
Module 9A : Assess and Classify

Session 3 : Assessment and classification of the sick child : Assess and classify cough or difficult breathing

Day : 4

Time Required : 2 hours and 30 minutes

Objectives

At the end of the session ASHAs will be able to:

1. Count a child's respiration for 1 minute
2. Identify in-drawing breathing
3. Classify the sick child
4. Complete the front page of recording form

Materials and Preparation

See Checklist of Instructional Materials at beginning of sick child module. These materials will be used for all sessions for sick child module.

Training Activities :

Activity - 1 : Participants read through 'Classify Cough or Difficult Breathing'

1. Make sure participants understand what to ASK, and how to LOOK (count respirations).

ASK ABOUT MAIN SYMPTOMS :

Does the child have cough or difficult breathing?

IF YES, ASK:

- For how long?

LOOK:

- Count the number of breaths in one minute.
- Look for chest in-drawing.

2. Trainers ensure that participants understand the following :
 - **If the child clearly has no cough or difficult breathing, do not assess that it has these problems.** If however the child appears to have this problem, & the mother also says that the child has cough or difficult breathing, then:
 - **ASK: For how long?**
A child who has had cough for more than 30 days needs to be referred to hospital for further assessment.
 - **LOOK for chest in-drawing**
Chest in-drawing in a child with cough or difficult breathing indicates that the child has severe pneumonia. Unlike young infants, mild chest in-drawing is **NOT** normal in a child.
A child with any chest in-drawing should be referred to hospital.

Activity - 2 : Conduct Drill: Review of Cut-off for Determining Fast Breathing

To conduct this drill :

Explain the procedures for doing the drill.

- Tell the participants that this is not a test. Instead, this is an opportunity for participants to practice recalling the knowledge a ASHA needs to use when assessing and classifying sick children.
- Call on individual participants to answer questions one at a time. Travel around the circle putting questions to participants one after the other. If at any point, a participant is unable to answer, shift to the next person and repeat the question.
- Participants should wait to be called on and stay be prepared to answer as quickly as they can. This will help keep the drill lively.
- Ask if participants have any questions about the drill.
- Tell the participants they may refer to the chart during the drill, but they should try to answer the question without looking at or reading from the chart .
- Tell the participants that this drill will review the cutoffs for determining fast breathing in children.

Ask participants to state & remember the following cut off or threshold respiratory rates of the two age groups to ascertain whether breathing is fast:

- **In infants 2 months up to 12 months, 50 breaths per minute or more is fast breathing.**
- **In children 12 months up to 5 years, 40 breaths per minute or more is fast breathing.**

To explain how the drill will take place, first ask the co-Trainer, “What is the cut off for fast breathing in a 6 months old child?” The answer is: *The cut off for fast breathing is 50 or more per minute.*

Then ask the questions in the left column. Participants should answer in turn.

Questions	Answers
What is fast breathing in an infant or child :	
Age 4 weeks?	60 breaths per minute or more.
Age 6 weeks?	60 or more
Age 2 months?	50 or more
Age 6 months?	50 or more
Age 12 months?	40 or more
Age 4 months?	50 or more
Age 3 years?	40 or more
Age 3 months?	50 or more
Age 18 months?	40 or more
Age 8 months?	50 or more
Age 4-1/2 months?	50 or more
Age 9 months?	50 or more

Now explain to the participants that you will tell the age of the child and breathing rate in one minute. The participants will tell whether the breathing rate is fast or normal for age.

Begin the drill by asking your co-Trainer: "The age of the child is 4 months, breathing rate is 52 times per minute. Is it fast breathing or normal?" Answer: *This child has fast breathing since the cut off for fast breathing at this age is 50 or more per minute.*

Ask a participant to answer the first question, & as quickly as possible. Proceed to the next question and call on another participant to answer. If a participant gives an incorrect answer, go to the next participant, and so on.

