

1.1.1 Instrument F –Direct Observation Form

<<Instrument F Direct Observation Form>>

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Study Title: Formative research to develop an infant and young child feeding (IYCF) intervention with micronutrient powder (MNP) for children aged 6 – 23 months

PI Version/Date: Version1.0/January 24, 2015

Date: 19TH JUNE, 2015 Location: SONG L.G.A

Data Collector: ANTIYA SANDA Participant ID: A HOUSE BY THE RIVER SIDE

Main goals of this direct observation are to answer the following questions:

1. In this household, what would be the best way(s) to give nutritional supplements to young children? Why?
2. In this household, describe the food sharing that you observe throughout the meal. Are there any predictable patterns?
3. In this household, who is favored and how is this favoritism expressed during meal preparation and eating?

(TEAR OFF AT PERFORATED DOTTED LINE BELOW)

PARTICIPANT ID: _____

Household Composition Table (Fill out as you do data collection)

INITIALS	SEX (M/F)	AGE (estimated)	Relationship to household	Description
SB	F	29 YEARS	MOTHER	A SLIM BLACK WOMAN
TB	M	35 YEARS	FATHER	A TALL BLACK MAN
FB	F	6 MONTHS	CHILD	A FAIR LITTLE BABY GIRL
BW	F	4 YEARS	CHILD	A GIRL CHILD WITH A BLUE WRAPPER
SW	M	25 YEARS	RELATIVE	A TALL SLIM MAN WITH A BLUE TROUSER AND WHITE SHIRT

PARTICIPANT ID: _____

TIME	ACTOR INITIALS	RECIPIENT INITIALS	WHAT HAPPENED	FOOD	Reactivity
8:00	SB		SWEEPING		
8:05	SB		SWEEPING		
8:10	SB		SWEEPING		
8:15	SB		WASHING THE PLATES		
8:20	BW	FB	CARRYING HER SISTER ON THE LAP		
8:25	SB		WASHING THE PLATES		
8:30	SB		WASHING THE PLATES		
8:35	FB		SITTING ON THE MAT		
8:40	SB		BRINGING OUT DIRTY CLOTHES		
8:45	SB		WASHING DIRTY CLOTHES		

TIME	ACTOR INITIALS	RECIPIENT INITIALS	WHAT HAPPENED	FOOD	Reactivity
8:50	SB		FETCHES WATER		
8:55	SB		WASHING CLOTHES		
9:00	SB		STILL WASHING		
9:05	SB	FB	BREAST FEEDING HER BABY		
9:10	SB	FB	BREAST FEEDING		
9:15	SB	FB	STILL BREAST FEEDING		
9:20	SB	FB	BREAST FEEDING		
9:30	SB	FB	BREAST FEEDING		
9:35	SB		KEEPS HER BABY ON THE MAT		
9:40	SB		CONTINUED WASHING CLOTHES		
9:45	FB		SITTING AND PLAYING ON THE MAT		
9:50	SB		WASHING CLOTHES		
9:55	SB		RINSING CLOTHES		
10:00	SB		STILL RINSING CLOTHES		
10:05	SB		RINSING THE CLOTHES		
10:10	FB		STARTS CRYING		
10:15	SB		DRYING THE CLOTHES ON THE LINE		
10:20	BW, SB		PLAYING TOGETHER		
10:25	SB		STARTS PEELING GROUNDNUT	GROUNDNUT	
10:30	SB		PEELING GROUNDNUTS	GROUNDNUT	
10:35	SB		PEELING GROUNDNUTS	GROUNDNUT	

