

OUR CHILD

2

**This module covers
the following information:**

- Our child
- Developmental charts
- When your child is unsettled or crying
- Monitoring progress
- Sharing emotions and feelings



OUR CHILD



Materials

Large sweets/toffee, pens, flipchart (outcomes pre-written), copies for each participant of images 2.01-2.03, elasticated silky cloth, image 1.06.

Welcome everyone to the group.



Ask

Ask everyone to list a few things they learned last week. *"Are there any issues from the last session that anyone wants to cover again?"*

Remember that you can use the flip chart as a 'parking lot' for any topics that may be covered at a later date.



Icebreaker

10 minutes

1. Form a line and ask everyone to hold hands to make a long chain.
2. Explain that when someone has their hand squeezed, they then pass on the squeeze to the next person beside them with their other hand.
3. Choose someone at one end of the line to start. Explain that you will squeeze their hand and then they will begin.
4. Ask everyone to close their eyes.
5. Squeeze the hand of the person at the end of the line that you selected to start.
6. Each person passes on the squeeze once they feel it, so that it passes all along the line to the end.

Invite the group to sit. Discuss how that in order for the last person to feel the squeeze at the end of the line, it had to happen in steps. One hand squeeze led to another hand squeeze and they were passed along the line. We will discuss today steps in your child's development.



Explain

5 minutes

Outcomes for the module (on flipchart): By the end of this session you will be able to:

1. Understand how children develop.
2. Observe your child and show where she is on the development chart
3. Identify strategies to calm your child when she is distressed/irritable.
4. Talk about your support at home.
5. Understand the importance of talking about your own thoughts, feelings and emotions.

We will share tips for caring for our child and how we can be supported by other family members and our community. These ideas are a way to live our life with our child.



Materials

Image 2.01 (Make 3-4 sets of these cards for your groups.)

Communication	Self-care activities e.g. eating, toileting, dressing
Moving from place to place	Walking (if possible)

Give each group a set of the cards.



Ask

*"Which skills are **MOST** important to you for your child to learn first, then second, third, and fourth?"*

Discuss the sentences and put them in order of priority:

Everyone can then look at how each group has prioritised the issues and discuss altogether how they have come to the decision.

Each person may have a different area that is important to them. One area that is often forgotten is communication.

Discuss and ensure that the group covers:

Being able to communicate in some way with others, allows us to build a relationship with them. Additionally, your child can learn to help with her self-care skills even if she is not able to move around from place to place, or walk. Week 5 will focus more on communication.



Activity

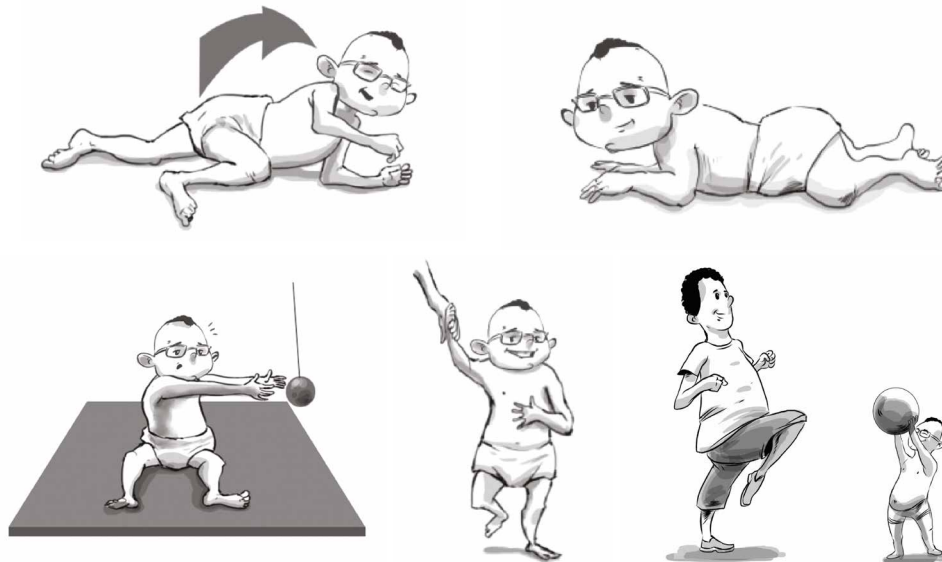
10 minutes

In small groups discuss the following: Think about your child and what you do with her every day. What are some of the skills you would like her to learn or get better at? They could be very small skills or something much bigger.



Materials:

Images 2.02 (a-e) (enough copies for one set per group)



Activity

15 minutes

Put up the five pictures below in random order. Discuss the pictures in small groups. Decide on the typical order in which you think most children usually develop.



Explain

Explain that you will now look at the usual order of development for children, and lay the pictures out in the correct order.



