

Empowering underprivileged parents in the inclusion, development and rehabilitation of their child

Year of development

ENOTHE

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Maya Bruyneel - Niki Bulckmans - Marieke Vanhalst

KU LEUVEN



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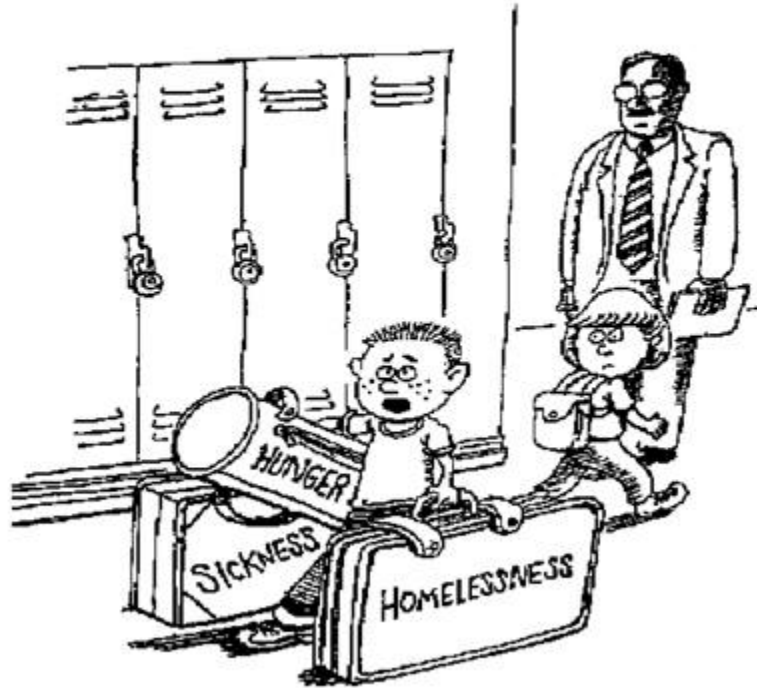
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1. Introduction

**“Could someone help me with these?
I’m late for math class.”**



1.1 Year of development

“Our world, our dignity, our future”



1.2 Concepts

- Poverty
- Vulnerable population
- Deprived population - underprivileged population
- Intergenerational transmission of poverty
- Social exclusion

1.3 Numbers

- Underprivileged population in Belgium:
 - 21,2 % people
(EU-SILC 2014)
 - 11,4 % children
(Kind en Gezin Vlaanderen, 2014)
 - 9,1 % children
(European Child Deprivation Index, 2009)

1.4 Poverty and children's development

- **Negative psychological well-being of parents** (Brody et al., 1994; Conger, et al., 1994; Lee, Lee & August, 2011).
 - Authoritarian education
 - Inconsistent education
 - Less affection
 - Poor interaction
- **Difficulties at school** (Katz, Corlyon, La Place & Hunter, 2007; Mistry, Vandewater, Huston & McLoyd, 2002)
- **Less involvement or participation in school activities** (Katz, Corlyon, La Place & Hunter, 2007; Mistry, Vandewater, Huston & McLoyd, 2002)
- **Children's scores at school are significantly lower than middle and upper class children on measures of math and reading.** (Gershoff, Aber, Raver, & Lennon, 2007; Lee & Burkam, 2002, Carey E. Cooper, 2010)

