

Integrating Child Protection and Mental Health Perspectives into Interventions for Children with Disability

SAMVAD

Support, Advocacy & Mental health interventions for children in Vulnerable circumstances and Distress
A National Initiative & Integrated Resource for Child Protection, Mental Health, & Psychosocial Care
(Supported by Ministry of Women & Child Development, Government of India)
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A. Introduction

Children with disability remain invisible and frequently face barriers that prevent their integration and meaningful participation into the activities of daily living. Their basic developmental needs and rights often remain unfulfilled, they have access to fewer opportunities of education, healthcare and may even experience marginalization and stigma from those around them, creating adverse impacts on their mental health. Disability itself is a very broad category—the specificities, in terms of the nature and type of disability, such as sensory disabilities versus neuro-developmental disabilities, and the multiple permutations and combinations of these categories themselves, have implications for interventions that are unique to each child.

That said, all children with disability due to their developmental deficits (namely cognitive and communication limitations), are more vulnerable than average children, to protection risks, pertaining to neglect and abuse. They also have emotional and behavioural difficulties, and mental health issues, that often go unrecognized and consequently untreated. Often therefore, the mono-disciplinary approaches are used to assist children with disability, locating interventions primarily in the domain of education, which focuses mostly on skill acquisition and training for these children, are inadequate as they do not take into consideration protection and mental health concerns that are so relevant to addressing the complex problems that these children have.

It is in the context of these complex needs of children with disability that SAMVAD brings to education and mental health professionals, a training program that uses transdisciplinary approaches to supporting children with disability. Predicated on depth understandings of normative child development, the program introduces different types of disability, constructing children's abilities, deficits and vulnerabilities from education, mental health and protection perspectives—and consequently introducing and integrated package of interventions to address these various facets of children experience their disability state. The comprehensive 22-session program allows child care service providers and child health professionals to immerse themselves in the domain of children with disability, exploring and learning about it from the perspective of various disciplines.

B. Objectives:

- Understanding the nature and types of disability, including the emotional and behavioural concerns, and mental health (co)morbidities that children present with
- Developing the skills for assessments, individual education and care plans, direct interventions to assist children with training and mental health needs and concerns
- Building counselling and communication skills with children with disability
- Recognizing protection vulnerabilities in children with disability, and building skills to deliver personal safety awareness programs for them
- Being aware of disability rights and laws to be able to advocate for the needs of children with disability

C. Who is Eligible?

This program will be offered to the following professionals, who have been directly engaged with children with disability, for a minimum of 2 years:

- Preschool and School Teachers
- Special educators (with a minimum qualification of B. ED / B. ED in special education).
- Mental health professionals (psychologists, psychiatrists and social workers)
- Paediatricians

*** Note: This program has been designed to cater to the needs of professionals only. It does not cater to the needs of parents/caregivers of Children with disability (which SAMVAD hopes to plan for in the near future).**

In case you are a parent/caregiver, kindly note that SAMVAD is developing another curriculum and planning to announce a similar training program targeting specific concerns and needs of the parents/ caregivers soon.

D. Time-Frame: 12th March to 8th May 2022

- Saturdays: 9:30 AM — 4:30 PM
- Sundays: 9:30 AM — 1:00 PM

E. Online Training Requirements

- Access to smartphone/tab/computer/laptop
- A reliable internet connection

F. Teaching Methods

The program will be conducted through a combination of methods that are **synchronous (live sessions) through the SAMVAD's Virtual Knowledge Network (VKN) set-up i.e., sessions will be held on ZOOM online platform. Therefore, participants are required to have access to a smartphone/tab/computer with a good internet connection. To maintain the quality of the training, and the interactive nature that assists learning, the maximum number of attendees in a given batch is capped at 50.**

A plethora of creative, participatory pedagogies will be used, to enable participants to bring in their experiences and reflect on child and adolescent issues and methods for use in their work. Such methods will range from video/film viewing to case study analysis, listing and group discussions, quiz games and role plays—particularly in order to enable the translation of conceptual knowledge into skills for use in the field.

