

Mphatlalatsane (Early Morning Star) Book-Sharing Programme for Younger Children



MPHATLALATSANE

FACILITATOR'S MANUAL: PART 1 OF 3:

INTRODUCTION AND PROGRAMME OVERVIEW

SESSION 1 FOR YOUNGER CHILDREN: INTRODUCTION TO BOOK-
SHARING (PART 1)

SESSION 2 FOR YOUNGER CHILDREN: INTRODUCTION TO BOOK-
SHARING (PART 2)

Mphatlalatsane (Early Morning Star) Book-Sharing Programme (PART 1)

Facilitators Manual

August 2016

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The authors of the Mphatlalatsane (Early Morning Star) Book-Sharing Programme also request that individuals and organizations adhere to the following principles:

- **IMPLEMENTATION:** Implementation of the Mphatlalatsane (Early Morning Star) Book-Sharing Programme shall only be conducted by certified facilitators. Implementers shall adhere to all protocols regarding implementation and training of the programme;
- **TRAINING:** Training of staff in the implementation of the Mphatlalatsane (Early Morning Star) Book-Sharing Programme shall only be conducted by certified trainers and for personnel within the same organization unless permission is granted by Parenting for Lifelong Health;
- **MONITORING:** Process and outcome data collected during the implementation of the Mphatlalatsane (Early Morning Star) Book-Sharing Programme shall in principle be shared with the authors of the programme and Parenting for Lifelong Health.

Introduction

In 2014, as part of its orphans and vulnerable children (OVC) programming, the United States Agency for International Development (USAID) and the President's Emergency Plan for AIDS Relief (PEPFAR) funded programmes for children under age five affected by the HIV epidemic. These interventions in three southern Africa countries (Eswatini [formerly Swaziland], Lesotho, and Zimbabwe) took an approach combining early childhood development (ECD) with HIV testing and treatment.

In Lesotho, the Mphatlalatsane programme (Sesotho for “early morning star”) was implemented with the aim to increase HIV testing and treatment while improving ECD outcomes. The intervention uses a group-based parenting programme delivered to groups of five to six caregivers and their children by trained community health workers at local village preschool centres. The programme consists of eight weekly sessions, with each session lasting for two to three hours. Each session consists of training and support for caregivers to engage with their children in sensitive book-sharing, combined with activities and group discussions to convey messages on health, nutrition and the importance of testing for HIV.

The book-sharing component of the Mphatlalatsane programme makes use of group presentations and one-on-one assistance from a trained facilitator to provide caregivers with the skills to practice quality book-sharing with their infants or toddlers. Quality book-sharing between a caregiver and young child may be especially effective as a means of promoting infant cognitive and language development. The introduction of sensitive and reciprocal book-sharing could have a profound effect on children's intellectual development and readiness for school. Separate book-sharing programmes for caregivers with younger children (ages 12-30 months) and for caregivers with older children (31-60 months) have been developed in order to speak to the different developmental needs of children of different ages. For both the younger children group and the older children group, there are eight sessions, with a new book of the week each week. The health and nutrition content delivered at each session does not differ for the two age groups*.

*for health and nutrition content and materials, see separate manual

BOOK-SHARING COMPONENT

The book-sharing sessions make use of group presentations accompanied by slide materials (bullet points with key messages and pictures). These can be shared with the group electronically using a laptop, tablet or projector. Where such resources are not available, the slides can be printed out as flash cards to show the group during the presentation. For each point made in the group presentation, brief video clips are shown of caregivers and children which illustrate the point made. The facilitator talks to the group during these clips, highlighting the important aspects of the video. These clips come from a library of videos the authors of the training manual have made of caregivers from Lesotho book-sharing with their young children. At the end of each session, there is a summary card/slide which reviews the key aspects of that session.

For both the younger children group and the older children group, there are 8 sessions, with a new book of the week each week.