Ask

10 minutes

Ask the groups the following questions: *"Can you think how you have seen your child trying to do things? And what happens? If a child has difficulty moving what do you think she needs to help her to learn to do things?"*



Explain

Children learn by doing the same activity over and over and over again until they get better at it. A child with developmental difficulties has damage to areas in her brain, and therefore **may not be able to move by herself**, or perhaps only with great difficulty.

Young children with developmental difficulties do learn and change but they need **extra time** and **extra help** to keep developing. It is important to encourage your child to learn to do things for herself, rather than doing it for her all the time. If you set up the space around her with simple toys/things to look at, this will help her to play and learn more independently. If your child has difficulty doing things on her own, you will have to help her practice, over and over again.

DEVELOPMENTAL CHARTS



Materials

Images 2.03 (a-c). Everyone should have a copy.

DEVELOPMENT CHART: Movement

HEAD AND BODY CONTROL	 Lies on stomach and hold head up	 Rolls from stomach to back	 Pushes herself into sitting			
SITTING	 Sits only with support	 Sits leaning on hands	 Sits alone	 Twists and reaches	 Moves into and out of sitting	 Balances herself if tilted
MOVING FROM PLACE TO PLACE	 May crawl or shuffle on bottom	 Pulls to stand	 Walks alone or with hand held	 Squats to play	 Kicks a ball	

DEVELOPMENT CHART: Fine motor and thinking/playing

USING HANDS	 Holds with whole hand	 Can hold one object in each hand	 Holds between thumb and finger		
THINKING PLAYING	 Plays with or explores body	 Discovers and explores objects (push, pull, throw, shake)	 Puts objects into container and takes them out	 Sorts different objects	 Enjoys building

DEVELOPMENT CHART: Social interaction and behaviour

COMMUNICATION INTERACTION	 Expresses herself using sounds and facial expressions	 Repeats sounds and gestures	 Expresses herself using gestures or pointing	 Express herself using words
SOCIAL AND SELF HELP SKILLS	 Makes eye contact Cooes and gurgles when talked to	 Responds to simple commands	 Able to make choices	 Talks about what she does
	 Can breast-feed	 Chews solid food	 Drinks from a cup and eats most food without help	 Helps with undressing Indicates toilet needs
				 Uses the toilet without help



Activity

20 minutes

Hand out the development charts to each person.
Explain briefly what is happening in each of the pictures.

There are four categories for **Movement**:

- Head and body control
- Sitting
- Moving from place to place
- Using hands

Plus

- a category for **Thinking and Playing**
- a category for **Communication and Interaction**
- a category for **Social and Self-help skills**

Working in small groups, ask everyone to mark (in pencil) where their child is on the development charts.

Look at each section of each page of the development charts, and tick off all the things that you have seen your child do. If you are unsure, when you get home, ask other people in your family, or a friend, or a health worker to help you. Put your child into each of the different positions to see what she can do. When you have finished, the chart should show where your child fits in each row. Remember, there is no right or wrong answer. You are building up a picture of where YOUR child is with her development.

Deal with one section at a time, and allow time for lots of discussion and interaction.

Facilitator Tips:

This next part of the session is to encourage caregivers to share strategies amongst themselves for when their child is unsettled or crying. Try to encourage as much interaction as possible.

WHEN YOUR CHILD IS UNSETTLED OR CRYING



Materials

A cup and four pieces of paper with the words 'stomach pain', 'headache', 'tired', 'emotional' written on them.



Icebreaker

20 minutes

Put the pieces of paper into the cup. Break into groups of three. Explain that one person per group will pull out a piece of paper. They must then act out what is written on the paper without using words or pointing.



Explain

Now that we have looked at our children's development, we are going to talk about children's emotions and crying.

All children have a wide range of normal crying, fussing and sleep. It is very common for children to have prolonged crying, fussing or irritability, especially in the first few months of life. This can be very stressful for parents and affect their confidence.

Children with congenital Zika Syndrome are often more irritable than other children.



Materials

Flipchart and pens.



Explain

Many factors can contribute to irritability/prolonged crying and sleep difficulties in children with developmental difficulties.



Ask

"Why do you think some babies are more unsettled than others?"

Key points to include for why some babies may be more unsettled:

- Differences in personality of babies.
- Feeling unwell, such as difficulties with feeding and digestion, seizures, infection, pain in the muscles and joints.
- Feeling hungry, tired or have a dirty nappy.
- Sudden changes in the home environment (e.g. hot or cold, noise), emotional distress.
- Some babies with developmental difficulties may cry because their body can feel quite unusual to them.



Ask

"What strategies have you tried for settling your baby? What has worked best? What hasn't worked?"

Other suggestions for if your baby is not settling:

- Think about some of these reasons and see what solutions can be tried out.
- Many strategies may help to soothe unsettled babies.
- It may take time and extra support to find out what works for your baby.

