Promoting optimal development, health, wellbeing and functioning in children with developmental disabilities: implementation experience and next steps.

Chiara Servili WHO and Raoul Bermejo UNICEF
GOAL: Strengthen countries’ capacity for early detection of developmental delays and promotion of optimal development and functioning for children with DD, in the context of comprehensive integrated family-centred strategies for child health and ECD (in line with WHA67.8 and the Nurturing Care Framework).

Children with developmental delays and disorders (DD)

Towards integrated services:
Mental Health GAP Action Programme

- Clinical tools for non specialists
- Tools for building capacity
- Manualized psychological Interventions
- Tools to scale up by district health managers

- mhGAP Guidelines
- mhGAP IG
- mhGAP HIG
- E-mhGAP
- Caregiver Skills Training
- Training materials for PHC providers and teachers
- mhGAP Operations Manual
Task shifting and collaborative care

- Identify care providers best placed to deliver the intervention
- Identify gaps in skills
- Develop additional skills by training and supervision and establish collaborative care models

Mainstreaming a minimum package of effective interventions for priority conditions in PHC and at community level

- Capacity building tools for GPs, nurses, CHWs, pre-school teachers
- M- and e-tools and job aids
I think it has to be an effort by everyone, us, parents, nurses, doctors and CHW. It is our responsibility. If some people don’t do their part, it’s a problem.” (pre-school teacher Lesotho)

if you can have workshops for the parents of these kids, to make them understand how they should support so that the child will not be cornered in society. Most parents have this mentality that their child cannot do anything.

Although trained and trusted by communities, CHWs often reported lacking skills, particularly regarding early interventions, and specialists’ support.

Pilot testing mhGAP in countries
Feasibility studies in Panama, Lesotho and Sri Lanka
Pilot testing mhGAP in countries

- Significant redistribution of tasks
- Improved knowledge, skills and attitude of care providers
- Improved fidelity to EB practice
- Improved caregivers’ satisfaction
- Increased number of children with DD followed up at PHC
Empowering caregivers to transform children’s lives

WHO Caregiver Skills Training
for Families of Children with Developmental Disorders or Delays

Preventing and responding to CHALLENGING BEHAVIOUR
- Show your child words and gestures to communicate

SHARED ENGAGEMENT through play and home routines
- Look and Listen
- Join in by imitating
- Show and Say a new step

Promoting ADAPTIVE BEHAVIOUR
- Show and say
- Wait for the child to try
- Praise child for trying

Understanding and promoting COMMUNICATION
- Wait to give your child room to communicate
- Care for yourself to help you and your child

WELL-BEING and self-care

We gratefully acknowledge support from Autism Speaks
Intervention targets

Caregiver-child relationship

Child’s functioning

- social, emotional, and cognitive development; focus on communication
- adaptive (vs disruptive) behaviour

Caregiver’s role and functioning

- self-confidence, parenting skills and knowledge;
- coping skills and psychological wellbeing

Participation, stigma reduction, inclusion
Programme content

• Developmental and behavioural approaches to promote **shared engagement and communication** - using naturalistic strategies

• Positive parenting approaches to promote **adaptive child behaviours** and management of challenging behaviour

• **Problem solving**

• **Promotion of caregiver well-being** (principles of Acceptance and Commitment Therapy)

• Coaching and modeling

- **‘Common elements approach’**- for caregivers with heterogeneous needs
- **Child/Family centered approach – modular approach**
Lessons from the field

• Heterogeneous needs, severe alterations in communication and motor functions, clustering of adversities

• Tailoring the strategies to the functioning profiles and families’ goals

• Coaching caregivers during interaction with kids

• Variety of delivery strategies - e.g. avatar assisted training

• Opportunities for integration with universal/selective approaches
Global Report on Developmental Delays, Disorders and Disabilities

- Theoretical underpinning and language
- Non-categorial and transdiagnostic approach Developmental and Functioning Profiles
- Child- and Family-centred care
- Systems requirements
- Enabling environments
- Tracking progress in countries: Country profiles
- Economic impact and cost of inaction
- Users perspectives