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**Child Development Aide- A Program to Create Community-Based Resources for Children with/wt Risk of Developmental Disabilities/ Delays.**

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**Introduction/Rationale:** 250 million children (43%) younger than five years in low- and middle-income countries are at risk of not reaching their developmental potential. Paucity of trained resources to work with children with delays/disabilities is well documented; the therapist child ratio in India being 1:600. Under these circumstances, having trained resources in communities who identify and intervene with children with delays/disabilities is invaluable. Ummeed Child Development Center- a not-for-profit organization located in Mumbai has been conducting the Child Development Aide training program since 2009. The Child Development Aide (CDA) program is a yearlong training that empowers selected community workers to work in the early childhood development and disabilities space. This flagship program has till date trained 56 community workers from 16 organizations.

**Objective:** To document outcomes of the work of trained CDAs in their first year of work, across diverse settings. This presentation focuses on the reach and impact of their work at organization and community levels.

**Design/Methodology:** Quantitative and qualitative data was collected retrospectively from 18 trained CDAs who represented a convenience sample. These CDAs hail from 8 different community-based organizations working with children on maternal and child health, nutrition, education, and/or disabilities. A questionnaire was formulated to seek the following information regarding the first year of the work of CDAs: the number of children reached, the number of children with delays/disabilities provided with intervention, additional role of CDA, success stories of CDAs (beyond first year of work)

**Results:** The 18 CDAs reached out to a total of 833 children (0-12 years) in the first year of their work. Of these, they provided structured play and communication-based intervention to 634 children with developmental delays/disabilities through a combination of centre, home, and school visits. More than 65% of these were children 0-6 years of age. The narratives captured the changed work profile of CDAs (with some of them taking on the role of trainers and peer supervisors), and shifts in their intervention skills- where the CDAs looked beyond disability, focused on participation of children, involved families in decision making, and used transdisciplinary strategies during intervention.

**Conclusion:** The child development aide training program has the potential to create valuable community level resources on early intervention in underserved areas with skills in early identification and providing family centered intervention.