TIME	ACTOR INITIALS	RECIPIENT INITIALS	WHAT HAPPENED	FOOD	Reactivity
10:40	SB		PEELING GROUNDNUTS	GROUNDNUT	
10:45	SB		PEELING GROUNDNUTS	GROUNDNUT	
10:50	SB		PEELING GROUNDNUTS	GROUNDNUT	
10:55	SB		PEELING GROUNDNUTS	GROUNDNUT	
11:00	FB		START CRYING		
11:05	SB		STARTS ARRANGING THE PLATES		
11:10	FB		SITTED QUIETLY ON THE MAT		
11:15	SB		WASHING A CUP		
11:20	SB		START MAKING FIRE		
11:21	SB		RINSING A POT		
11:22	SB		POURS WATER INTO POT		
11:23	SB		BLOWS THE FIRE		
11:24	SB		PUTS POT ON THE FIRE		
11:25	SB		PICKING OUT STONE FROM BEANS		
11:26	SB		STILL PICKING BEANS		
11:27	SB		PICKING BEANS		
11:28	SB		BRINGS OUT GROUNDNUT PASTE	GROUNDNUT	
11:29	SB		POURS MORE WATER INTO POT ON FIRE	WATER	
11:30	SB		MIXES GROUNDNUT PASTE WITH WATER	GROUNDNUT AND WATER	
11:31	SB		MIXES GROUNDNUT PASTE WITH WATER	GROUNDNUT AND WATER	

TIME	ACTOR INITIALS	RECIPIENT INITIALS	WHAT HAPPENED	FOOD	Reactivity
11:32	SB		BRINGS ANOTHER PLATE		
11:33	SB		BRINGS A BOWL		
11:34	SB		BEGINS TO SIEVE THE GROUNDNUT PASTE MIXED WITH WATER	GROUNDNUT PASTE AND WATER	
11:35	SB		CONTINUED TO SIEVE THE GROUNDNUT PASTE	GROUNDNUT PASTE	
11:36	SB		SIEVING GUINEA CORN FLOUR	GUINEA CORN	
11:37	SB		MIXES GUINEA CORN FLOUR WITH WATER	GUINEA CORN	
11:38	SB		POURS GUINEA CORN INTO THE POT ON THE FIRE	GUINEA CORN	
11:39	SB		POURS GROUNDNUT INTO THE POT	GROUNDNUT	
11:40	SB		STIRS THE GROUNDNUT AND GUINEA CORN	GROUNDNUT AND GUINEA CORN	
11:45	SB		FETCHES SOME KUNU (PAP) INTO A BOWL	GUINEA CORN AND GROUNDNUT	
11:46	SB		POURS A LITTLE KUNU INTO THE BOWL	GUINEA CORN AND GROUNDNUT	
11:47	SB		BLOWS AIR INTO THE KUNU TO MAKE IT COLD	GUINEA CORN AND GROUNDNUT	
11:48	SB		STILL BLOWING THE KUNU	GUINEA CORN AND GROUNDNUT	
11:49	SB		BRINGS ANOTHER CUP		
11:50	SB		BRINGS A SPOON		
11:51	SB		FETCHES THE KUNU INTO A CUP	GUINEA CORN AND GROUNDNUT	
11:52	SB		BROUGHT MNP	MNP	

TIME	ACTOR INITIALS	RECIPIENT INITIALS	WHAT HAPPENED	FOOD	Reactivity
11:53	SB		UNSEAL MNP	MNP	
11:54	SB		POURS MNP INTO KUNU	GUINEA CORN, GROUNDNUT AND MNP	
11:55	SB		STIRS THE MNP WITH THE KUNU	GUINEA CORN, GROUNDNUT AND MNP	
11:56	SB		DROPS THE CUP CONTAINING THE KUNU		
11:57	SB	FB	CARRYS HER BABY		
11:58	SB		CARRY HER BABY ON THE LAP		
11:59	SB		STARTED FEEDING HER BABY WITH THE KUNU	GUINUE CORN, GROUNDNUT AND MNP	
12:00	SB	FB	CONTINUED TO FEED HER CHILD	GUINUE CORN, GROUNDNUT AND MNP	
12:01	SB	FB	FEEDING HER BABY WITH THE KUNU	GUINUE CORN, GROUNDNUT AND MNP	
12:02	SB	FB	FEEDING HER BABY WITH THE KUNU	GUINUE CORN, GROUNDNUT AND MNP	
12:03	SB	FB	FEEDING HER BABY SLOWLY	GUINUE CORN, GROUNDNUT AND MNP	
12:05	SB	FB	FEEDING HER BABY	GUINUE CORN, GROUNDNUT AND MNP	
12:10	SB		KEEPS HER CHILD ON THE MAT		