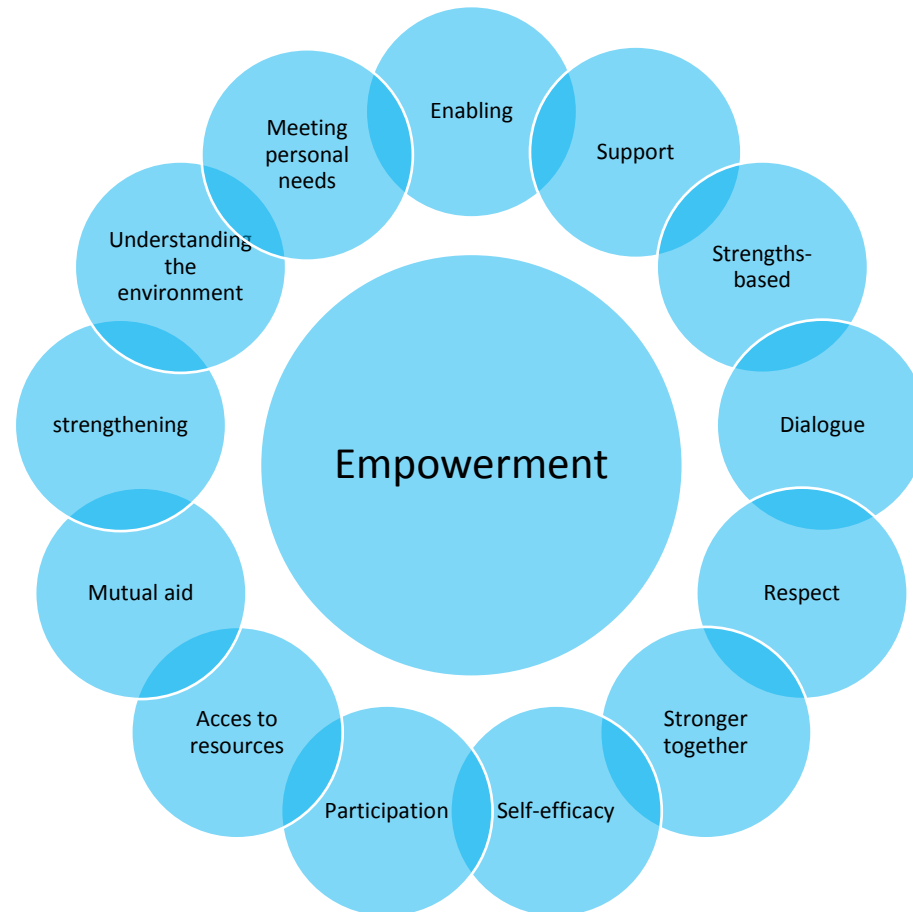
1.4 Poverty and children's development

- Increased risk for physical health problems : obesity, asthma, mental health problems (depression, anxiety) and behavioural problems (ADHD and antisocial disorder.) (Currie, 2005; Samaan, 2000 ; Cooper, 2010)
- More referral to special education (Blair & Scott, 2002; Entwisle & Alexander, 1993; Gershoff et al. 2007; Lee & Burkam, 2002; Yeung, Linver, & Brooks- Gunn, 2002 ; Cooper, 2010)
- Children in generation poverty have more risk for an unsafe attachment and bonding than other children. This because their caregivers are mainly insecurely attached and reflect this on their children and through the negative life events these children experience there is less continuity in the bonding process. (Geenen, G. & Corveleyn , J. ,2011)

“I want my children to have it better than I've had it before. It's not easy to do things differently, better.” (*Anna in Kauwenberg, Belgium*)

‘History is *not* destiny’ (*Selma Fraiberg*)

Where you think of when you hear the word empowerment?



1.4 Empowerment

Empowerment refers to an individual's ability to mobilize and apply strategies that lead to greater control over one's life by influencing their interpersonal and social environments

(Dempsey and Dunst, 2004 cited in Fox, Nordquist, Billen & Savoca, 2015, p 462).



1.5 Parent empowerment

- Family-centered philosophy
- Direct outcome of programs
- Parenting self-efficacy (PSE)(Dunst & Trivette, 2009; Ingber & Most, 2012; Trivette et al., 2010).

1.6 Projects





SGCP Nepal

- Provides services to children with cerebral palsy and their parents
- Only non-governmental and non-profit organisation dedicated to people with cerebral palsy (CP) and their family in Nepal
- Helps thousands of individuals each year
- Associate organisation member of the International Cerebral Palsy Society, London



Center Kauwenberg



Mission:

- Elimination of social exclusion of underprivileged families and families in generational poverty

Values:

- Strength-based working
- Meaningful activities
- Dialogue
- Making resilient
- Respect & equality

De Kompanjon



Principles

- Preventive
- Study support and parenting at home
- Using students
 - => Increase educational opportunities

