

A GLOBAL MENTAL HEALTH INTERVENTION – UPSCALING BY ONLINE CLASSROOMS AND INTERNATIONAL PARTNERSHIPS

Niels Peter Rygaard,
Danish child psychologist

MO: EFPA, PCUN, Eurochild, APA
International
CEO at
www.fairstartfoundation.com

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American Psychologist Association
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TODAY'S TOPICS

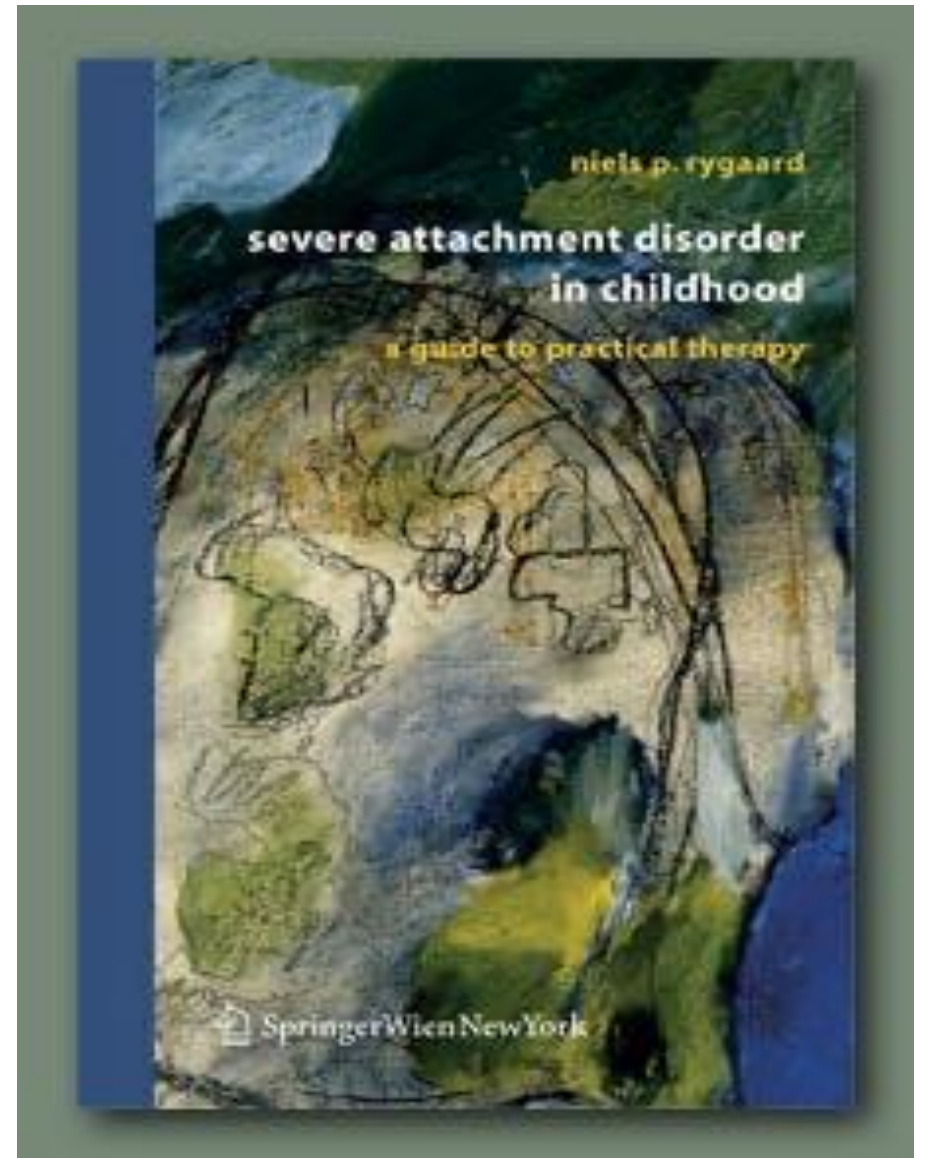
- How we can disseminate our professional knowledge by utilizing virtual media?
- What are global mental health risks for parents and children?
- How can we partner with NGOs and governments to educate their staff?
- How can low-cost online classrooms and local group trainings reach caregivers?
- How can we measure the outcomes of the intervention?

