

DISABILITY-INCLUSIVE NUTRITION AND TRAINING

Pre/Post-Test

Name: _____

☐ Before training (pre-test)

☐ After training (post-test)

	Question	Answers	
1.	Mark one What type of barrier does this statement indicate? <i>"I don't need to understand about disability. We are not a disability health service."</i>	- Financial barrier - Physical barrier - Attitudinal barrier - Communication barrier - Institutional barrier	
2.	Mark one This food texture is tender and moist. You need to have the ability to chew to manage it easily. Which one is it?	- Mashed - Soft and bite-sized - Puree - Mixed textures - Crunchy and dissolvable	
3.	Mark all that apply Match each condition to the correct description.	Conditions A. Cerebral palsy B. Hydrocephalus C. Down syndrome D. Cleft lip & palate E. Spina bifida F. Autism	Descriptions 1. Fluid buildup in the brain 2. Muscle and movement difficulties 3. Opening in the lip or roof of the mouth 4. Social and communication challenges 5. Extra chromosome causing delays 6. Spine does not form properly
4.	Define disability in 1-2 sentences.		
5.	List <u>three</u> signs of aspiration.		
6.	Mark one Select the one <u>true</u> statement about breastfeeding positions that support infants with disabilities during feeding.	- All infants with disabilities benefit from the same position. - Using different positions confuses infants with disabilities. - Infants with disabilities cannot have proper attachment. Feed with a cup. - A mother can try a variety of positions to achieve and maintain good attachment.	

	Question	Answers
7.	Mark all that apply Which of the following might be a way that a child communicates they are ready for another bite?	• Mouth full of food • Turning head away • Looking at feeder • Mouth open • Pushing food away • Crying • Awake and alert • Bringing hands to mouth
8.	Mark all that apply During feeding, what does a good body position look like?	• Hips: stable and at a 90-degree angle • Head: tilted slightly back • Trunk: straight and upright • Hands: hanging down at sides • Feet: flat on a firm surface
9.	Mark all that apply Which of the following are signs that a child might be having feeding difficulties?	• Mother has to go to extra effort to get her child to eat • Child shows hunger and fullness cues • Mealtimes are stressful • Child has favorite foods • Child takes more than 30 minutes to finish a meal • Child has frequent respiratory illness • Child is growing well • Mother has concerns about her child's feeding
10.	Give one example of how malnutrition can cause a disability in a child, and one example of how a disability can cause malnutrition.	Malnutrition → disability: Disability → malnutrition:
11.	Mark one Select the one <u>true</u> statement about growth in children with disabilities.	• All children with disabilities have poor growth – it is a natural part of their disability. • WHO growth charts cannot be used for children with disabilities. • In most cases, poor growth in children with disabilities is caused by inadequate nutrition, feeding, care, and support. • Poor growth in children with disabilities is mainly due to genetic factors.

	Question	Answers
12.	Mark all that apply How does maternal stress impact infant and young child feeding?	• It can interfere with or delay the let-down reflex – the start of the release of milk – during breastfeeding. • It always increases milk production. • It may reduce a mother's ability to respond to her child's feeding cues. • It can lead to early cessation of breastfeeding. • It guarantees the baby will be underweight.
13.	Mark all that apply How might a mother experience stress if her child is born with a disability?	• She may feel grief or sadness about her child's diagnosis. • She may fear being blamed or rejected by family or community. • She will automatically stop breastfeeding. • She may worry about accessing health or nutrition services for her child. • She may feel isolated or unsupported in her caregiving role.
14.	Select the one statement that is <u>INCORRECT</u> In what ways can we help reduce the risk of gender-based violence (GBV) for children with disabilities and their caregivers?	• Promote inclusion and acceptance of disability in community awareness efforts. • Ensure caregivers and children have safe, confidential access to health and protection services. • Assume that only some people are at risk of GBV, so targeted protection is enough. • Design all programmes to be safe and inclusive, assuming that anyone, regardless of disability, gender, or age, may be at risk of GBV. • Strengthen caregiver support networks, including peer groups and psychosocial support. • Train nutrition staff on GBV risk mitigation, to receive GBV disclosures, and to know referral pathways.
15.	Mark all that apply In what ways may the risk of gender-based violence (GBV) increase when a child is born with a disability?	• The mother may be blamed by her partner or family for the child's condition. • The added caregiving demands may increase tension and risk of intimate partner violence. • The mother is automatically given more support from her community. • Stigma around disability may lead to isolation, making the mother more vulnerable to abuse. • A partner may use the child's disability to justify controlling or harmful behavior.

