

Caregiver skills training for families of children with developmental delays or disabilities

Introduction



Caregiver skills training for families of children with developmental delays or disabilities

Introduction

Caregiver skills training for families of children with developmental delays or disabilities: introduction.

ISBN 978-92-4-004883-6 (electronic version) ISBN 978-92-4-004884-3 (print version)

© World Health Organization 2022

Some rights reserved. This work is available under the Creative Commons Attribution-NonCommercial-ShareAlike 3.0 IGO licence (CC BY-NC-SA 3.0 IGO; https://creativecommons.org/licenses/by-nc-sa/3.0/igo).

Under the terms of this licence, you may copy, redistribute and adapt the work for non-commercial purposes, provided the work is appropriately cited, as indicated below. In any use of this work, there should be no suggestion that WHO endorses any specific organization, products or services. The use of the WHO logo is not permitted. If you adapt the work, then you must license your work under the same or equivalent Creative Commons licence. If you create a translation of this work, you should add the following disclaimer along with the suggested citation: "This translation was not created by the World Health Organization (WHO). WHO is not responsible for the content or accuracy of this translation. The original English edition shall be the binding and authentic edition".

Any mediation relating to disputes arising under the licence shall be conducted in accordance with the mediation rules of the World Intellectual Property Organization (http://www.wipo.int/amc/en/mediation/rules/).

Suggested citation. Caregiver skills training for families of children with developmental delays or disabilities: introduction. Geneva: World Health Organization; 2022. Licence: CC BY-NC-SA 3.0 IGO.

Cataloguing-in-Publication (CIP) data. CIP data are available at http://apps.who.int/iris.

Sales, rights and licensing. To purchase WHO publications, see http://apps.who.int/bookorders. To submit requests for commercial use and queries on rights and licensing, see https://www.who.int/copyright.

Third-party materials. If you wish to reuse material from this work that is attributed to a third party, such as tables, figures or images, it is your responsibility to determine whether permission is needed for that reuse and to obtain permission from the copyright holder. The risk of claims resulting from infringement of any third-party-owned component in the work rests solely with the user.

General disclaimers. The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of WHO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries. Dotted and dashed lines on maps represent approximate border lines for which there may not yet be full agreement. The mention of specific companies or of certain manufacturers' products does not imply that they are endorsed or recommended by WHO in preference to others of a similar nature that are not mentioned. Errors and omissions excepted, the names of proprietary products are distinguished by initial capital letters.

All reasonable precautions have been taken by WHO to verify the information contained in this publication. However, the published material is being distributed without warranty of any kind, either expressed or implied. The responsibility for the interpretation and use of the material lies with the reader. In no event shall WHO be liable for damages arising from its use.

Design and layout by Harri Aittasalo; illustrations by Miguel Mendes

Contents

Preface	iv
Acknowledgements	v
Background	1
Who is the caregiver skills training package for?	1
Format of the caregiver skills training package	1
Caregiver skills training implementation tools	2
Group session structure and goals	2
Home visit structure and goals	2
Content of the caregiver skills training package	3
Educational methods	4
Who can provide the caregiver skills training course?	4
Who can train and supervise the facilitators?	4
Facilitators' training	
Supervision	5
How to use the facilitators' guides	6
How to manage the group sessions	6

Preface

This is the first part of the caregiver skills training package for families of children with developmental delays or disabilities. This five-part course package provides guidance – presented in text form as well as in a set of illustrated parenting strategies – to increase caregivers' ability to promote their children's development and well-being through play and home routines.

Caregivers play a key role in promoting nurturing environments. Psychosocial interventions and parent-mediated interventions can improve the developmental trajectories, functioning and quality of life for children with developmental disabilities. Yet most children with such conditions and their caregivers do not have access to such care.

The caregiver skills training package is designed to be delivered by trained non-specialists. The training adopts a family-centred approach to help care providers support caregivers in defining specific training goals for each family. The training package is for the caregivers of children aged 2–9 years with developmental delays or disabilities and aims to provide them with skills that they can use at home to improve their child's engagement in activities and communication, and to promote positive behaviour and skills for daily living. The course is designed to be integrated within a network of community-based health and social services for children with developmental disabilities and their families. It should be delivered as part of the "stepped care" approach to child health whereby the most effective, yet least resource-intensive, treatment is delivered before "stepping up" to more specialist services.

