

You can achieve and thrive!



USAID
FROM THE AMERICAN PEOPLE



PEPFAR
U.S. President's Emergency Plan for AIDS Relief

4Children
Coordinating Comprehensive Care for Children

**Counseling Cards for HIV-Sensitive
Community Case Management**

The counseling cards in this flipchart are based on the Standard Operating Procedures for Case Management developed in partnership by USAID, PEPFAR, and 4Children. The toolkit for implementation is based on the same Standard Operating Procedures for Case Management and was developed in partnership by USAID, PEPFAR, CRS, and Picture Impact.

Introduction

These counseling cards have many purposes. The main purpose is to help Case Workers and households have a good discussion.

The cards can be used to help discussion:

- during the wellbeing assessment
- during regular household visits
- when the household is struggling to understand a key concept

The Wellbeing Assessment Guide includes prompts for which card to use.



Counseling Card ...

Some of the counseling cards contain pictures that tell a story. The card has information on the back to start a discussion about that story.

Some of the counseling cards contain images of technical information, like ART or viral load. The card has information on the back to help guide the conversation about technical information.

Each card contains:

A small image of the front side of the card for reference.

The key messages and core ideas you need to make sure the household knows.

4 HIV Testing

Knowing HIV status is an important benchmark of the program. Help household members make sure that they know if they

Core ideas

Testing for HIV can save your life and your children's lives.

If you test positive you can still live a healthy and long life with treatment.

Test every adult and adolescent every year even if the last test was negative.

Testing when pregnant is best for you and your baby.

Conversation guide

Ask these questions privately with each member of the household who is 15 or older.

Remind the person that you will keep their information confidential.

Have you ever been tested for HIV?

IF YES, testing also ask:

- Do you know your result?
- Would you share with me the results of your test?
- How do you feel about your result?
- When were you last tested?
- Have you shared your status with anyone? What?

IF NO, never testing also ask:

- How do you feel about getting tested?
- What has kept you from being tested?

IMPORTANT: My status is private information. Keep this information private.

Never reveal the status of any person in the household to any other members of the household without their permission.

Emergency priority action

If a household member is at high risk of HIV and not tested refer them to a healthcare facility. This is an emergency action on your case plan record.

Places where you can find more information on this topic:

- SOP job aid: Communicating with Children and Caregivers about Sexual Risk Topics
- SOP Job Aid: HIV Risk Assessment
- SOP Job Aid: Service Referral Form

Important instructions for you, the Case Worker.

Guidance for your conversation with the household.

Emergency actions to take (if needed).

Other resources on this topic.

Included in these cards

The Farmer Who Took Action



Graduating from Case Management



Overcoming Setbacks



HIV Testing



Antiretroviral Therapy (ART)



Viral Load



Living Positively with HIV



Disclosure



Psychosocial Support



Adolescent HIV Prevention



Child and Adolescent Protection



Positive Parenting



Nutrition



Household Assets



Stability through Finances



Building an Income-Generating Activity



Disability or Chronic Illness

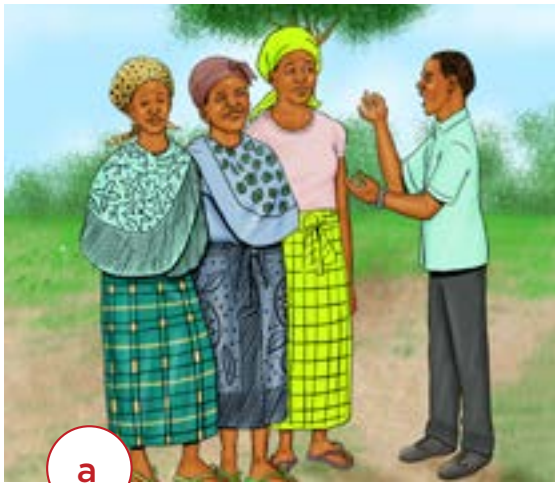


School



Pregnancy and PMTCT





a



b



c



d



e



f

You can make your life better. Take small actions one at a time.
Small actions lead to big change.