8 Book-Sharing Sessions for Younger Children:

- Session 1:** Introduction to Book-Sharing (Part 1)
- Session 2:** Introduction to Book-Sharing (Part 2)
- Session 3:** Pointing and Naming
- Session 4:** More Pointing and Naming
- Session 5:** Making Links
- Session 6:** Talking about Feelings
- Session 7:** Summary
- Session 8:** Review

After the initial introductory session, each session begins with a review of the previous week. This is an opportunity for the facilitator and the group to help the caregivers find solutions to any problems they report having experienced, and to provide support and encouragement for activities that have gone especially well. This introduction is followed by the training session.

The group session ends with a discussion of the 'book of the week' – that is, the book the caregivers will be taking home with them at the end of the session. The facilitator – and, increasingly, the caregivers themselves – work through the book together

highlighting how the book-sharing principles introduced to date can be used with particular features of the book.

The session ends with each caregiver and child receiving individual attention from one of the trainers for 10–15 minutes while sharing the book. In a private space, each caregiver shares the book of the week with his/her child, in the presence of the facilitator.

The role of the facilitator is to provide support and encouragement to the caregivers in their positive book-sharing skills, and to guide them in consolidating the principles from previous sessions and in introducing the new principles discussed in the group during that session. Where appropriate, the facilitators can take over as the adult book-sharing partner and model particular behaviours. This structure is followed for the first 6 sessions of book-sharing:

1. Group discussion (introductory discussion or review of the previous week)
2. Group presentation, using presentation materials, conducted by the facilitator
3. 'Book of the Week' discussion
4. Individual sessions with each caregiver and child pair, filmed
5. Caregivers leave with take home card and book of the week

During these first 6 sessions, the facilitator (or an assistant) needs to video-record the book-sharing activities of each caregiver-child pair. During Session 7, the topics of the previous 6 sessions are summarised, using clips of the participants themselves to accompany the summaries. So, within each group, the illustrations of good practice largely come from the members of that group. (Of course, care is taken to ensure that at least one piece of illustrated good practice is included from each of the caretakers in that group). This serves as a valuable tool to illustrate their progress over the course of the programme.

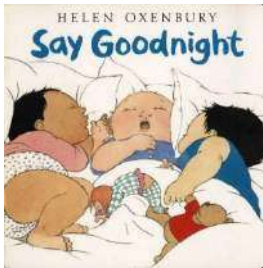
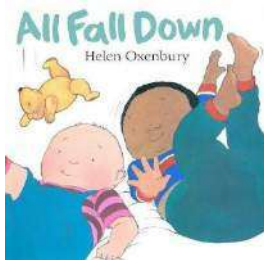
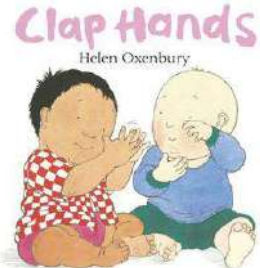
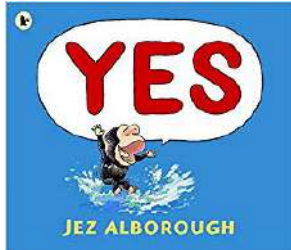
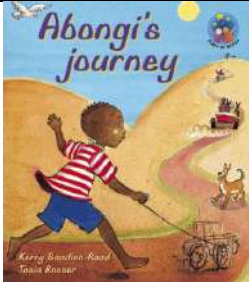
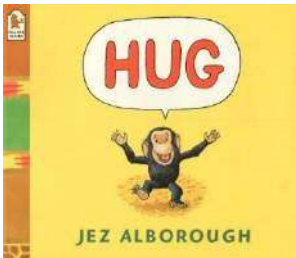
Session 8 is a review session, using more videos of the caregivers who have been receiving the training as the examples of good practice. As there is no formal group presentation, facilitators are able to spend more individual time with caregivers and their children working on each dyad's specific needs.

As Session 8 is the last session, the facilitator needs to encourage the group to think about ways in which they themselves can keep the programme going. Ideally, the group would continue to convene on a regular basis, discuss their book-sharing experiences and continue to exchange books amongst the group's members. A mobile library of books could be set up in the community so that books can rotate between families after the 8-week program has concluded. The groups need to identify the strategies that will work best for them, such as electing a caregiver to act as the new leader of the group or deciding on a place to continue meeting and keep the books.