During field-testing the caregiver skills training package was found to support the feasibility, acceptability and relevance of this training package as an intervention for families while helping to improve the caregivers' parenting skills and supporting their well-being.

We hope that once this training package has been adapted to fit the local context in countries across the world, it will reach many more families and help caregivers and their children with developmental disabilities to enjoy optimal well-being, relationships and quality of life.

Dévora Kestel

Director

Department of Mental Health and Substance Use, World Health Organization, Geneva

Acknowledgements

Project coordination

The development and field testing of the caregiver skills training package has been coordinated by Chiara Servili under the direction of Tarun Dua, Shekhar Saxena (until 2018) and Dévora Kestel (from 2019), WHO Department of Mental Health and Substance Use.

Content development

Main contributors

(in alphabetical order, with affiliation at time of contribution)

External experts: Felicity L. Brown (War Child Holland and University of Amsterdam, Netherlands), Laura Pacione (University of Toronto, Canada), Erica Salomone (University of Milano-Bicocca, Italy), Stephanie Shire (University of Oregon, United States of America (USA)).

WHO technical staff: Chiara Servili (Department of Mental Health and Substance Use, Headquarters)

Technical inputs and review

(in alphabetical order, with affiliation at time of review)

External experts: Nazmin Abdullah (Universiti Kebangsaan, Malaysia), Amina Abubakar (KEMRI-Wellcome Trust, Kenya), Julnar Al-Kaied (International Medical Corps, Syrian Arab Republic), Carlos G. Alonso-Rivera (International Pediatric Association, Mexico), Ana Andreeva-Sapundzhieva (Center for Social Rehabilitation and Integration, Bulgaria), Maria Paz Araya (Ministry of Health, Chile), Anara Asanalieva (Center for Children with Autism, Kyrgyzstan), Gulnaz Azhymambetova (Department of Health, Kyrgyzstan), Alexandra Bagney (Médecins sans Frontières, Spain), Merry Barua (Action for Autism, India), Tolulope Bella-Awusah (University of Ibadan, Nigeria), Erlinda Borromeo (Autism Hearts Foundation, USA), Daniel Bulte (University of Oxford, United Kingdom of Great Britain and Northern Ireland (United Kingdom)), July Caballero (Ministry of Mental Health, Peru), Carmen Julissa Cayo Medina (Instituto Nacional de Salud Mental, Peru), Ya-Chih Chang (Autism Speaks, USA), Tony Charman (King's College London, United Kingdom), Biyuan Chen (Sun Yat-Sen University, China), Mariana Chervenkova (Autism Today Association, Bulgaria), Chung-Hsin Chiang (NCU, Taipei), Youngmin Choi (Republic of Korea), Brian Cort (Canada), Carla Cortez (Peru), Sebastián Cukier (PANAACEA, Argentina), Cristiane Silvestre de Paula (Mackenzie Presbyterian University, Brazil), Luc de Montigny (McGill University, Canada), Petrus De Vries (University of Cape Town, South Africa), Limia Dewan (BRAC Centre, Bangladesh), Marie-Charlotte Dextraze (Madawaska Valley Homeschoolers, Canada), Gauri Divan (Sangath, India), Pamela Dixon (Autism Speaks, USA), Winnie Dorego (Eastern Visayas Centre for Health Development, Philippines), Svyatoslav Dovbnya (Naked Heart Foundation, Russian Federation), Dzhamilia Dunganova (Kyrgyz State University, Kyrgyzstan), Patrick Dwyer (University of California, Davis, USA), Julian Eaton (CBM West Africa, Togo), Aala El-Khani (University of Manchester, United Kingdom), Mayada Elsabbagh (McGill University, Canada), Mohamed Ali AbdulFattah Mohamed ElShazly (International Medical Corps, Turkey), Camilla Ferrante (University of Milano-Bicocca, Italy), Magdalene Foo (Institute of Mental Health, Singapore), Natsuko Fukuda (Republic of Korea), Daniel Fung Shuen Sheng (Institute of Mental Health, Singapore), Galiya Gaas (Hand in Hand, Kyrgyzstan), Eman Gaber (Cairo University, Egypt), Fe Garcia (World Vision International, USA), Ricardo Garcia (University of Chile, Chile), Jason Garner (Dubai Health Care City,