1



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1

The Farmer Who Took Action

Help the household understand they can take action in this program.



Core ideas

You can do small things to make your life better.

You can do small things one at a time. Small things lead to big change.

Your Case Worker can help you plan what things to do to achieve your goals.

Conversation guide

What happened for the farmer standing up?

What about her friends?

They were all at the same training. What is the difference between the farmer taking action and the other farmers?

Why did the one farmer take action?

Why do you think her friends did not?

Was the farmer who took action able to pay school fees right away after the training?

How long did it take?

What are all the things she did to pay school fees?

Places where you can find more information on this topic

- “Planning Story” in Case Worker Activity Deck, cards 22-30
- Household Action Plan
- Counseling Card 2 “Graduating from Case Management”
- Counseling Card 15 “Stability through Finances”
- SOP job aid: Explaining Case Management and Case-Plan Achievement to Families
- SOP job aid: Guiding Questions for Preparing a Household for Case-Plan Achievement



A family at the beginning of the program.



Your Case Worker is here to help you.



You can set your own goals as a family.



You can achieve and thrive.



When you reach your goals, you graduate from the program.



You can be a champion in your community.

This program will help you reach your goals. When you reach your goals you will graduate. Graduating is a good thing.

2

2

Graduating from Case Management

Help the household understand graduation is good. It means success and leadership.



Core ideas

This program uses case management.

Case management helps you reach your goals.

You can set your own goals within benchmarks.

The program does not do this for you. We help you reach each benchmark.

When you achieve all the benchmarks, you will graduate from the program.

Graduating is a good thing.

Conversation guide

Do you think your family can be healthy, stable, safe, and schooled?

What are the strengths of each of your family members?

Do you think your family can take action to be healthy, stable, safe, and schooled?

What is one time that you set a goal for your family? Did you achieve that goal?

Do you know all of the benchmarks of this program?