BACKGROUND

A child psychologist since 1981.
My 2005 book was published in 12 languages, leading to university lectures and studies of care systems for children in orphanages and foster care.

OBSERVATIONS

The main cause of poor child development outcomes:
Uneducated and underpaid caregivers, caring for too many traumatized children



All language versions:

[https://www.academia.edu/40600825/Severe Attachment Disorder in Childhood In 12 languages](https://www.academia.edu/40600825/Severe_Attachment_Disorder_in_Childhood_In_12_languages)

OBSERVATIONS OF CARE FROM A WORLD TOUR

Romania:

Orphanage

Only material care

5 caregivers for 50 children

Children in beds mostly

No interactions



Poland: foster mothers receiving 14 children each from closed orphanages. No supervision.

Mexico:

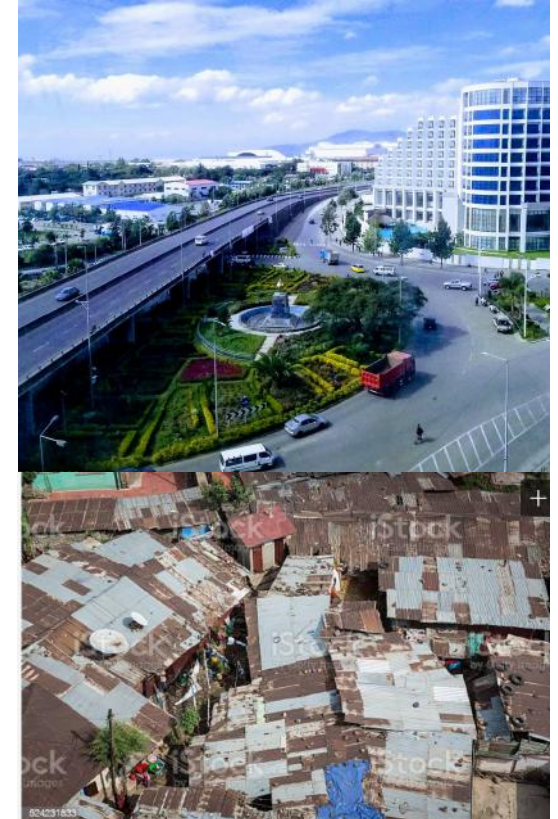
Two women care around the clock and year for 29 new-born babies, abandoned in the wave of migrants

Next question and analysis: what stressors makes world parents give up their children?

MENTAL HEALTH STRESSORS FOR FAMILIES AND CHILDREN?

- why are so many parents forced to give up parenting?

- Climate change and conflicts creates an Exodus of migration to cities
- In 2050, 80 % of the world population will live in a major city
- Indigenous peoples are traumatized by urbanization
- Extended family networks deteriorate
- Roskam: "parental burnout is caused by urban parental individualization"
- Birth rates drop dramatically, more elderly.
- **Results of family system deterioration:**
- 153 million orphans from uprooted and refugee families
- Poor mental health for children and youth - even in rich countries
- Adapting traditional child care practices to urban life is a challenge
- Lack of mental health staff, child family support and child care from governments



QUESTIONS AND IDEAS

How can psychologists empower organizations responsible for children in Alternative Care?

Build an international bridge by partnerships between researchers, NGOs and government agencies.

Educate their staff to train groups of foster parents, group home staff, teachers, high-risk parents, social workers.

Design caregiver group training programs in local languages for students.

Next question:

WHAT DEFINES "QUALITY CARE"?

Ongoing surveys and dialogues with colleagues

- Charles Zeanah, Tulane University, US. Ayşe Rodopman Arman Marmara University, Istanbul. Bo Vinnerljung, Sweden, C. Hamilton-Giachritsis, Psychology at Birmingham Un. Robert McCall & Christine Groark, University of Pittsburgh, Office of Child Development, USA. Mary Dozier, Delaware Un. USA. Dr. René Hoksbergen, the Netherlands University of Utrecht, Faculty of Adoption studies. Sibel Kazak Berument, Ankara Un. Annika Melinder, Child Psychology Department, Un. of Oslo, Norway. Sheyla Blumen, Psychology Dpt. Of Universidad Pontifica Catolica, Lima, Peru. Jorge Barudy and Maryorie Dantagnan, Chile. Michael Rutter group, GB. Marinus van Ijzendoorn, Femmie Juffer, Leyden Un. Kamikado Kazuhiro Nagano University, Japan. Rukhsana Saddul, Pakistan. Tuhinul Khalil Bangla Desh. Marie Gramstrup, Denmark, Patricia Crittenden, USA. Ed Tronick, Un. of Massachusetts, USA, a.o.

