

Form 1. Direct Observation checklist – child (2 months-5 years)

Date:/...../.....
 Evaluator ID:.....
 Child No.:
 Child: Sex: (1) M (2) F
 Age (in months):

District ID:
 HSA ID:
 Time to Start:
 Time to End:
 Caretaker: Sex: (1) M (2) F
 Relationship (1) Biological Mother (2) Father (3) Other.....

ASSESSMENT MODULE

→ Record what you hear or see.

A1. What problems does the caretaker state the child has? Circle all signs mentioned.

- a. Fast/difficult breathing (1) mentioned (2) not mentioned
 b. Cough (1) mentioned (2) not mentioned
 c. Pneumonia (1) mentioned (2) not mentioned
 d. Diarrhoea (loose stools) (1) mentioned (2) not mentioned
 e. Fever (1) mentioned (2) not mentioned
 f. Malaria (1) mentioned (2) not mentioned
 g. Convulsions (1) mentioned (2) not mentioned
 h. Difficulty drinking or feeding (1) mentioned (2) not mentioned
 i. Vomiting (1) mentioned (2) not mentioned
 j. Red eyes (1) mentioned (2) not mentioned
 k. Any other problems (1) mentioned (2) not mentioned →Specify

Note: if the following have already been mentioned by the caretaker, it is considered a "Yes" response.

A2	Does the HSA ask if the child has cough?	(1) Yes	(2) No	
A3	→If cough, did the HSA ask for how long? days	(1) Yes	(2) No	(7) NA
A4	Does the HSA ask for diarrhoea (loose stools)?	(1) Yes	(2) No	
A5	→If diarrhoea, did the HSA ask for how long? days	(1) Yes	(2) No	(7) NA
A6	Does the HSA ask if there is blood in the stool?	(1) Yes	(2) No	
A7	Does the HSA ask for fever (reported or now)?	(1) Yes	(2) No	
A8	→If fever, does the HSA ask for how long? days	(1) Yes	(2) No	(7) NA
A9	Does the HSA ask whether the child has convulsions/history of convulsions?	(1) Yes	(2) No	
A10	Does the HSA ask if the child has difficulty drinking or feeding?	(1) Yes	(2) No	
A11	→If difficulty drinking or feeding, does the HSA ask if the child is NOT able to drink or feed ANYTHING?	(1) Yes	(2) No	(7) NA
A12	Does the HSA ask whether the child is vomiting?	(1) Yes	(2) No	
A13	→If vomiting, did the HSA ask if the child is vomiting EVERYTHING?	(1) Yes	(2) No	(7) NA
A14	Does the HSA ask if the child has red eyes?	(1) Yes	(2) No	
A15	→If red eyes, does the HSA ask for how long? days	(1) Yes	(2) No	(7) NA
A16	→If has red eyes, does the HSA ask if there is difficulty in seeing?	(1) Yes	(2) No	(7) NA
A17	Does the HSA ask if there are any "other problems"?	(1) Yes	(2) No	
A18	Does the HSA look for chest indrawing?	(1) Yes	(2) No	
A19	If cough, does the HSA count breaths in 1 minute?	(1) Yes	(2) No	(7) NA
A20	→If yes, how many breaths counted? bpm	(1) Yes	(2) No	(7) NA
A21	Is the child visibly awake (smiling, playing, crying with energy)?	(1) Yes	(2) No	
A22	→If not visibly awake, does the HSA check for lethargy or unconsciousness (try to wake up the child)?	(1) Yes	(2) No	(7) NA
A23	Does the HSA look for palmar pallor?	(1) Yes	(2) No	
A24	For a child 6 months to 5 years, does the HSA check for MUAC tape colour? Colour:.....	(1) Yes	(2) No	(7) NA
A25	Does the HSA look for swelling of both feet?	(1) Yes	(2) No	
A26	Does the HSA use the Sick Child Recording Form at any time during the encounter with the child?	(1) Yes	(2) No	