United Arab Emirates), Tewodros Getye (Nehemiah Autism Center, Ethiopia), Mehdi Ghanadzade (VRF Institute, the Islamic Republic of Iran), Lucky Ghose (BRAC Centre, Bangladesh), Deepa Grover (UNICEF), Sudhanshu Grover (Action for Autism, India), Fiorella Guerrero (University of Florida, USA), Hailiang Guo (China Women's Development Foundation, China), Syed Usman Hamdani (Human Development Research Foundation, Pakistan), Charlotte Hanlon (Addis Ababa University, Ethiopia), Sarah Louise Harrison (International Medical Corps, Turkey), Homayoun Hashemi (State Welfare Organization of Iran, the Islamic Republic of Iran), Paola Hebe Jelonche (Fundación Visibilia, Argentina), Rosa Hoekstra (King's College London, United Kingdom), Maria del Milagro Huaman Lu (Soy Austista y Que!, Peru), Yasmin Hussain (SEAMEO SEN, Malaysia), Judy Hutchings (Bangor University, United Kingdom), Alaa Ibrahim (McGill University, Canada), Ivan Ivanov (Community Support Centre, Bulgaria), Seokyeon Ji (Republic of Korea), Sazlina Kamaralzaman (Universiti Kebangsaan, Malaysia), Tsveta Kamensky (UNICEF Bulgaria), Connie Kasari (University of California, USA), Raheleh Khansari (State Welfare Organization of Iran, the Islamic Republic of Iran), Leekyung Kim (Republic of Korea), Yeni Kim (Republic of Korea), Yongjik Kim (Autism Society of Korea, Republic of Korea), Margarita Kinshina (Ministry of Health, Russian Federation), Phiona Naserian Koyiet (World Vision, Kenya), Vibha Krishnamurthy (Ummeed Child Development Center, India), Kim Kwang-Hee (Republic of Korea), Samer Laila (International Medical Corps, Turkey), Pierina Landolfi (PANAACEA, Argentina), Layma Lankmane (The Way Out Fund, Russian Federation), Janet Lau (University of Hong Kong, China, Hong Kong SAR), Rachel Leung (China, Hong Kong SAR), Janice Light (Penn State University, USA), Miroslava Macheva (Community Centre for Child and Parent Support, Bulgaria), Milena Marinova (UNICEF Bulgaria), Rositsa Markova (Centre for Complex Care for Children with Disabilities and Chronic Conditions, Bulgaria), Helen McConachie (Newcastle University, United Kingdom), Sharynne McLeod (Charles Sturt University, Australia), Nermeen Abdelaziz M. Moharam (Médecins du Monde, Egypt), Inna Monova (Naked Heart Foundation, Russian Federation), Cecilia Montiel Nava (Autism Speaks, USA), Carina Morillo (Fundación Brincar por un autismo feliz, Argentina), Tatiana Morozova (Naked Heart Foundation, Russian Federation), Lucia Murillo (Autism Speaks, USA), Basma T. M. Nakhleh (Pediatric Society of Palestine, occupied Palestinian territory, including east Jerusalem), Young Namkung (Republic of Korea), Thi Nha Trang Nguyen (Vinschool Primary, Viet Nam), Elisey Osin (The Way Out Fund, Russian Federation), Narges Parastari Farkoosh (State Welfare Organization of Iran, the Islamic Republic of Iran), Diane Philipp (University of Toronto, Canada), Shawn Picard (Canada), Rolando Pomalima (National Institute of Mental Health, Peru), Maryam Pourseid (State Welfare Organization of Iran, the Islamic Republic of Iran), Marie-Helen Prud'homme (McGill University Health Centre, Canada), Atif Rahman (University of Liverpool, United Kingdom), Rocio del Pilar Ramirez Flores (Instituto Nacional de Salud Mental, Peru), Salvador Ramírez Gallegos (Mexico), Alexia Rattazzi (PANAACEA, Argentina), Kara Reagon (Autism Speaks,

预览已结束, 完整报告链接和二维码如下:

https://www.yunbaogao.cn/report/index/report?reportId=5 31061