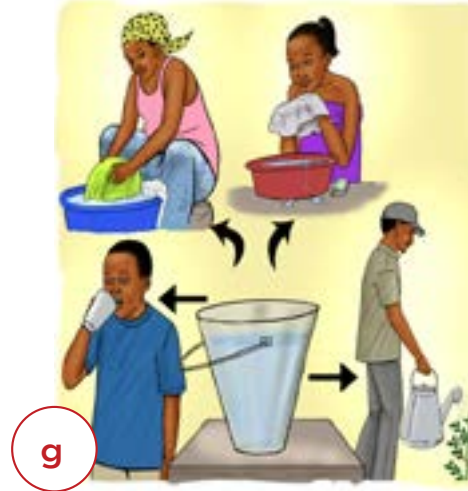
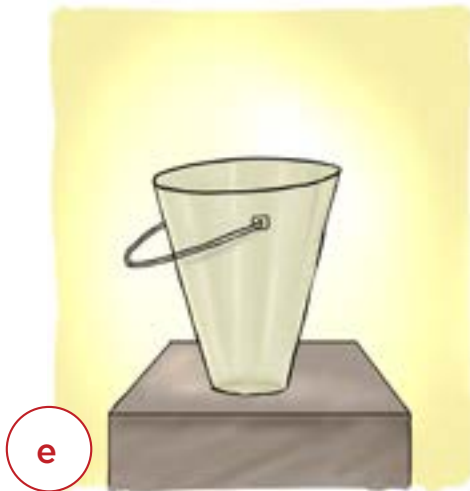
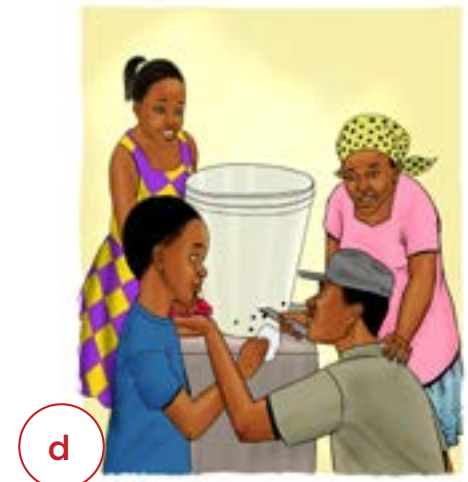
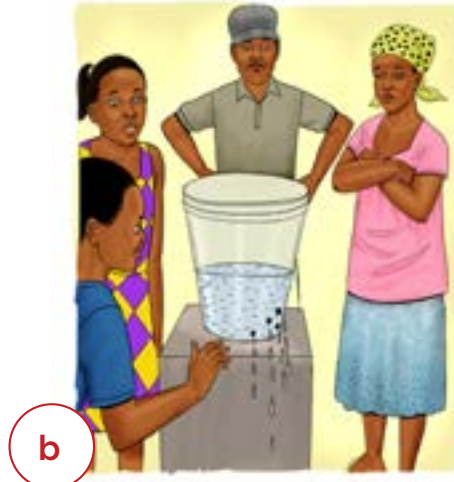
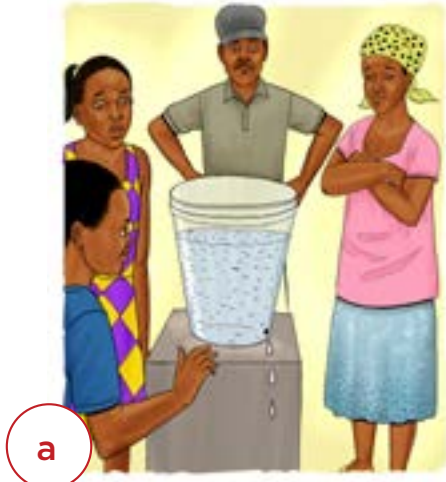
Have you graduated from a program before?

What do you think about graduating from this program?

What is something good about graduating from this program?

Places where you can find more information on this topic

- Toolkit: Household Action Plan
- SOP: Case-Plan Achievement
- SOP reference: Strengths-based and Resilience-based Case Management
- SOP job aid: Explaining Case Management and Case-Plan Achievement to Families
- SOP job aid: Guiding Questions for Preparing a Household for Case-Plan Achievement



You are not alone. Everyone has hard times. You can use your strengths and your assets to help you get through hard times.

3



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3

Overcoming Setbacks

Remember it is not your job to fix the problem. Tell your social worker if the family is in crisis.



Core ideas

Everyone has hard times.

Everyone has strengths and assets.

You can use your strengths and assets to get through hard times.

Conversation guide

Please look at this story. What is happening in the story?

What does the hole represent?

What happens when the family ignores the hole?

What does the family do to fix the problem?

What is a challenge someone in your family is having?

Is your family ignoring the problem?

What assets does your family have to solve the problem?

What can you all do together to fix the problem?

What will life be like when the problem is fixed?

How can I support you in addressing this problem?

Places where you can find more information on this topic

- Counseling Card 1 “The Farmer Who Took Action”
- Counseling Card 9 “Psychosocial Support”
- Counseling Card 13 “Nutrition”
- Counseling Card 14 “Household Assets”
- SOP reference: Strengths-Based and Resilience-Based Case Management
- SOP job aid: Explaining Case Management and Case-Plan Achievement to Families
- SOP job aid: Guiding Questions for Preparing a Household for Case-Plan Achievement



Knowing your HIV status can save your life and your child's life.
You can live a long and healthy life with treatment.

4



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4

HIV Testing

Knowing HIV status is an important benchmark of the program. Help household members move past their fear to get tested.



Core ideas

Testing for HIV can save your life and your children's lives.

If you test positive, you can still live a healthy and long life with treatment.

Test every adult and adolescent every year, even if the last test was negative.