TIME	ACTOR INITIALS	RECIPIENT INITIALS	WHAT HAPPENED	FOOD	Reactivity
12:15	SB		TAKES THE CUP FOR WASHING		
12:20	SB		CLEANS THE BABY'S BODY WITH TOWEL		
12:25	SB		REMOVES THE CHILD'S CLOTHES		
12:30	SB		CARRY THE CHILD FROM THE MAT		
12:35	SB		FETCHES WATER FROM A BIG BOWL	WATER	
12:40	SB		IS BATHING HER CHILD		
12:45	SB		BATHING HER CHILD		
12:50	SB		BRINGS TOWEL TO CLEAN HER BABY'S BODY		
12:55	SB		DRESS UP HER CHILD		
1:00	SB	FB	STATRTS BREASTFEEDING HER CHILD		
1:05	SB	FB	BREASTFEEDING		
1:10	SB	FB	BREASTFEEDING		
1:15	SB	FB	STILL BREASTFEEDING		
1:20	SB	FB	BREASTFEEDING		
1:25	SB	FB	BREASTFEEDING		
1:30	FB		STARTS SLEEPING		
1:35	FB		SLEEPING		
1:40	FB		SLEEPING		
1:45	FB		SLEEPING		
1:50	FB		SLEEPING		

TIME	ACTOR INITIALS	RECIPIENT INITIALS	WHAT HAPPENED	FOOD	Reactivity
1:55	FB		SLEEPING		
2:00	SB		LAID HER CHILD ON THE MAT		
2:01	SB		BRINGS A BOWL		
2:02	SB		BRINGS A SIEVE		
2:03	SB		STARTS SIEVING MAIZE FLOUR	MAIZE	
2:04	SB		STILL SIEVING MAIZE	MAIZE	
2:05	SB		SIEVING MAIZE FLOUR	MAIZE	
2:06	SB		SIEVING MAIZE FLOUR	MAIZE	
2:07	SB		SIEVING THE MAIZE FLOUR	MAIZE	
2:08	SB		SIEVING THE MAIZE FLOUR	MAIZE	
2:09	SB		SIEVING THE MAIZE FLOUR	MAIZE	
2:10	SB		SIEVING THE MAIZE FLOUR	MAIZE	
2:11	SB		SIEVING THE MAIZE FLOUR	MAIZE	
2:12	SB		SIEVING THE MAIZE FLOUR	MAIZE	
2:13	SB		PUTS BIG POT ON FIRE	MAIZE	
2:14	SB		POURED WATER INTO THE POT	WATER	
2:15	SB		COVERED THE POT		
2:16	SB		BRINGS A BIG CALABASH		
2:17	SB		FETCHES SOME MAIZE INTO CALABASH	MAIZE	
2:18	SB		POURS WATER INTO MAIZE FLOUR	MAIZE AND WATER	
2:19	SB		MIXED THE MAIZE WITH WATER	MAIZE AND WATER	
2:20	SB		POURED MIXED MAIZE WITH WATER INTO BOILING WATER ON THE FIRE	MAIZE AND WATER	
2:21	SB		STIRING THE MAIZE IN BOILING WATER	MAIZE	
2:22	SB		STIRING THE MAIZE WHILE COOKING	MAIZE	
2:23	SB		STILL STIRING THE MAIZE	MAIZE	
2:24	SB		STILL STIRING THE MAIZE	MAIZE	
2:25	SB		STILL STIRING THE MAIZE	MAIZE	
2:30	SB		COVERED THE POT ON FIRE	MAIZE	
2:35	SB		SITTING ON THE MAT		
2:40	SB		SITTING AND WATCHING THE FIRE		