Books:

Caregivers may take the picture books home for the week and they are encouraged to practice book-sharing with their children for at least 10 minutes every day. The idea is that the caregiver brings the book back the next week, and this book is exchanged for a new book. This means that over the first 6 weeks, the caregiver and child will have had 6 different books to use for book-sharing.

During the individual sessions in Session 7, the child should be encouraged to choose his/her favourite book from the previous 6 sessions. At the last session (Session 8), the caregiver and child should be given all 6 books to keep.

SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	SESSION 7
INTRODUCTION PART 1	INTRODUCTION PART 2	POINTING AND NAMING	MORE POINTING AND NAMING	MAKING LINKS	TALKING ABOUT FEELINGS	SUMMARY
						Favourite Book (child may choose his/her favourite book from the past 6 weeks)

Session 1 for Younger Children: Introduction to Book-Sharing (Part 1)

Begin the session with everyone introducing themselves and ask them to say something about their family structure and their children. Invite a general discussion about the caregivers' hopes and fears for their children. Explain how book-sharing could help meet those hopes and overcome those fears. Explain the structure of the training programme. Emphasise that book-sharing is not about reading – a child or caregiver does not need to know how to read in order to do book-sharing – it is about using the pictures in the book, not the words.

BOOK-SHARING SESSION 1 GROUP PRESENTATION

Session1 Slide/Card 1

Introduce the session by explaining that you will be providing training in good book-sharing practices with babies.



Session1 Slide/Card 2

Explain that, although babies obviously can't read, if they regularly share books with a caregiver, this can be enormously helpful to their development:

Book-Sharing will help your baby:

- Concentrate
- Learn new words
- Learn to use books
- Feel closer to you



Books-sharing prepares children for starting school

Add that, in fact, children who have had regular book-sharing adapt to school much quicker than other babies, they learn much faster, and they generally do much better at school. So, it would be very helpful to their baby if they learned how to do good book-sharing with their baby.

Explain that you are aware that they will be a bit surprised that we think that babies can share books with their caregivers. So, just to show them that this is, indeed, not only possible but something that can be quite natural, you are going to show them a couple of examples. Then show Video 1.1 and 1.2.

Session1 Slide/Card 3: VIDEO 1.1 (Intro)



Session 1 Slide/Card 4: VIDEO 1.2 (Intro)



During these videos, point out to the caregiver how engaged the child is and how much they are enjoying the experience. Talk about how focused the child is, how attentive, how captivated, and about how much this is a shared experience between the infant and the caregiver.

Note to Facilitator: These videos will show examples of book-sharing being done well, with the babies well engaged. Give a commentary on the baby's engagement and pleasure (but do not comment on the adult's behaviour at this point).

Follow these videos with the rest of the presentation, accompanied by the visual cards/slides and video materials.

Session1 Slide/Card 5

So when should they share a book with their baby?

When to share books?

- When it's quiet
- When you aren't busy
- When your baby is not hungry or tired
- When your baby wants to

Add that as well as being important to share books regularly with their baby, it is a good idea if they do it at a regular time – so the baby can come to expect it and be ready for it. For example, just before going to bed is a good time to share books.

Session1 Slide/Card 6

It is also a good idea if book-sharing is done in a special place, so the baby can come to expect that this place is where book-sharing happens:

Where to share books?

- Somewhere quiet
- Somewhere comfortable

It's nice to have a special time for book-sharing

For your special time, use the same place

ASK THE GROUP: Ask each group member to tell the group where they think they might sit and do book-sharing with their child; what will be there special place?

Session1 Slide/Card 7

Tell the caregivers that it is important when sharing a book with their baby that they are both comfortable:



Session1 Slide/Card 8

Tell them that one way to be comfortable is to sit side by side:



Show the following videos to illustrate sitting with the baby side by side:

Session1 Slide/Card 9:
VIDEO 1.3 (Sitting Side by Side 1)



Session1 Slide/Card 10:
VIDEO 1.4 (Sitting Side by Side 2)



Session1 Slide/Card 11

Tell them that another way to sit with their baby is to have the baby sitting on their lap:



Show the following videos to illustrate sitting with the baby on their lap:

Session1 Slide/Card 12:
VIDEO 1.5 (Sitting on Lap 1)



Session1 Slide/Card 13:
VIDEO 1.6 (Sitting on Lap 2)



Explain that, apart from sitting side by side or sitting with the baby on their lap, there are other positions for book-sharing. It is important to choose a position that is comfortable for the caregiver and the baby.