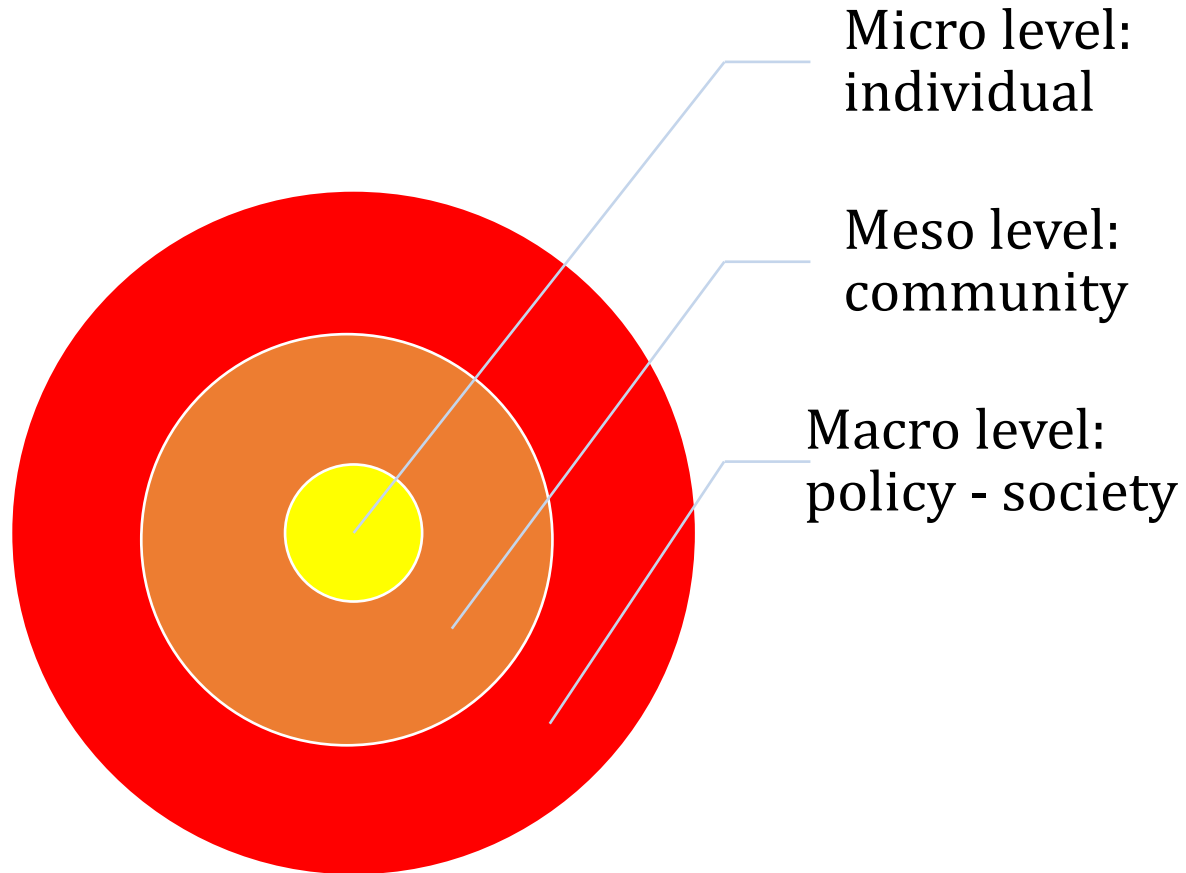
Values

- Parents are centred
- Empowerment
- Theory of presence
- Easy accessible
- Student use their own background
 - => Framed by the coach

2. CASES

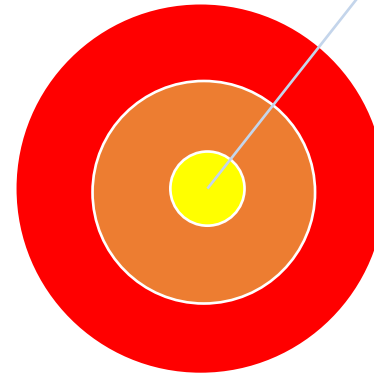
- What are the facilitators and barriers for parent empowerment in the case?
- What would you do as occupational therapist to empower?

3. Findings



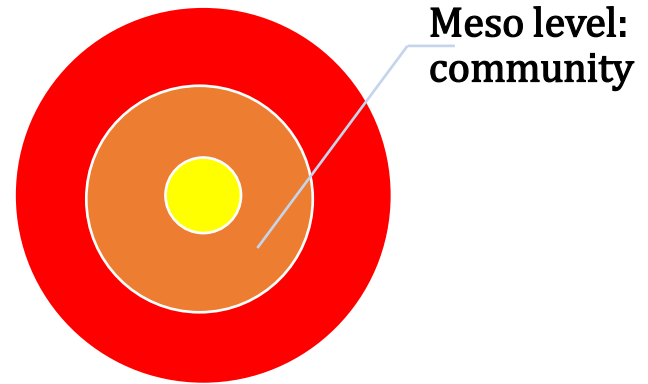
Micro level:
individual

3.1 Micro level



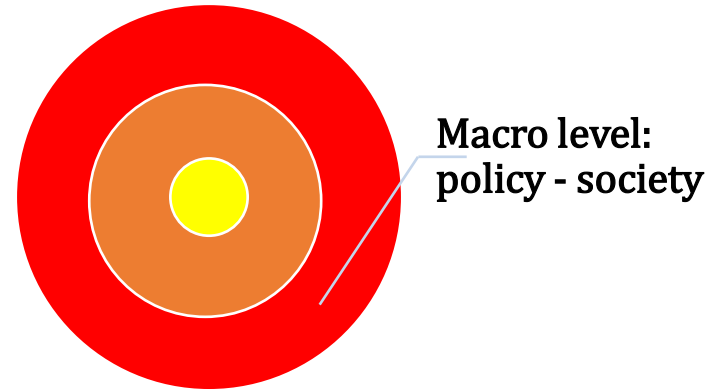
- Information exchange
- Promote problem-solving skills (Thompson et al., 1997)
- Promote small positive outcomes (Sousa and Rodriguez, 2012)
- Relation of trust
- Being flexible
- Adopting a more informal approach
- Maintaining frequent contact
- Participation in decision making
- Partnership between parents and support workers (Solomon, 1976 in Dempsey & Dunst, 2004)

3.2 Meso level



- Making larger societal change possible
- Creating new networks
- Case-management (Thompson et al., 1997)

3.3 Macro level



- Advocating
- Influence on law and policy
- Changing in society
- Participation in groups of interests

Final issue...

What is the added value of an occupational therapist in an organization working with underprivileged families?



4. Take home messages?

What will you use in your practice?



5. Conclusion

Occupational therapists can contribute towards social cohesion and inclusion of occupational deprived and excluded groups. An important task for occupational therapist is to empower underprivileged parents to enhance their and their children's quality of life. This in line with the idea of participation of the WHO and WFOT.



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