Testing when pregnant is best for you and your baby.

Conversation guide

Ask these questions privately with each member of the household who is 10 or older.

Remind the person that you will keep their information confidential.

Have you ever been tested for HIV?

If YES, tested, also ask:

- Do you know your results?
- Would you share with me the results of your test?
- How do you feel about your results?
- When were you last tested?
- Have you shared your status with anyone? Who?

If NO, never tested, also ask:

- How do you feel about getting tested?
- What has kept you from being tested?



IMPORTANT! HIV status is private information. Keep this information private.

Never reveal the status of any person in the household to any other members of the household without their permission.

Emergency priority action

If a household member is at high risk of HIV and not tested, refer them to a healthcare facility. This is an emergency action on your case-plan record.

Places where you can find more information on this topic

- SOP job aid: Communicating with Children and Caregivers about Sensitive Topics
- SOP tool: HIV Risk Assessment
- SOP tool: Service Referral Form



ART can help you heal from HIV.
It is important to take ART correctly.

5



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5

Antiretroviral Therapy (ART)

Teach people living with HIV how important ART is for living a healthy life and how to take it.



Core ideas

ART helps you heal from the effects of HIV.

ART reduces the amount of HIV in your blood. It reduces your viral load.

ART helps stop HIV from turning into AIDS.

ART must be taken in the right dose, the right number of times, and the right time of day.

Children 10 years and older need to become responsible for taking their own ART correctly.

Conversation guide

Ask these questions privately with people living with HIV who are 10 or older. Remind the person that you will keep their information confidential.

Do you know how ART works? *It decreases HIV cells and increases healthy cells in your blood.*

Are you (or your children) currently taking ART to treat HIV?

What is your experience with ART? Tell me about it.

Do you (or your children) take daily treatments at the same time every day? Is this difficult? Why?

What helps you be successful with ART? Do you have a treatment buddy?

Where do you get your ART? Which facility? Why?

Emergency priority action

If a household member is living with HIV and not adhering to ART, make a referral to the healthcare facility. If a household member is living with HIV and not linked to a clinic, make a referral to the healthcare facility. This is an emergency action on your case-plan record.

Places where you can find more information on this topic

- SOP job aid: Communicating with Children and Caregivers About Sensitive Topics
- SOP tool: Service Referral Form



IMPORTANT! HIV status is private information. Keep this information private.

Never reveal the status of any person in the household to any other members of the household without their permission.



It is important to know your viral load. A low viral load is good.
Ask your clinician about your viral load.

6



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6

Viral Load

Teach people living with HIV about viral load and why it is important. Viral suppression is a benchmark of the program.



Core ideas

It is important to know your viral load.

A low viral load is good, and a high viral load is bad.

You can demand your viral-load number from your doctor at each visit.

If you are on the right ART, it will help lower your viral load.

Conversation guide

Have you heard of “viral load”? What does it mean? *Your viral load is how many HIV particles (small pieces) you have in your blood.*

- A low viral load, under 1000/mL, is good—you do not have a lot of HIV in your blood. You won't feel sick and are less likely to pass HIV on to someone else.
- A high viral load, over 1000/mL, is bad—the amount of HIV is growing in your blood and can make you sick.

Do you know your own viral load?

- Has it changed? How do you feel about your viral load?
- Does your clinic do a good job telling you about viral load? Can I see your card?

How is your viral load related to taking your ART?

Emergency priority action

If a member of the household has a high viral load, refer them to the healthcare facility. This is an emergency action on your case-plan record.