Session1 Slide/Card 14

It is important to inform the group that when they start sharing the book with their baby, they have to be patient and allow their baby to find out about the book:

Starting to Book-Share

- Always follow what your baby is doing
- Don't go too fast
- Give your baby freedom with the book:
 - Biting the book
 - Turning the pages
 - Going backwards
 - Holding the book

***Babies learn most
when they are
having fun!***

Stress to the caregivers that their babies will learn most from book-sharing if they are enjoying the experience. So this is not about the caregiver trying to teach their baby and their baby trying to learn. It is about the caregiver sharing the book with their baby in a way that s/he enjoys. In this way the baby will learn the most.

Session1 Slide/Card 15

Tell the caregivers to give their baby freedom with the book, even if he/she wants to put the book in his/her mouth and tries to bite it:



Session1 Slide/Card 16

Also give your baby freedom when he/she tries to turn the pages of the book:



Show the following video to illustrate this:

Session1 Slide/Card 17: VIDEO 1.7 (Turning the Page)



Session1 Slide/Card 18

Let the baby go backwards through the book if your baby wants to.



Show the following video to illustrate this:

Session1 Slide/Card: VIDEO 1.8 (Going Backwards)



Session1 Slide/Card 19

Also tell the caregivers that they should give the baby freedom to hold the book and touch the book as he/she wants:

Starting to Book-Share

Give your baby freedom with the book:

➤ Holding the book



Show the following video to illustrate this:

Session1 Slide/Card 20: VIDEO 1.9 (Holding the Book)



Video 1.9

Session1 Slide/Card 21

Stress to the caregivers that babies learn most when they are having fun, so they should try to make book-sharing fun for their baby:

Starting to Book-Share

Babies learn most when they are having fun!



Session1 Slide/Card 22

Then go through the main points of the session with the group:

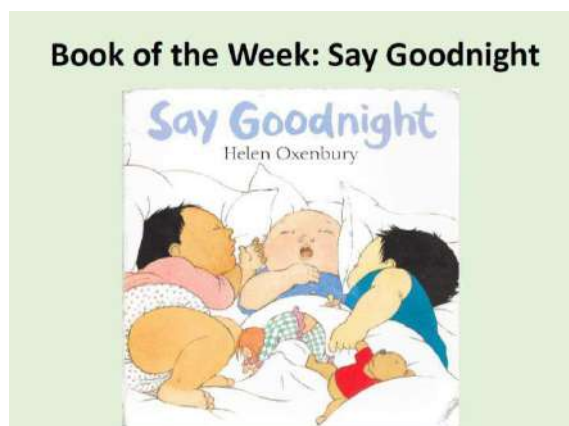
SUMMARY

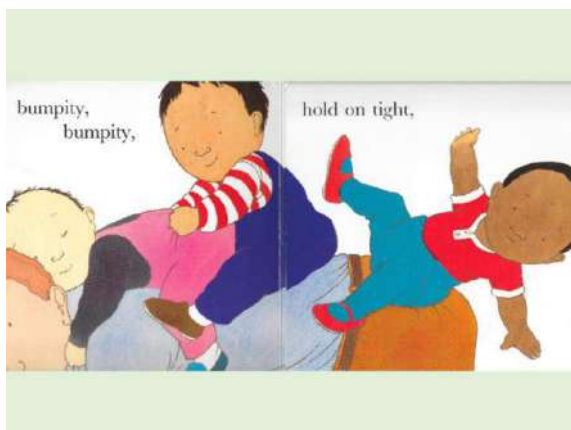
- Book-sharing should always be FUN for your baby
- Book-sharing is an opportunity for you and your baby to be close
- Make a special time each day for book-sharing with your baby
- Give your baby freedom with holding the book, turning the pages, going backwards or biting the book

The session ends with 'the book of the week' – a discussion between caregivers and the facilitator of the book they will be taking home with them.

