

MODULE 7

Practicing Disability-Inclusive Nutrition and Feeding Support

(Total time: 180 minutes)

7.1 Disability-Inclusive Nutrition and Feeding Scenarios

Time: 3 hours

Preparation & materials required: Slide Deck, IYCF Counseling Cards (generic or country-specific), scenario documents, activity sheet, and answer key.

Preparation and materials required for option 1: Contextualize scenarios A, B, C, and D.

Objectives: At the end of this module, learners will be able to:

- Apply disability-inclusive nutrition and feeding interventions and counseling for children and mothers with disabilities.

Key message(s) to take away for learners:

1. Conduct disability-inclusive nutrition and feeding assessment and counseling in a safe environment to identify areas of strengths and work through priority challenges to effectively support children and mothers with disabilities.

Activity 7.1

Disability-inclusive nutrition and feeding scenarios

Activity Summary	Key message(s)	Slides & Material(s)
Practical	1	Slides 317-321 Contextualized Scenarios A, B, C, and D – all relevant documents: Mod 07_Scenario A_Full Assessment Mod 07_Scenario B_Full Assessment Mod 07_Scenario C Mod 07_Scenario C_Weight-for-age growth chart Mod 07_Scenario D_Full Assessment

		IYCF Counselling Cards (generic or country-specific) Mod 07_Handout_Feeding Difficulties Screening Checklist_BW (in black & white) Mod 07_ActivitySheet_Disability-inclusive Nutrition & Feeding Scenarios Mod 07_ActivitySheet_Disability-inclusive Nutrition & Feeding Scenarios_Answers
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Instructions

Note: The IYCF Full Assessment Form used in this activity is designed for children aged 0–23 months and is included in Scenarios A, B, and D. Scenario C involves a child older than 23 months and therefore uses different documentation. If the training is taking place in a country that has a similar assessment form tailored for children aged 24–59 months, it may be incorporated into Scenario C.

Adapt case studies to reflect the local context. This may include changing the names of children and towns, modifying details to align with the realities of the country or community where the training is taking place, and incorporating references to local systems, services, and programs.

Activity (60 minutes for group work + 120 minutes for role play & discussion):

- Explain that we are going to use some scenarios to apply what we have learned in this training.
- Divide participants in to four groups and assign each group a Scenario from A, B, C, and D.
 - Scenario A: 4-month-old female; suspected disability; high tone
 - Scenario B: 14-month-old male; Down syndrome
 - Scenario C: 3-year-old male; cerebral palsy; contractures
 - Scenario D: 20-month-old female; feeding difficulties; mother who is blind or partially-sighted
- Handout all the relevant documents for each of the assigned scenarios, one full set of forms per person in the group.
- Participants are to go through the scenarios and take the following steps for the group scenario:
 - Look at the information provided in the completed **IYCF Full Assessment Form**. Read each section carefully to learn about the child and the mother.
 - Discuss each section in the form with your group and note down any concerns you have that you may want to address during a counseling session. You will prioritize these concerns before counseling the mother.
 - Based on information from the assessment form, complete the **Feeding Difficulties Screening Checklist**. This will help you summarize feeding-related concerns.
 - Complete the **activity sheet**:
 - *What are the risk factors for the mother and child?* Based on all the information you have, list the factors that contribute to malnutrition and feeding difficulties for the child, including factors related to the mother and/or the child.

- *Feeding Difficulties Screening Checklist.* Using the checklist, what is your assessment of the child's feeding status? What aspects of feeding indicate risk?
 - *Identify two priority issues.* At this point, you may have identified several concerns that you would like to address with the mother. However, asking a mother to make too many changes at once may be unreasonable, discouraging, or overwhelming. So, it is important to prioritize the issues you want to address and focus on small, manageable changes. That means determining the order in which issues are addressed. You may need to focus on only a few that are more important or urgent than others.
Consider:
 - Does it affect the child's safety? Then it is a top priority.
 - What do you know about the mother you are counseling? Listen to her ideas and what she cares about.
 - Is it feasible? Are there major barriers to overcome or limited access to resources to consider?
 - How complex is it? Do you need to break it down into smaller, simpler steps?
 - *Counselling cards, strategies, and adaptations.* Decide which of the counselling topics, C-IYCF Counselling Cards (if applicable), nutrition and feeding strategies, or adaptations would be useful to provide support to this caregiver and child, according to the challenges identified.
 - *Any other support needed? (e.g., referrals).* Determine if the mother and child would benefit from additional support or services.
- Complete **Section 11 (COUNSELLING ACTIONS/DECIDE ON CARE PLAN)** of the IYCF Full Assessment Form.
 - Discuss with your group a plan for counselling the mother.
 - Prepare a short role play of the first counselling session, targeting the priority problem(s) and using the identified counselling card(s) (if applicable).
- Walk around the room and answer questions as needed.
 - After 60 minutes, ask each group to present their scenario, describing briefly the case of the child-mother pair (e.g., child's age, sex, health condition, nutritional status, feeding status, etc.), and then role-play their Scenario – one person as the counsellor and one person as the mother/ caregiver.
 - After each role-play, ask the rest of the group for reflections:
 - What positive counselling skills did you observe?
 - Is there any constructive feedback to give?
 - Did you agree with the counselling topics and information given to the caregiver?
 - For each scenario, allow 15 minutes for presentation and role-play and another 15 minutes for reflections and discussion. Add your own reflections to the discussion and review topics and strategies if you think additional training is needed.

At the end of the activity

- A thorough debrief is really important after the simulation. Ask the group how they found the experience, what their successes were, and understand where there may have been challenges. It is also important for you as a facilitator to give feedback on your observations.
- When closing the session, make sure that participants are confident in their ability to apply the nutrition and feeding interventions to children and mothers with disabilities. Consider arranging follow up one-to-one support with individuals who have concerns, or you feel

could potentially use some additional training or encouragement. On-the-job mentoring and regular supportive supervision are essential for all staff.



Check before proceeding.

These are the key messages for this module. Have these been explicitly addressed and learners appear to have a good understanding of them?

1. Conduct disability-inclusive nutrition and feeding assessment and counseling in a safe environment to identify areas of strengths and work through priority challenges to effectively support children and mothers with disabilities.