Early care environments linked to success
- education, job, social wellbeing - in adulthood

A long term attachment to a few stable caregivers

A long term membership of a peer group

Caregivers regularly educated and supported

Absence of stakeholder conflicts over the child



A pilot 2008-12:

Programs with EU partner countries designed, applied and evaluated

Leaders of foster and orphanage organizations were educated and trained their staff with sessions in:

English, German, Danish, Latvian, Polish, Russian, Romanian, Bulgarian, Turkish, Spanish, Catalan, Greek, Italian. In two EU funded Lifelong Learning projects.

Two program versions: foster family or group care.



2012: THE FAIRSTART FOUNDATION

Mission:

To empower any NGO, government or professional group with online, research based staff educations and caregiver training programs.

To strengthen local professional communities, and contribute to international standards for mental health educations.

To disseminate applied scientific recommendations for care.

FIRST, A 3-DAY LOCAL STARTUP SEMINAR FOR 30 PARTNER STAFF

Attachment-, learning and group development theory
How to participate in the future online classom



Each student trains a caregiver groups at 7 group sessions

Caregivers make work plans



One class covers 1200 children



THEN, SIX MONTHS OF EDUCATION FOR 25 STAFF
DESIGNED ON THE EdX UNIVERSITY PLATFORM FROM HARVARD AND MIT



THINK GLOBAL, ACT LOCAL: RESEARCH TO MATCH LOCAL CARE CULTURE, LANGUAGE, STRESS AND STRENGTHS

Example: Research tour in Rwanda and Zanzibar for SOS Children's Villages Denmark.

We study care systems, government de-institutionalisation policies, village and culture leadership.

We interview locals about their care culture strengths, and produce videos for group training programs.

We design programs in English, Swahili and Kinyarwanda for student trainings of kinship parents and foster parents.



CROSS-PROFESSIONAL EDUCATIONS FOR PEDAGOGUES, TEACHERS, SOCIAL WORKERS, FOSTER FAMILY CONSULTANTS - IN INUIT AND DANISH FOR GREENLAND GOVERNMENT



CAREGIVERS LEARN THE BASICS OF ATTACHMENT THEORY:
A SECURE BASE ELICITS EXPLORATION BEHAVIOR:
PLAY AND LEARNING



MEASURES OF OUTCOMES

We designed two pre-and post- training Scorecards using smileys.

Caregivers are assisted by their instructor.

One for caregiver stress and knowledge about how care for traumatized children and youth.

One for caregiver's assessment of each child's development on five dimensions: emotional state, social behavior, exploration behavior, trust in the caregiver, endurance in difficult tasks.

Scorecards were externally compared to SDQ and other instruments by prof. Hecker – similar validity and reliability from age 0-12.

AVG child development improvement: 20 %.

External study of Scorecard validity and reliability by prof. Tobias Hecker, Bielefeld University. Score

Testing the psychometric quality of screening tools for the well-being of children and caregivers in alternative care-settings: a multi-informant study with families in Tanzania

THREE FOSTER MOTHERS REFLECT ON THEIR EXPERIENCE



OUR GROUP TRAINING SESSIONS FROM PARTNERSHIPS

Go to www.fairstartfoundation.com , scroll to
"Choose Language and Training Programmes"

Click your language flag.

Hold cursor over "Foster Care" or "Group Care" in the menu line.

A list of sessions comes up – click any session to open.

Permission for non-profit purposes, mail to
info@fairstartfoundation.com , Niels or Morten

For a demo version of our educations, click [here](#). Click "View course"

Thank you for your attention!

Discussion – questions, comments?

**FAIRSTART
FOUNDATION**

HELP CHILDREN SAVE THE WORLD

Program research papers and presentations:

<https://independent.academia.edu/NielsRygaard>