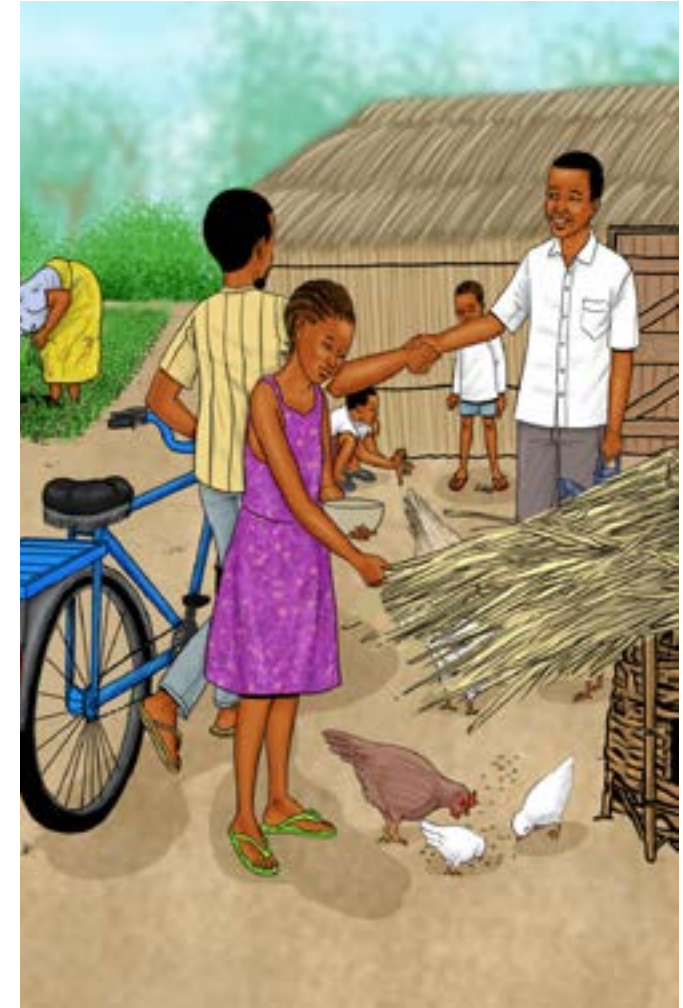
Places where you can find more information on this topic

- SOP job aid: Communicating with Children and Caregivers and about Sensitive Topics
- SOP job aid: What is Viral Load and How to Discuss It
- SOP tool: Service Referral Form



IMPORTANT! HIV status is private information. Keep this information private.

Never reveal the status of any person in the household to any other members of the household without their permission.



A person living with HIV
can have a normal, productive life.

7



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7

Living Positively with HIV

Remember to talk about the importance of ART and viral-load suppression.



Core ideas

A person living with HIV can have a normal, productive life.

These things are important to help you stay healthy:

- Take ART regularly
- Stay active
- Get enough sleep and rest
- Eat a balanced diet
- Stay away from alcohol and drugs
- Get help from a support system

Practicing these helps you stay healthy and happy while HIV+.

Conversation guide

The girl in this story is HIV+.

What do you notice about the girl?

What types of things is she doing?

Is this girl living a normal, productive life?

What is she doing to practice positive living?

What else could she do to live a healthy life?



IMPORTANT! HIV status is private information. Keep this information private.

Never reveal the status of any person in the household to any other members of the household without their permission.

Places where you can find more information on this topic

- Counseling Card 5 “Antiretroviral Therapy (ART)”
- Counseling Card 6 “Viral Load”
- Counseling Card 9 “Psychosocial Support”
- Counseling Card 10 “Adolescent HIV Prevention”



It is good to open about your HIV status with other adults in your home.
Consider the child's age when telling them about HIV.

8



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8

Disclosure

Remember that a person's HIV status is private information, discuss disclosure in general.



Core ideas

Non-disclosure means never discussing illness or HIV.

Partial disclosure is talking about an illness and treatment, but not using the word HIV. This is good at age 6.

Full disclosure is telling someone they have HIV. This is good between ages 7 and 11.

It is important not to lie to children about HIV.

Conversation guide

What is happening in the first picture?

The parents are using partial disclosure to talk to their HIV-positive child who is 6.

