

Pre-Training Competence Checklist

Please rate your level of confidence in the topics and skills listed below on a scale from 1 to 5, where 1 = least confident and 5 = most confident.

- 1 = I am not at all confident / I do not know the topic / I need to be trained on this
- 2 = I am a little confident / I am familiar with the topic / I still need to be trained on this
- 3 = I am somewhat confident / I would benefit from a refresher training and opportunities to practice
- 4 = I am moderately confident / I would benefit from opportunities to practice
- 5 = I am very confident / I feel ready to train others on this / I do not need a refresher training

Full name:

Your current place of work:

Your current role:

Your email address:

Topics and skills:

1. Define disability using the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and the WHO International Classification of Functioning, Disability and Health (ICF).
2. Identify barriers that children and mothers with disabilities in accessing health and nutrition services.
3. Describe communication strategies for interacting with children and mothers with disabilities.
4. Describe common types of childhood disabilities.
5. Explain the relationship between disability and nutrition.
6. Identify common nutrition-related concerns in children with disabilities.
7. Identify causes of malnutrition in children with disabilities.
8. Accurately assess growth in children with disabilities (e.g., weighing, measuring, interpreting growth charts).
9. Describe strategies to address nutrition-related concerns in children with disabilities.
10. Explain the typical development of feeding skills in infants and children.
11. Describe common feeding difficulties in infants and children with disabilities.
12. Define aspiration and recognize its signs.
13. Screen children with disabilities for feeding difficulties.
14. Apply Infant and Young Child Feeding (IYCF) breastfeeding support actions for infants with disabilities.
15. Describe feeding strategies for infants with disabilities (e.g., breastfeeding positions, non-feeding suck).
16. Describe responsive feeding strategies for infants and children with disabilities.
17. Describe the impact of positioning on feeding.
18. Safely position children with disabilities for feeding.
19. Describe various textures of foods and their implications for feeding.

20. Describe strategies to build feeding skills in children with disabilities.
21. Counsel caregivers of children with disabilities on feeding and nutrition.
22. Train and support peers and frontline workers in providing disability-inclusive nutrition and feeding support.
23. Describe Gender Based Violence (GBV) and the impact on maternal and child nutrition.
24. Describe GBV Risk and linkages with disability.
25. Implement GBV Risk mitigation measures and receipt of disclosures.
26. Receive a GBV disclosure applying a survivor centered approach.
27. Assist a GBV survivor to breastfeed, use BMS, and complementary feed.
28. Describe how the timing, duration and frequency of IYCF counselling is adapted to support caregivers who are stressed.
29. Explain how stress impacts responsive feeding and describe strategies to mitigate.
30. Employ self-care strategies to regulate your own emotions and practice self-care as a counselor working in an emergency.