TIME	ACTOR INITIALS	RECIPIENT INITIALS	WHAT HAPPENED	FOOD	Reactivity
2:45	SB		BLOWS THE FIRE WHILE SITTING		
2:46	SB		POURED MAIZE FLOUR INTO THE POT WHILE COOKING	MAIZE	
2:47	SB		STIRING THE FOOD	MAIZE	
2:48	SB		STILL STIRING THE FOOD WITH A STICK	MAIZE	
2:49	SB		CONTINUED STIRING THE FOOD ON FIRE	MAIZE	
2:50	SB		CONTINUED STIRING	MAIZE	
2:51	SB		REMOVE THE STICK AND COVERED THE POT		
2:52	SB		BLOWS THE FIRE		
2:53	SB		USING A PLATE TO BLOW THE FIRE		
2:54	SB		DROPPED THE PLATE		
2:55	SB		SAT ON THE MAT		
3:00	SB		SITTING AND WATCHING THE FIRE		
3:01	SB		BROUGHT DIFFERENT PLATES		
3:02	SB		SERVING TUWO (MAIZE PUDDING) INTO THE PLATES	MAIZE	
3:03	SB		SERVING TUWO	MAIZE	
3:04	SB		SERVING TUWO	MAIZE	
3:05	SB		COVERS EACH PLATE		
3:10	SB		GOES TO THE ROOM TO BRING HER CHILD		
3:15	FB		WAKES UP FROM SLEEP		
3:20	FB		STARTS CRYING		
3:25	SB	FB	BREASTFEEDING		
3:30	SB	FB	BREASTFEEDING		
3:35	SB	FB	BREASTFEEDING		
3:40	SB	FB	BREASTFEEDING		
3:45	SB	FB	BREASTFEEDING		
3:50	SB	FB	BREASTFEEDING		
3:55	SB		KEPT HER CHILD ON THE MAT		
4:00	SB		STARTS SWEEPING THE COMPUND		
4:05	SB		CONTINUE TO SWEEP		
4:10	FB		IS PLAYING ON THE MAT		
4:15	SB, FB		SITTING TOGETHER ON THE MAT		
4:20	SB, FB		SITTING TOGETHER ON THE MAT		

TIME	ACTOR INITIALS	RECIPIENT INITIALS	WHAT HAPPENED	FOOD	Reactivity
4:25	TB		WALKED IN AND GOES TO THE ROOM		
4:30	SB, FB		CARRIED THE BABY AND SAT		
4:35	SB		ENTERED THE ROOM TO MEET HER HUSBAND		
4:40	FB, SW		SITTING AND PLAYING		
4:45	FB, SW		PLAYING TOGETHER		
5:00	SB	FB	BREASTFEEDING		
5:05	SB	FB	BREASTFEEDING		
5:10	SB	FB	BREASTFEEDING		
5:15	SB	FB	BREASTFEEDING		
5:20	TB, FB		CARRIED HIS BABY WHILE SITTING		
5:25	TB, FB		HOLDING HIS BABY ON HIS ARMS		
5:30	TB, FB		PLAYING WITH THE BABY		
5:35	SB		STARTS TO FETCH WATER	WATER	
5:40	SB		FETCHING WATER INTO A BIG POT	WATER	
5:45	BW, SB		PLAYING TOGETHER ON THE MAT		
5:46	SB		BROUGHT A POT OF SOUP FROM THE ROOM	BOUBAB SOUP	
5:47	SB		WARMING THE POT OF SOUP	BOUBAB SOUP	
5:48	SB		OPENED THE POT AND STIRED THE SOUP	BOUBAB SOUP	
5:49	SB		COVERED THE POT		
5:50	SB		BROUGHT SOUP DISHES		
5:51	SB		SERVED SOUP INTO THE DISHES	BOUBAB SOUP	
5:52	SB		SERVING THE BOUBAB SOUP	BOUBAB SOUP	
5:52	SB		SERVING THE BOUBAB SOUP	BOUBAB SOUP	
5:53	SB		COVERED EACH SOUP BOWL	BOUBAB SOUP	
5:54	SB		CARRIED THE PLATE TO THE KITCHEN		
5:55	SB		PUT OFF THE FIRE ON THE WOOD		
5:56	SB		PUT OFF THE FIRE ON THE WOOD		
5:57	SB		CARRIED THE POT OF SOUP TO THE KITCHEN		