At this first session, most of the discussion about the book of the week should come from the facilitator who should point out what might catch a baby's interest and what a caregiver could talk about if their baby did show a particular interest. Tell them that they should comment on what their baby is looking at in short simple phrases or sentences.

Book of the Week: Say Goodnight





The individual session follows:

INDIVIDUAL SESSIONS

In a private space, each caregiver gets a turn to share the book of the week with his/her child, in the presence of the facilitator. The role of the facilitator is to provide support and encouragement to the caregivers in their positive book-sharing skills, and to guide them in consolidating the principles from the session.

Where appropriate, the facilitators can take over as the adult book-sharing partner and model particular behaviours. This is especially important in the first session. At the end of the session ask the caregiver how often s/he thinks s/he will be able to sit with his/her child doing book-sharing. Try to encourage a daily session, however brief.

Note to Facilitator: During the individual session, pick up on what that caregiver said in the group session about making a special time and place for book-sharing with their baby and explore the options with them. At this session the object is to ensure that the baby is comfortable and that the caregiver understands that s/he is to allow the baby to explore the book in whatever way the baby wants.

Caregivers leave with the book of the week and a take home card that contains the key messages covered during the session:

- Book-sharing should always be FUN for your baby
- Book-sharing is an opportunity for you and your baby to be close
- Make a special time each day for book-sharing with your baby
- Give your baby freedom with holding the book, turning the pages, going backwards or biting the book



SESSION 1

Session 2 for Younger Children: Introduction to Book-Sharing (Part 2)

BOOK-SHARING SESSION 2 GROUP PRESENTATION

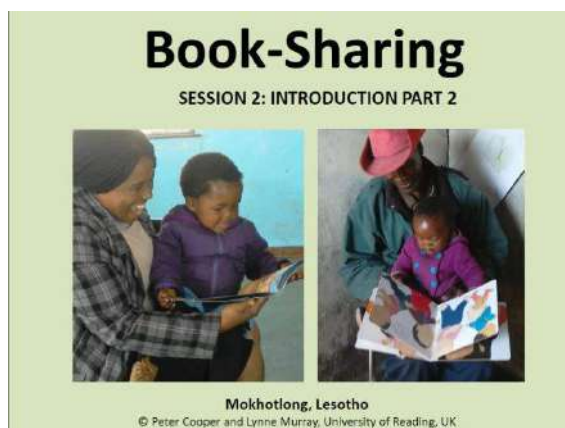
Start the session with an introductory discussion or review of the previous week:

- Ask the caregivers how they felt they got on over the previous week. Did some things go well? Did some things go not so well?
- Ask the caregivers to give feedback on finding a special place and a special time for book-sharing with their baby. Did it work? Why/why not?
- Ask the caregivers to give specific feedback about how it went in terms of sitting with their baby, giving the baby freedom with the book; what caught their baby's attention; do they think the baby learned new words and if so, what words?

Each of the group members should be given an opportunity to give feedback.

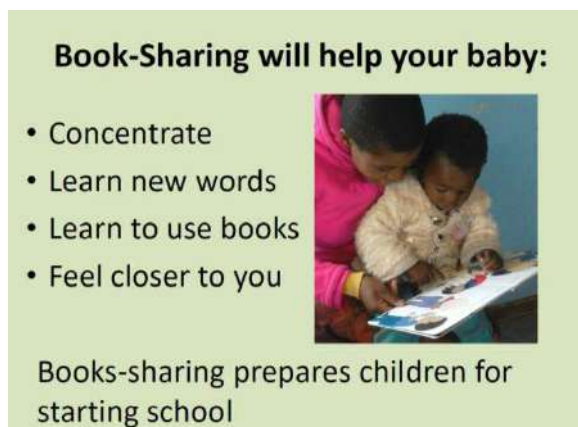
Session2 Slide/Card 1

Begin the session, accompanied with the Session 2 slides and video materials:



Session2 Slide/Card 2

Remind the caregivers why book-sharing will be helpful to their babies:



Session2 Slide/Card 3

And remind the group of the main points from the previous session:

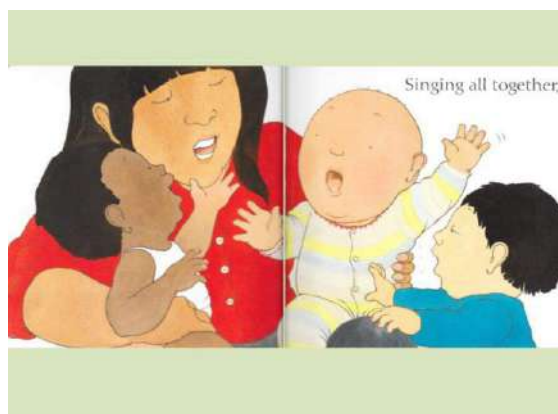
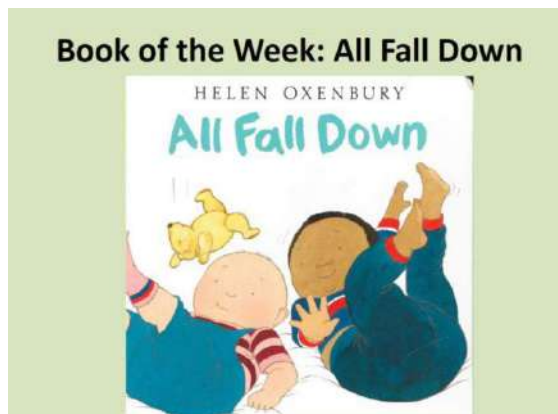
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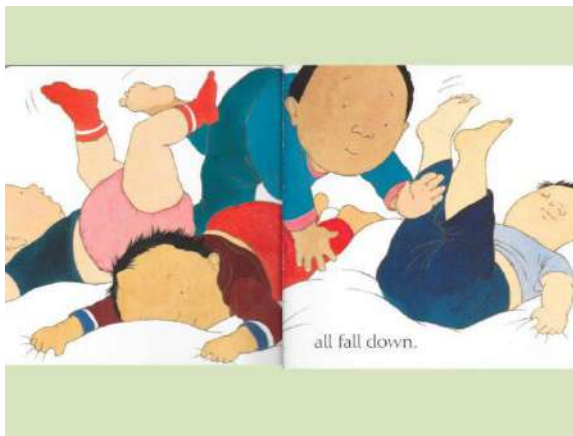
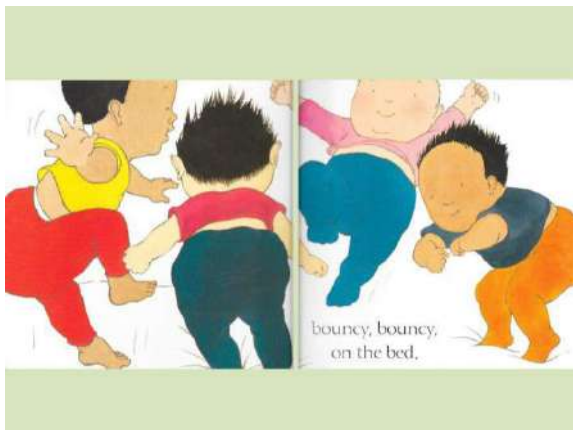
- Book-sharing should always be FUN for your baby
- Book-sharing is an opportunity for you and your baby to be close
- Make a special time each day for book-sharing with your baby
- Give your baby freedom with holding the book, turning the pages, going backwards or biting the book

Tell the group that at the end of the session they will be taking home ALL FALL DOWN. Give a brief summary of the book to the group: tell the caregivers what the book is about, and flip through the book and show some of the pictures

Book of the Week: All Fall Down

Session2 Slide/Card 4 – 8:





Session2 Slide/Card 9

It is important to inform the group that when they start sharing the book with their child, they have to be patient and allow their child to find out about the book:

Stress to the caregivers that their babies will learn most from book-sharing if they are enjoying the experience. So this is not about the caregiver trying to teach their babies

and their babies trying to learn. It is about the caregiver sharing the book with their baby in a way that s/he enjoys. In this way the baby will learn the most.