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S Ben Porath



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Early Years Observation and Planning in Practice Jenny Barber, Sharon Paul-Smith, 2012-07-05 This title is designed to help early years practitioners in any setting understand clearly and precisely how to best plan for and observe learning in the early years This title covers all the key aspects of planning and observing that affect those in practice including how to Assess and observe children Put children at the heart of your planning Link observation to planning Plan for the Early Years Foundation Stage This title also includes printable photocopiable forms for you to use to structure your own planning and observations with and help you to put the best practice examples in this book directly into practice [The Complete Book of Forms for Managing the Early Childhood Program](#) Kathleen Pullan Watkins, Lucius Durant, 1990

The Routledge Handbook of Social Work Practice Research Lynette Joubert, Martin Webber, 2020-04-13 The Routledge Handbook of Social Work Practice Research is the first international handbook to focus on practice research for social work Bringing together leading scholars in the field from Europe the USA and the Asia Pacific region it provides an up to the minute overview of the latest thinking in practice research whilst also providing practical advice on how to undertake practice research in the field It is divided into five sections State of the art Methodologies Pedagogies Applications Expanding the frontiers The range of topics discussed will enhance student development as well as increase the capacity of practitioners to conduct research develop coordinating and leadership roles and liaise with multiple stakeholders who will strengthen the context base for practice research As such this handbook will be essential reading for all social work students practitioners and academics as well as those working in other health and social care settings **Observing, Recording, Interpreting**

Child Behavior John M. Carlevale, 1990 **Nursing Care of Children** Susan R. James, Kristine Nelson, Jean Ashwill, 2012-02-17 Master the art of caring for children with most effective efficient and affordable title on pediatric nursing care Taking on a family focus this student friendly text teaches growth development and information on the major body system alterations Plus dramatically streamlined content and new learning tools make this new edition even more tailored to your learning needs Expert reviews of chapter content ensure all chapters include current practices terms and updated information Health Promotion boxes summarize information from the American Academy of Pediatrics to teach you how to perform a comprehensive assessment of well infants and children at various ages Illustrated Procedure boxes include step by step instructions for common nursing tasks Pathophysiology boxes explain changes in physiology that occur in a variety of diseases and disorders in children Nursing process highlighted in nursing care plans and in text discussions Clinical Reference pages provide students with easy to find reference sections including basic anatomy and physiology pediatric differences related laboratory and diagnostic tests and commonly prescribed medications Safety Alert boxes highlight patient safety as part of the QSEN initiative for better outcomes of nursing care Updated Evidence Based Practice boxes formerly Using Research to Improve Practice assist you in determining best practices in your future care of children Patient Centered

Care boxes guide you in teaching the parents and child about self care in the home and follow up care in community based health care settings Streamlined Nursing Care Plans have been reformatted to make them easier to read and use Updated photos throughout the book keep the text up to date and visually appealing Key concepts are highlighted in the book and their definitions are provided in a glossary *Quality Control* Sheila Daune Campbell, Canada. Health and Welfare Canada, 1987 *Teachers' Guide to Child Development* California. State Curriculum Commission, 1930 Preschool Assessment Marla R. Brassard, Ann E. Boehm, 2008-09-16 Education *The Lancet*, 1907 **Childhood Education**, 1930 Includes music **Mainstreaming of Children with a Hearing Loss** Verna V. Yater, 1976 **Complete Early Childhood Behavior Management Guide** Kathleen Pullan Watkins, Lucius Durant, 1992 *Journal of Abnormal Child Psychology*, 1983 Devoted to studies of behavioral pathology in childhood and adolescence **Grade Teacher**, 1930 *Child Care and Development Occupations* Atlanta Public Schools, 1974 Child Care and Development Occupations Atlanta. Public Schools. Dept. of Curriculum Development and Supervision, 1974 Test Critiques Compendium Daniel J. Keyser, Richard C. Sweetland, 1987 **Patterns of Child Restraint Use in Michigan** David W. Eby, Ph.D., Lidia P. Kostyniuk, Ph.D, 2000 Educational Programs for Exceptional Children: Resource Configurations and Costs Richard A. Rossmiller, James A. Hale, Lloyd E. Frohreich, 1970 **Educational Excellence for Your Child** Kenneth Kimball, 1996

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