They should be telling the child these things:

- You have a long-term disease
- This does NOT mean you are bad, cursed, or dirty
- You must take your medicine every day to be strong and healthy
- If you take your medicine you can play, and go to school like other children, and when you grow up you can get married like your friends

What is happening in the second picture?

The parents are using full disclosure to talk to their HIV+ child who is 10.

How do you think the parents knew the child was ready?

The child may have asked about their medicine or HIV status.



IMPORTANT! HIV status is private information. Keep this information private.

Never reveal the status of any person in the household to any other members of the household without their permission.

Places where you can find more information on this topic

- Counseling Card 4 “HIV Testing”
- Counseling Card 5 “Antiretroviral Therapy (ART)”
- Counseling Card 6 “Viral Load”
- Counseling Card 9 “Psychosocial Support”
- Counseling Card 10 “Adolescent HIV Prevention”
- SOP job aid: Communicating with Children and Caregivers about Sensitive Topics



It is important to have someone to talk to that you trust.
The more support you have the healthier you can be.

9



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9

Psychosocial Support

Encourage your family to be as connected as possible to their community. People affected by HIV need emotional support.



Core ideas

It is important to have someone to talk to that you trust.

There are many different ways you can find support in your community.

Case Workers are just one support for you; you will need others.

The more support you have, the healthier you can be.

You can be a great parent when you have support.

Conversation guide

What do you see in this picture?

What different types of support does this family have?

Are these types of supports in your community?

What other types of supports are in your community?

Do you have someone you trust that supports you?

Places where you can find more information on this topic

- SOP tool: Service Referral Form
- SOP job aid: Strengths-Based and Resilience-Based Case Management



it is important that adolescents and young people know how to protect themselves and others from HIV transmission.

10



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10

Adolescent HIV Prevention

Both caregivers and adolescents have a role to play to keep adolescents safe from HIV. Help them talk about these hard topics.



Core ideas

Three ways to reduce the risk of acquiring HIV through sex are delaying or not having sex (100% effective), maintaining a mutually faithful relationship with one uninfected partner (100% effective), and using a condom (98% effective if used consistently and correctly every time; as this can be difficult, abstinence is best.)

Older men pressure adolescent girls to have sex by buying them things or giving them money. Even when the girl doesn't see another choice, or thinks he loves her, this is still abuse and it is dangerous.

Conversation guide

What is the girl doing in each of these pictures? Is this girl at risk of sexual abuse or exploitation?

What do you think the other teens are pressuring the girl to do? What about the older man?

What are the daughter and caregiver talking about? How do you think the caregiver is responding?

Have you talked with the adolescents in your home about sex, HIV, and exploitation?

Are there any instances of abuse that you want to talk about?

Do you need help talking to your adolescent about sex, HIV, and exploitation?



IMPORTANT! HIV status is private information. Keep this information private.

Never reveal the status of any person in the household to any other members of the household without their permission.

Emergency priority action

If there is physical or sexual abuse of a child in the home refer the child to Child Protective Services. This is an emergency action on your case-plan record.

Places where you can find more information on this topic

- SOP tool: Service Referral Form
- SOP job aid: Communicating with Children and Caregivers about Sensitive Topics



Children need to be safe. You can protect your children from abuse.
You can get help.

11



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Lead a conversation about abuse with the household. Abuse likes to stay hidden or hide in plain sight. Talking is powerful.



Core ideas

Abuse can take many forms.

You can protect your children by speaking to them about what abuse is and encouraging them to tell you if they feel unsafe.

Experiencing sexual abuse and exploitation increases girls' risk of HIV.

Conversation guide

Children and adolescents should not be beaten, slapped, spanked, hit with a belt or stick, or anything hard.

- **Has this ever happened to you?**
- **How is this harmful to children?**

A child or adolescent should never have any of their private parts touched by someone or forced to do something against their will.

- **Has this ever happened to you?**
- **How is this harmful to children?**

Adolescents and children who have been abused need comfort. They need to know it is not their fault.

