

# FORM 4.1: HOME VISIT CHECKLIST FOR SUPERVISORS OF CHWS, MOTHERS AND FOR CHILDREN OF ALL AGES, NEGOTIATING FOR BEHAVIOUR CHANGE

## INSTRUCTIONS

1. Use the checklist immediately below for home visits (regardless of topic)
2. Also use the checklist that corresponds to the topic the CHW is discussing today (Infant and Young Child Feeding (IYCF), Early Childhood Development (ECD) or WASH) to make sure the CHW is covering the correct topic areas and is using negotiation skills per the training they received
- e. Get the individual to agree to try one or more of the options
- f. Resolve any questions/concerns about practising the behaviour
- g. Agree upon a date/time for a follow-up appointment
- h. Review key points of the last meeting

## DOES THE CHW OR OTHER VOLUNTEER:

1. Introduce herself/himself and establish confidence
2. Introduce herself/himself and greet the household head (if present)
3. Ask about whether other family members are present who would benefit by participating in the discussion (influencing groups)
4. Keep his/her head level with the mother/parent/caregiver
5. Pay attention and maintain eye contact
6. Ask open-ended questions
7. Choose a topic that is appropriate to 1) the age of the child, 2) whether the mother is pregnant or breastfeeding, or 3) any other needs in the household
8. Follow the steps of Negotiating for Behaviour Change
  - a. Spend enough time asking, listening and observing to really understand the situation of the mother, father or other individual in the household
  - b. As appropriate, praise the person for doing recommended practices (especially if this is a return visit)
  - c. Identify difficulties to changing practices
  - d. Discuss and recommend options (small, do-able actions) individuals can try

Ask the CHW to name one or more things he/she did well. Note your observations here:
Name one important thing you recommend to the CHW that she can work on to improve next time:
Other feedback:

# FORM 4.2: IYCF

If the home visit is about IYCF, for all children < 2 years of age, use this job aid:

## ASK AND LISTEN TO DETERMINE:

- Child's age
- How the child is doing, recent illness, apathy, etc.
- Current breastfeeding status
- If mother is experiencing any difficulties breastfeeding
- Whether the child is drinking other fluids
- Whether the child is eating other foods
- What the 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 practices
- 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 teach back what the mother/caregiver understands the agreed-upon behavior means
- 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 4.3: ECD

If the home visit is about ECD, for all children < 2 years of age, use this job aid:

## ASK AND LISTEN TO DETERMINE:

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

## IDENTIFY

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

## DISCUSS AND RECOMMEND

- Praise the mother/caregiver for doing recommended practices
- 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 teach back what the mother/caregiver understands the agreed-upon behavior means
- 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 4.4: WASH

If the home visit is about WASH, for all children, use this job aid:

## ASK AND LISTEN TO DETERMINE:

- 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 nearby 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 practices
- 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 teach back what the mother/caregiver understands the agreed-upon behavior means
- 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 4.5: MATERNAL HEALTH

If the home visit is about maternal health, use this job aid:

## 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 level, foods the mother eats

## IDENTIFY

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

## DISCUSS AND RECOMMEND

- Praise the mother for doing recommended practices
- Address difficulties (for example, heavy workload, 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 to teach back what the mother understands the agreed-upon behavior means
- Ask the mother about any questions/concerns
- Suggest where the mother can find additional support
- Agree upon a date/time for a follow-up appointment
- Thank the mother for her time