Kindly note that the course will be conducted in English and requires the participation in oral and written English. The program contains a total of 22 sessions, with each session for a duration of 3 hours.

The methods used in the program combine inputs from conceptual frameworks on various themes with practical skill training in order to enable participants to translate theory into practice i.e., 'learning by doing'. Thus, lecture and discussion methods are used along with experiential methods of visualization and simulation, role plays, video clip viewing and participatory methods such as listing, discussion and case study analysis.

G. Rules of Engagement

- 90% LIVE attendance is required i.e., 20 out of 22 sessions
- Participants are permitted to miss 2 sessions (only in case of unavoidable circumstances!)
- The 2 sessions missed will require participant to view the recordings of the same and catch up
- If more than 2 sessions are missed, we will be unable to allow participant to continue with the program
- Requests to facilitators to be exempted from sessions is not permissible
- If participant is more than 10 minutes late in joining a session, he/she will not be permitted to enter the session

Completion of end-of-training assignment is a requisite for participation

H. Certification

Upon completion of the training program, participants will be provided with a 'Certificate of Participation'. Ways of engagement and attendance must be met.

Note: This training program does not entail any payment or fees.

I. How to Apply

Kindly provide the following:

- a. Resume
- b. Cover letter explaining your current work and interest in the training program—a justification on why you wish to engage in this training and how you would use the training knowledge/skills in your work thereafter.

***The deadline for application is Tuesday, 1st March 2022 by 12:00 PM**

****The first 50 eligible application will be considered. (The total number of participants for a batch is 50)**

You may upload the above documents on the following google form link:

<https://forms.gle/me4bDBXxmrtzEenA7>

J. Training Schedule for Program

Weeks	Days/ Dates	Time	Topic/Theme	Content
Week 1	Saturday, 12th March 2022	09:30 AM— 10:00 AM	Introduction & Objectives of Training Program	
		10:00 AM —12:30 PM	Children and Childhood	<ul style="list-style-type: none"> • Sensitization to children and childhood experiences • Introduction to child rights-oriented thinking in context of disability
		02:00 PM— 05:00 PM	Child Development: Translation of theory into practice: PART 01	<ul style="list-style-type: none"> • Understanding developmental delays, identifying risks pertaining to different vulnerabilities
	Sunday, 13th March 2022	09:30 AM —01:00 PM	Child Development: Translation of theory into practice: PART 02	<ul style="list-style-type: none"> • Addressing children's developmental needs and deficits
Week 2	Saturday, 19th March 2022	09:30 AM —12:30 PM	Assessment tools and development of Individualized Educational Plan (IEP)	<ul style="list-style-type: none"> • Identifying the right assessment tool to devise interventions for children with disability and conducting assessment using age-appropriate tools
		01:30 PM —04:30 PM	Representation of childhood - I	<ul style="list-style-type: none"> • Reflection on images of childhood • Developing perspective on multiple childhood and emerging psychosocial themes and narratives
	Sunday, 20th March 2022	09:30 AM —01:00 PM	Identifying Contexts & Problems: The Child' Inner Voice	<ul style="list-style-type: none"> • Identifying psychosocial contexts of children's problems and understanding and analysing problems in accordance with their context • Understanding how children perceive and internalize their experiences i.e., their inner voices, and how this manifest in emotional and behavioural issues
Week 3	Saturday, 26th March 2022	09:30 AM —12:30 PM	Communication Skills with Children	<ul style="list-style-type: none"> • Rapport building • Listening • Recognising and Acknowledging Emotions
		01:30 PM — 4:30 PM	Communication Skills with Children (contd.)	<ul style="list-style-type: none"> • Understanding techniques to communicate with children with disability
	Sunday, 27th March 2022	09:30 AM —01:00 PM	Locomotor and Sensory Impairments	<ul style="list-style-type: none"> • Understanding of concept, nature & etiology with emotional and behavioural problems • First level responses along with interventions for the management of emotional and behavioural