- All children are different.
- It is important that you comfort your baby if she seems distressed, this will not 'spoil' your baby. (e.g. feeding, use of pacifiers, cuddling, gentle rocking, carrying your baby in a sling, talking/singing/music, bath, gentle massage).



Activity

One example to try is to put your child in a slightly elasticated silky cloth, to make a hammock. Place her in the middle of the cloth in an upright position and two people can rock her gently up and down. She can use her hands to play with a toy when she is settled. (Image 2.04)

What kind of rocking or swinging have you tried before? Have you found anything else with wrapping or swinging your child that has helped?



Ask

"When do you think it is important to seek help and support?"

Key points to include:

- It is important for you and your child that you talk to others if your child has prolonged crying, fussing or irritability.
- If your child has been irritable for a long time or if her crying gets worse, take her to see a health worker or health facility, since there may be a health problem that causes this.
- Health workers may assess your child for many health issues that can make your baby irritable. This can take some time over several visits or sometimes a stay in hospital. Ask your health worker about their recommended next steps.

Break

10 minutes



Icebreaker

10 minutes

- Ask 6 people to stand in a circle and face each other, shoulder to shoulder. The remaining people can sit around them.
- Ask everyone to hold hands and remember whose hand they are holding on their right and left.
- Ask everyone to move around and then re-form a circle.
- Everyone then reaches through the circle for the person's hands that they were holding before. Then, they try to untangle the knot of arms without letting go of their hands.
- After 3 minutes ask the remaining people who are sitting for their suggestions or if they have any ideas that may help.



Ask

"How did you start to work as a team? Did you have the same goal? What made untangling easy? What made it hard? What was it like having ideas from outside your circle?"

Discuss that you need to have a team that works together to a common goal. We are going to talk about your team.



Activity with materials

30 minutes

Use image 1.06. Split into two groups.

"Last week you told us a little bit about yourselves and your child. This week we'd like to hear a little bit more about other people who make up your family and close friends. Using the **GREEN** part of the chart, can you draw some of the people who are involved in your day to day life and tell us a little bit about how they contribute to helping look after your child."

When everyone is introducing their family, ask: "Did you speak to people at home about what you learned last week? What was the response from the person you tried to talk to?" Allow 5-10 minutes for discussion then ask for the group to feedback some of the issues they discussed.



Ask

Has anyone in the group got any suggestions on how to talk to other members of your family when it is not easy?

Facilitator Tips:

One of the greatest challenges is that caregivers are incredibly busy, and do not have extra time to spend practicing the different activities they had learnt in these sessions with their child. This highlights the importance of involving other members of the family in the programme, and encouraging caregivers to share information from the sessions with other family members once they returned home. Make sure grandparents or siblings or other caregivers are made to feel really welcome at any meeting.

MONITORING PROGRESS



Ask

"Can you share something important that you have realized about your child after being here today? What else would you like to know?"

Write up any comments or suggestions that are made.



Materials

Flipchart with take home messages.

Take Home Messages:

- All children have the potential to learn and develop new skills.
- Each child will learn and develop at her own pace and in her own way.
- Sometimes, your child may need help to practice skills or activities.
- There are several reasons why children can cry or be particularly irritable.
- All parents (whether their child has developmental difficulties or not) have a range of emotions and feelings. This is normal.
- Think about who you can reach out to for extra support.

SHARING EMOTIONS AND FEELINGS



Explain

30 minutes

Each week we are going to have a session at the end that focuses on how you, as caregiver, are. We will talk about thoughts, feelings and emotions that are quite normal to have when raising a child.



Ask

"How many different types of mood/feelings can you list?" (e.g. happy, sad, anxious etc).

"When it comes to moods and feelings, what is normal?"

There is no normal, everyone feels different things at different times.

“What different thoughts feelings and emotions do you think all parents feel when they have a new child? Do you think these are different for a child with developmental difficulties? How?”

Again, it is important to emphasize that ALL parents feel a range of emotions at different times. This is normal. If anyone has other children, they may be able to support this statement.

When you have a child, especially a child with developmental difficulties, it can sometimes feel that your whole life is focused on them. You take them for medical appointments, care and support them during the day. Even this programme is about learning more about your child. It may feel like it is rare that anyone asks how YOU are doing.

At the end of each week, we are going to ask that. We are going to ask how things have been this week for you and how things felt during that session. You don't have to say anything, and it may feel uncomfortable at first. One of the most important things with coping is being able to share your feelings and emotions with others, when you feel comfortable to do so.



Activity

Stand in a circle. Ask everyone to focus on themselves.

“What would you like for your own life?”

It is important to recognize that we all have hopes and dreams. Thank everyone for sharing their wishes for the future. Some people may not be able to think immediately about what they would like for their own life. It can take time to think about what we would like in the future and each person will have their own thoughts for this.