Questions		Answer
Does this Infant or Child have fast breathing ?		
Age	Breathing Rate	
18 months	44	Yes
2 months	48	No
12 months	40	Yes
3 years	38	No
12 months	38	No
3 years	42	Yes
12 months	49	Yes
11 months	49	No
6 months	52	Yes
14 months	45	Yes

Questions		Answer
ASK : Does the Child have fast breathing if :		
The child is:	and a number of breaths in a minute is:	
3 months old	52	Yes
2 years old	38	No
6 months old	48	No
12 months old	38	No
12 months old	42	Yes
3 years old	37	No
8 months old	52	Yes

Questions		Answer
ASK : Does the Child have fast breathing if :		
The child is:	and a number of breaths in a minute is:	
18 months old	45	Yes
4 months old	45	No
14 months old	45	Yes
4 years old	43	Yes
20 months old	48	Yes
7 months old	48	No
10 months old	38	No
11 months old	45	No
12 months old	45	Yes

Activity - 3 : DEMONSTRATION : Classification for Cough or Difficult Breathing

Display enlarged section of chart or use Case management chart. Explain to participants as to how a classification is to be done using this chart. There are 3 classifications available if a child has cough or difficult breathing.

- If child has a general danger sign or chest in-drawing, the classification is “**severe pneumonia**”.
- If a child does not have this classification, they should go down and check if the child has fast breathing. If yes, they should select the classification “**pneumonia**”.
- If the child does not have fast breathing, classify this case as “**no pneumonia, cough or cold**”.

In this box, there can be only one classification. For example a child with **severe pneumonia** can not also have **pneumonia**.

Activity - 4 : Evaluation of Breathing

Materials :

- Digital wrist watch
- Skills Checklist : Counting respirations
- Young children if possible

Preparation :

Try to have young children available for this session

Demonstration : How to measure the respiratory rate (10 minutes)

Instructions to Trainers:

1. Ask for a volunteer: an adult or a child if possible.
2. Explain that breathing is taking air in and out of the body through the mouth or nose. One rise and fall of chest/ abdomen together make one breath.

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3. Explain how you can observe breathing by watching the chest or stomach rise and fall. Infants breathe much quicker than adults. When crying, the baby breathes much faster.
 4. Ask ASHAs to refer to the Counting Respiration Checklist in learner's training module . Have the trainees read the steps aloud.
 5. Explain that if you can't see the chest of a child move, have the mother lift up the shirt.
 6. It is important to count respirations when the infant or child is quiet and calm; if the child is crying, frightened or angry, have the mother calm the child before you count the respirations.
 7. Following the checklist points, demonstrate counting the respirations of a child (if possible) for a full minute.

Skills Checklist : Counting Respirations

1. Wait for the child to be quiet and calm.
2. Lift up the baby's shirt so you can see the full breath; the abdomen rising and falling equals one breath.
3. Remove your wrist watch and hold it in one hand, close to the baby's abdomen.
4. Count the child's breathing for one minute.
5. Record the number of breaths in a minute.

Practice :

- Allow time for the Trainees to Practice counting respirations. All the trainees should practice in pairs. Each trainee determines the respiratory rate of her partner for one full minute, using the checklist.
 - If babies are present, have trainees take turns counting the respiratory rate of the children.
 - Trainer observes with the help of checklist and count with the ASHA to assess the skill.
 - Ask ASHAs to do some physical exercise (sit-ups or running) for three full minutes and count again.
- Each trainee should practice counting respirations of five persons.

Activity - 5 : Conduct Video Exercise – 'Child with Cough or Difficult Breathing'

Tell the participants that they will now :

- see a demonstration of how to count the number of breaths of a child in one minute
- practice counting the number of breaths a child takes in one minute, and decide if this is a case of fast breathing
- see examples of looking for chest in drawing and fast breathing
- do a case study and practice assessing and classifying a sick child up through cough or difficult breathing.

Start the videotape and show the demonstration, the exercises, and the case study for cough or difficult breathing. If any participant has difficulty seeing the child's breaths or counting them correctly, rewind the tape to that particular case and repeat the example. Show the participant again where to look for and count the number of breaths.

Chest In-drawing :

Note: Chest in-drawing may be a difficult sign for participants to identify the first time. It may take several trials for the participants to feel comfortable with identifying this sign.

- If any participant has difficulty in identifying chest in-drawing, repeat an example from the video. Show this participant where to look for chest in-drawing, pointing to where the chest wall goes in when the child is breathing in.
- Some participants may need help determining when the child is breathing IN. Refer to an example from the video. Point to the spot on the child's chest where the participant should be looking. Each time the child breaths in, say "IN" to help the participant see clearly where and what to look for.
- It may be helpful to pause the video and ask a participant to point to the place where (s)he would look for chest in-drawing. This will help you to check if participants are looking at the right place in order to identify chest in-drawing. Repeat the exercises in the video until you feel confident that the participants have understood where to look for chest in-drawing, and are able to identify the sign in each of the children shown in this exercise.