- **Is your family a safe place to talk about these things?**
- **How can you protect the children in your care?**

Emergency priority action

If there is physical or sexual abuse of a child in the home, refer the child to Child Protective Services. This is an emergency action on your case-plan record.

Places where you can find more information on this topic

- SOP tool: Service Referral Form
- SOP job aid: Communicating with Children and Caregivers about Sensitive Topics



A good relationship with your child can help them in life. Talking, singing, telling stories, playing, and helping them creates a strong bond.

12



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12

Positive Parenting

Find ways to support positive relationships between caregivers and children. This is the foundation for a healthy family.



Core ideas

Children need connection with a parent like playing, singing, or doing homework together.

A bad relationship with your child can be negative for their health, development and relationships now and later in life.

Adolescents need a caregiver who listens when they talk.

Conversation guide

What is happening in this story?

What do you think the mother and daughter are talking about in the first picture?

How is this interaction harmful to the daughter?

What is happening in the second picture?

Are you in a parenting class? Is there one in your community?

What ways do you get support with parenting?

What is happening in the third picture?

How is this interaction helpful to the daughter?

What is the mother doing well in this picture?

Emergency priority action

If there is abuse in the home, ask the caregiver to share more information with you. Provide a referral to a health or legal service if needed. Tell a supervisor.

Places where you can find more information on this topic

- SOP tool: Service Referral Form
- SOP job aid: Communicating with Children and Caregivers about Sensitive Topics
- SOP job aid: Strengths-Based and Resilience-Based Case Management



Good nutrition helps the body stay strong, develop, grow and fight infection.

13

Remind the household how important nutrition is for healthy living, not just having enough food.



Core ideas

People living with HIV or TB need more food than others to stay healthy.

Good nutrition helps the body stay strong, develop, grow and fight infection.

Monitoring the growth of children under 5 helps you know when a child may need extra help.

Conversation guide

What do you see in the first picture?

Why do you think this child is malnourished?

What struggles are you having with breastfeeding your infant?

What struggles are you having with feeding your toddlers?

What is happening in the second picture?

Why do you think this child is healthy?

Where do you think the caregiver learned about nutrition?

What can you do to help your family have access to nutritious foods?

It is the most important for pregnant and lactating women, children under 5 years, and people living with HIV or TB.

Emergency priority action

If a child aged 0-5 has a MUAC measurement less than 12.5 cm, provide the family with a referral to a health facility. If the child is HIV+ refer to family to the clinic for nutrition information. This is an emergency action on your case-plan record.

Places where you can find more information on this topic

- SOP tool: Service Referral Form
- SOP job aid: Nutritious infant feeding/locally available foods and recipes (WEI/B)



Every household has assets.
You can use the assets you already have to earn more income.

14



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14

Household Assets

Work with the household to see their assets and how they can build a future from what they have. Seeing positive things is powerful.



Core ideas

Every household has assets.

Assets are physical things your household owns.

A household can use their assets to prevent crisis.

A household can use their assets in times of crisis.

A household can use assets to earn more income.

Conversation guide

What do you see in this picture?

What assets do you see? *There are many assets.*

Point to an asset.

How can that asset be used to prevent a crisis? How can that asset be used in a time of crisis? How can that asset be used to earn more income?

Point to the assets that are in your household.

How do you feel about your assets?

Places where you can find more information on this topic

- SOP reference: Strengths-Based and Resilience-Based Case Management



Savings can help your family.
Having a budget can help you save.

15



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15

Stability through Finances

Remind the household that no amount is too small to start saving. Everyone can save.



Core ideas

Saving is a powerful tool to become stable.

Savings can help you meet your goals.

Savings can help you in a crisis.

Savings can prevent you from taking out expensive loans.

There are safe community options to help you save.

Having a budget can help you save.

Conversation guide

What is happening in this story?

What crisis is the family experiencing?

How does this family handle the crisis?

What assets does the family have to help with the crisis?

Savings is one of the most powerful assets your family can have.