Starting to Book-Share

- Always follow what your baby is doing
- Don't go too fast
- Give your baby freedom with the book:
 - Biting the book
 - Turning the pages
 - Going backwards
 - Holding the book

Babies learn most when they are having fun!

Session2 Slide/Card 10: VIDEO 2.1 (Intro 1) Session2 Slide/Card 11: VIDEO 2.2 (Intro 2)



Session2 Slide/Card 12

Tell the caregivers that if their baby is trying to handle the book and having difficulty, they should gently help him/ her. Tell them not to worry if their baby at first does strange things with the book. Tell the caregivers that their child might have difficulty with turning the page, and that they can gently help their baby with turning the page:

Starting to Book-Share

- Help your baby with the book if he has difficulty - for example, with turning the page



Show the following video to illustrate this:

Session2 Slide/Card 13: VIDEO 2.3 (Help Turn Page)



Session2 Slide/Card 14

Emphasise to the caregiver that the most important thing about sharing a book with their baby is that they should try to see what it is that their baby is interested in and talk about whatever it is that their baby is attending to:

Follow your baby's interest

- Talk about what interests your baby



When your baby shows interest in a picture or a particular part of a picture (by pointing, or patting, or just looking), you should use this as a chance to talk about what has attracted your baby's interest

Show the following videos to illustrate talking about what has attracted the baby's interest:

**Session2 Slide/Card 15:
VIDEO 2.4 (Follow the Child's Lead 1)**



**Session2 Slide/Card 16:
VIDEO 2.5 (Follow the Child's Lead 2)**



Session2 Slide/Card 17

So, see what your baby is looking at, or touching, and talk about it. For example, if your baby is looking at a picture of a baby, you could say 'That's a baby. The baby is waving'.

Tell the caregiver that it is their baby who must set the pace of book-sharing:

Follow your baby's interest

- Allow your baby to set the speed of book-sharing
- Give your baby time to explore and enjoy the pictures
- If your baby starts to lose interest, suggest turning the page

Show the following video to illustrate this:

Session2 Slide/Card 18: VIDEO 2.6 (Let Child Set Pace)



Session2 Slide/Card 19

Tell the caregiver that when their baby is not interested in the book then s/he will not enjoy book sharing and will not learn from it, so s/he should not force the baby to carry on:

Follow your baby's interest

- Stop if the baby tires



Session2 Slide/Card 20

Tell the caregivers that it is also important when they are sharing a book with their babies that they speak with a lively voice, as this will help to keep the baby's attention on the book.

Lively voice

- Helps keep baby interested
- Makes it fun



This will help your baby learn

Show the following videos to illustrate how they can use a lively voice to keep their baby interested in the book:

Session2 Slide/Card 21:
VIDEO 2.7 (Lively Voice 1)



Session2 Slide/Card 22:
VIDEO 2.8 (Lively Voice 2)



Session2 Slide/Card 23: VIDEO 2.9 (Lively Voice 3)



Session2 Slide/Card 24

Then summarise the main points from the session for the group:

SUMMARY

- Book sharing should always be FUN for your baby
- Book sharing is an opportunity for you and your baby to be close
- Always follow your baby's lead
 - let your baby set the pace
 - give your baby time to explore the pictures
- Notice what your baby is looking at and talk about it with him/her
- Stop when your baby is tired or has lost interest

End with the book of the week. Get the caregivers of the group to make suggestions of what might catch their baby's interest and what they might talk about.

The individual session follows, and caregivers leave with the book of the week and take home card.

Session 2 Take Home Card:



SESSION 2

- Book sharing should always be FUN for your baby
- Book sharing is an opportunity for you and your baby to be close
- Always follow your baby's lead
 - let your baby set the pace
 - give your baby time to explore the pictures
- Notice what your baby is looking at and talk about it with him/her