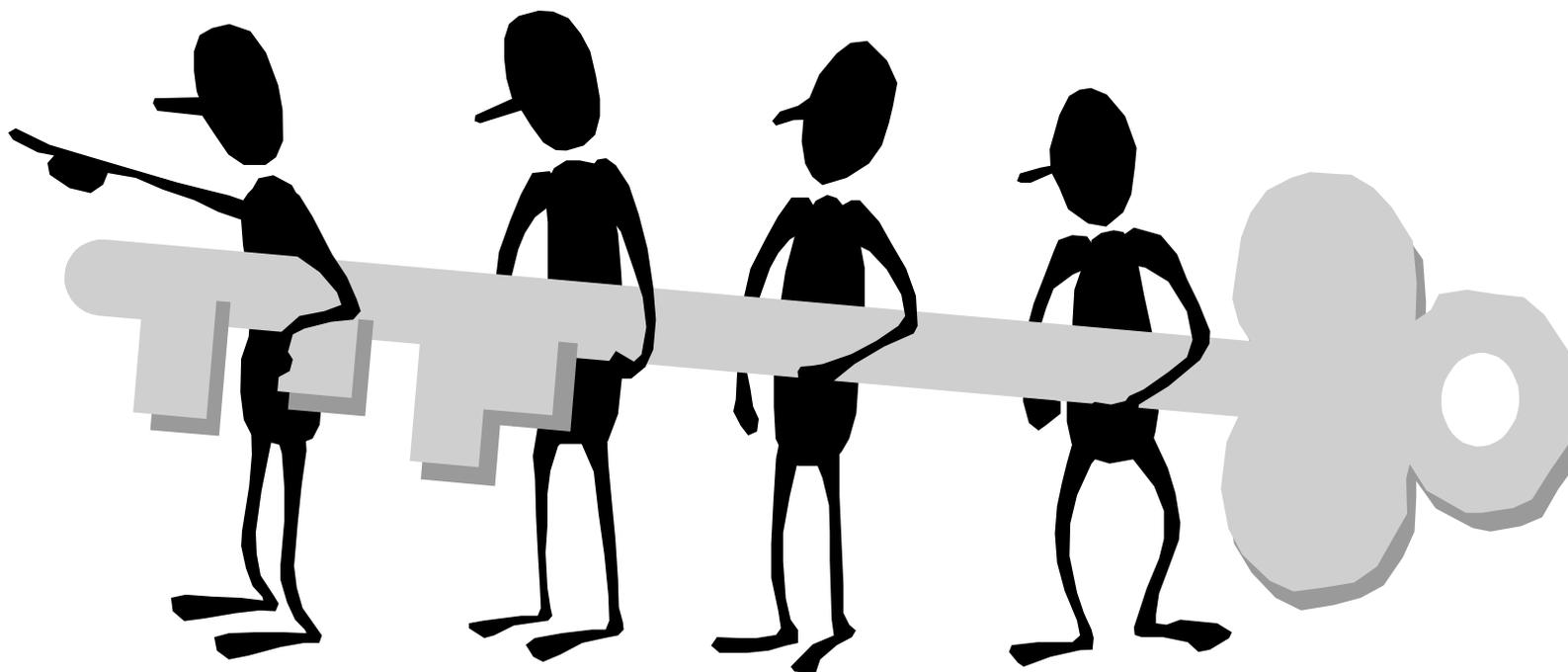


Developing a Plan: Step Four



How will we know if we are there?

Developing a Plan: Step Five



How will we sustain it?