PARTICIPANT ID: _____

Primary Questions (Complete after you complete data collection):

From what you have seen observing THIS HOUSEHOLD, please answer the following questions in detail:

Question	Write your <u>detailed</u> response here
<p>1. In this household, what would be the best way(s) to give nutritional supplements such as an MNP to young children to ensure compliance?</p> <p>Why?</p>	<p>THE BEST WAY TO GIVE MNP TO THE YOUNG CHILD IS TO MIX THE MNP WITH THE CHILDS KUNU (PAP) EVERY MORNING (THE YOUNG CHILDREN DRINKS EITHER GUINEA CORN OR MILLET PAP EVERY MORNING).</p> <p>BECAUSE WHEN THE MNP IS MIXED IN KUNU, IT DOESN'T LOOK DIFFERENT. THEREFORE, THE CHILD WILL EASILY AGREE TO DRINK.</p>
<p>2. In this household, who is favored during meal preparation or feeding?</p> <p>How is this favoritism expressed?</p>	<p>THE YOUNGEST CHILD OF 6 MONTHS IS FAVOURED ABOVE ALL OTHER CHILDREN.</p> <p>IT IS EXPRESSED IN SUCH A WAY THAT, THE YOUNGEST CHILD'S KUNU IS PREPARED ALONE, BEFORE THE OTHER CHILDRENS KUNU IS PREPARED AFTERWARDS.</p>
<p>3. How could we promote the MNP supplement for this family that would attract</p>	<p>THE MNP SHOULD BE PROMOTED THROUGH THE DAD, BECAUSE HE IS AWARE OF EVERY THING THAT GOES ON AND AROUND THE</p>

<p>their attention?</p> <p>Who would they listen to?</p>	<p>HOUSE.</p> <p>THEY WOULD LISTEN TO THEIR FATHER MORE BECAUSE HE IS THE HEAD OF THE HOUSEHOLD AND ALL THE CHILDREN ARE SCARED OF HIM. SCARED IN THE SENSE THAT, IF HE GIVES ANY INSTRUCTION ON WHAT NEEDS TO BE DONE, IT IS DONE IMMEDIATELY WITHOUT ANY DELAY.</p>
<p>4. In this household, what would be the best ways to promote the MNP but limit how much it would be shared?</p> <p>Why?</p>	<p>THE MNP SHOULD BE PROMOTED THROUGH MOTHERS ALSO SINCE SHE STAYS ALL THROUGH THE DAY WITH THE CHILD. SINCE THE YOUNGEST CHILD IS 6 MONTH OLD AND HAS JUST LEARNED HOW TO EAT, THE MNP CANNOT BE SHARED.</p> <p>THE REASON IS BECAUSE THE YOUNGEST CHILD'S FOOD IS PREPARED SEPARATELY AND ONLY THE YOUNGEST CHILD'S KUNU GETS THE MNP. THE CHANCES THAT MNP WILL BE SHARED IS VERY LIMITED.</p>
<p>5. What other issues and concerns did you see with this family that are important</p>	<p>IGNORANCE ON THE PART OF THE MOTHER ON WHAT TO ADD IN PREPARING THE KUNU AND THE HYGIENE TO MAINTAIN IN</p>

<p>for us to consider with regard to introduction of an MNP?</p> <p>Why?</p>	<p>PREPARING THE KUNU IS VERY POOR.</p> <p>THE IDEAL WAY TO PREPARE KUNU IS TO ADD GROUNDNUT PASTE INTO EITHER THE GUINEA CORN FLOUR OR MAIZE FLOUR. THE MOTHER DOES NOT KNOW THAT GROUNDNUT IS NECESSARY UNTIL I TOLD HER SO AND WHEN SHE STARTS PREPARING THE KUNU, FLIES WERE PERCHING ALL OVER THE KUNU</p>
<p>6. Based on your experience observing this child today, do you believe reactivity negatively impacted your ability to see the food-related behaviors of the child?</p> <p>Please explain your answer in detail.</p>	<p>NOT IN ANY WAY</p> <p>THERE WAS NO REACTIVITY</p>