				<p>issues in children with locomotor and sensory impairments</p> <ul style="list-style-type: none"> • Sensitisation of parents of children with disability and psychoeducation for better management of disability
Week 4	Sunday, 3rd April 2022	09:30 AM —01:00 PM	Introduction to Neurodevelopmental Disorders: Intellectual Disability	<ul style="list-style-type: none"> • Understanding of concept, nature & etiology with emotional and behavioural problems • First level responses along with interventions for the management of Intellectual Disability • Sensitisation and psychoeducation of parents for better management of Intellectual Disability
Week 5	Saturday, 9th April 2022	09:30 AM —12:30 PM	Specific Disabilities Learning	<ul style="list-style-type: none"> • Understanding of concept, nature & etiology with emotional and behavioural problems • First level responses along with interventions for the management Specific Learning Disabilities • Sensitisation and psychoeducation of parents for better management of Specific Learning Disability
		01:30 PM — 4:30 PM	Attention Deficit Hyperactivity Disorder (ADHD)	<ul style="list-style-type: none"> • Understanding of concept, nature & etiology with emotional and behavioural problems • First level responses along with interventions for the management of attention deficit hyperactivity disorder • Sensitisation and psychoeducation of parents for better management of attention deficit hyperactivity disorder
	Sunday, 10th April 2022	09:30 AM —01:00 PM	Autism Spectrum Disorders	<ul style="list-style-type: none"> • Understanding of concept, nature & etiology with emotional and behavioural problems • First level responses along with interventions for the management of autism spectrum disorders. • Sensitisation and psychoeducation of parents for better management of autism spectrum disorders
Week 6	Saturday, 23rd April 2022	09:30 AM —12:30 PM	Mental health comorbidities in children with disability	<ul style="list-style-type: none"> • Identifying commonly occurring mental health comorbidities with different kinds of disabilities
		01:30 PM — 04:30 PM	Life Skills Education- Disability Manual Part -1	<ul style="list-style-type: none"> • Promoting skills and abilities in the 5 developmental domains through simple home-based activities
	Sunday, 24th April 2022	09:30 AM —01:00 PM	Life Skills Education- Disability Manual Part - 2	

Week 7	Saturday, 30th April 2022	09:30 AM — 12:30 PM	Representation of Childhood - II	<ul style="list-style-type: none"> • Reflection on images of childhood • Perspective on multiple childhood and emerging psychosocial themes and narratives
		01:30 PM — 04:30 PM	Addressing Child Protection concerns in Children with Disability (Sexuality & Abuse)- I	<ul style="list-style-type: none"> • Understanding sexual behaviours in children with disability • Understanding the protection concerns of children with disability from a sexuality and abuse lens
	Sunday, 1st May 2022	09:30 AM — 01:00 PM	Addressing Child Protection concerns in Children with Disability (Sexuality & Abuse)- II	<ul style="list-style-type: none"> • Addressing safety and protection concerns of children with disability using a life skills approach.
Week 8	Saturday, 7th May 2022	09:30 AM — 12:30 PM	Educational Provisions: Inclusion in different spaces	<ul style="list-style-type: none"> • Understanding diversity and developing perspective on belongingness to other group(s) • Responding to the diverse needs of learners • Promoting fundamental education for all
		01:30 PM — 04:30 PM	Developing Understanding: The Right to Education Act (RTE Act) Rights of Persons with Disabilities (RPwD Act)	<ul style="list-style-type: none"> • Understanding various significant legal policies concerning children with disability
	Sunday, 8th May 2022	09:30 AM — 01:00 PM	Care givers' well-being matters	<ul style="list-style-type: none"> • Providing a platform to discuss teachers' and parents' stressors • Developing a better understanding & learning skills and strategies to enable self-care and well-being