Where is a safe place in your community to save money?

Having a budget will help you to start saving or save even more.

Does your household have a budget?

Do you know where you can learn more about budgets and savings?

Places where you can find more information on this topic

- SOP reference: Strengths-Based and Resilience-Based Case Management
- Counseling Card 13 “Nutrition”



You can generate income with assets that you already have.
Earning more income is a good way to help your family.

16

16

Building an Income-Generating Activity

Work on a plan with the household that will help them earn more income. This will help your family be stable.



Core ideas

You can start earning money with assets that you already have.

If your business is not making much money, you may need to improve it.

Changing businesses is not usually a good idea. Building on what you already do is smart.

Businesses with customers can be profitable.

Conversation guide

What is happening in this picture?

What do you think the Case Worker is encouraging the family to do?

What do you think the family wants to do?

What do you think is the best decision for the family?

What more do you need to know to make a good decision?

What ways do you earn income?

What other ways could your household earn more income?

What assets do you have that you could use to earn more income?

Do you already have a business?

How can it be improved?

Places where you can find more information on this topic

- SOP reference: Strengths-Based and Resilience-Based Case Management
- Counseling Card 13 “Nutrition”



Everyone can participate in daily activities. All family members deserve to know someone loves them and makes them feel safe.

17



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17

Disability or Chronic Illness

Help the family find ways to include and value every member of the household.



Core ideas

A disability can affect someone's hearing, speech, physical movement, mental ability, vision, or how they look.

In a healthy family, all children participate in daily activities such as eating, playing, or talking with other family members.

All family members deserve to know someone loves them and makes them feel safe.

Conversation guide

Does someone in your family have a disability?

Are they included in regular family activities?

Do you know anyone with a disability?

How might someone with a disability still contribute to their family?

How can you include people with disabilities?

Places where you can find more information on this topic

- SOP job aid: Strengths-Based and Resilience-Based Case Management
- Counseling Card 13 "Nutrition"
- SOP job aid: The Best Interests of the Child
- SOP job aid: Key Message for Caseworkers B1 and D1



All children need to be enrolled in school. To learn, they need to attend regularly. They should be progressing each year.

18



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School

Help the caregiver(s) think about each child and their schooling, and find ways to support their child's school success.



Core ideas

All children, girls and boys, need to be enrolled in school.

To benefit from school, a child must go to school regularly. Missing days makes it hard to learn.

Good grades in class and moving up grade by grade are signs of success. Caregivers and children should work together to achieve this.

All children in a thriving family graduate school.

Conversation guide

How is a child successful in school? What must they do?

How can a caregiver help their children in school?

What is hard about keeping children in school?

Do you think your children are learning in school? What is useful about this?

Ask your children:

What do you like about school?

What is one new thing you learned this week?

Places where you can find more information on this topic

- SOP job aid: Key Message for Caseworkers D1 and D2



Pregnant and breastfeeding women living with HIV can help prevent the spread of HIV to their infant.

19



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19

Preventing Mother to Child Transmission (PMTCT)

Help pregnant women living with HIV understand the importance of ANC, adherence, breastfeeding, and infant HIV testing.



Core ideas

It is possible to prevent your unborn baby from having HIV.

Attending ANC is important for a healthy baby.

Adherence to ART during pregnancy and breastfeeding is necessary.

Exclusively breastfeeding for 6 months makes your baby strong, even if you are HIV+.

Testing your baby for HIV in the first 6 weeks is important.

Conversation guide

For pregnant, HIV+ women:

Have you visited your doctor since becoming pregnant?

How do you feel about becoming a parent?

Do you have any worries?

How do you feel about breastfeeding?

For mothers of young infants who are HIV+:

How are you and your baby doing?

Have you visited the clinic since you gave birth?

Has your baby been tested for HIV?

How do you feel about breastfeeding?

Places where you can find more information on this topic

- SOP job aid: Key Message for Caseworkers A6



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