For each of the children shown in the video, answer the question :

			Does the child have fast breathing?	
	Age	Breaths per minute	YES	NO
Mano	4 years	65	✓	
Wambai	6 months	66	✓	

For each of the children shown in the video, answer the questions:	Does the child have chest in-drawing?	
	YES	NO
Mary		✓
Jenna	✓	
Ho	✓	
Anna		✓
Lo		✓

Video Case Study

Management of the Sick Child Age 2 Months up to 5 Years

Name: Ben Age: 7 months Weight: 6 kg Temperature: 101.3° F (38.5°C)

ASK : What are the child's problems? cough for 2 weeks Initial visit? ✓ Follow-up Visit?

ASSESS (circle all signs present)	CLASSIFY
Check for general danger signs Not able to drink or breastfeed Lethargic or Unconscious Vomits everything Convulsions	General danger signs present? Yes <u> </u> No <u>✓</u> Remember to use danger sign when selecting classifications
Does the child have cough or difficult breathing? Yes <u>✓</u> No <u> </u> <ul style="list-style-type: none"> • For how long? <u>14</u> days • Count the breaths in one minute. <u>55</u> breaths per minute. • <u>Fast breathing?</u> • <u>Look for chest in-drawing.</u> 	Severe Pneumonia or Very Severe Disease

Activity - 6 : Filling of recording register

Demonstration : Introduce the Recording Form

Materials needed to do this demonstration : Enlarged Blank Recording Form

To conduct the demonstration:

When all the participants are ready, introduce the form, briefly covering each part of the form and its purpose. Use enlarged Recording Form, in order to enable participants see each part as you refer to it. For example:

This is a Recording Form. Its purpose is to help you record information collected about the infant's signs and symptoms when you do exercises in the module and when you see infants during field practice.

There are 2 sides to the form. The front is similar to the ASSESS & CLASSIFY chart. The other side of the form has spaces for you to use when you plan the infant's treatment. In this module, however, you will use the front side only. You will learn how to use the reverse side later in the course.

Look at the top of the front of the form. (Point to each space as you talk.) There are spaces for writing:

- The child's name and age
- The mother's answers about the infant's problems
- Whether this is an initial visit or follow-up visit

Now look at how the Recording Form is arranged. Notice that the form is divided into 2 columns: (*Point to each column as you refer to it.*) one is for "Assess" and the other is for "Classify." These two columns relate to the Assess and Classify columns on the ASSESS & CLASSIFY wall chart. (*Point to the relevant columns on the wall chart and then on the Recording Form to show their correspondence.*)

Look at the Assess column on the wall chart. It shows the steps for assessing the infant's signs and symptoms. This is the Assess column on the Recording Form where you record any signs and symptoms that you find are present. Here on the form is where you will record information about (*point as you take the name*) diarrhoea, feeding problem & / or malnutrition. Under the main symptom on the chart, you can see that the assessment steps are the same as those on this form. There is also a section for recording information about the infant's immunization status. Here is the "Classify As" column on the chart, and here is the "Classify" column on the Recording Form. You are to record the infant's classification in this column.

When you use the Recording Form to do exercises in this course, or when you are working with sick children during field practice, you will record information by:

- Circling any sign that is present, like this (*circle a sign on the Recording Form*). If the infant does not have a sign, you do not need to circle anything.
- Ticking **YES** if a main symptom is present or **NO** if it is not present. (*point to the Yes__ No__ blanks after each symptom assessment question on the enlargement.*)
- Writing specific information in spaces such as the one for recording the number of breaths per minute (*point to where this number is to be written*) or the number of days a sign or symptom has been present (*point to the "for how long?" question in the diarrhea section*).
- Writing the classification of the main symptom.

As you work through the exercises in this module, you will only see that part of the form for the main symptoms and signs about which you have learned.

At the end of the demonstration, check for and answer any questions.

Summary : (10 min)

- Ask a participant to demonstrate how to count respirations
- Ask a participant to describe how to identify chest in-drawing

Evaluation of the session

Objectives	Assessment Method
Count a child's respiration for 1 minute	Video practice and classroom practice
Identify in-drawing breathing	Video practice
Classify the sick child	Video case study
Complete front page of recording form	Video case study/demonstration