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# Lessons learned from MPHSS in Crisis Contexts: Trauma, Emergency and Displacement

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# Content

- UN Convention on the Rights of Persons with Disabilities
- WHO Guidelines on Mental Health, Human Rights, and Legislation
- IASC Inclusion of Person with Disabilities in Humanitarian Action
- IASC Disability and Inclusion in Mental Health and Psychosocial Support
- Examples from Refugee Receiving Countries



**IASC** Inter-Agency  
Standing Committee

## Guidelines

# INCLUSION OF PERSONS WITH DISABILITIES IN HUMANITARIAN ACTION

IASC Task Team on inclusion of Persons with  
Disabilities in Humanitarian Action

July 2019

Endorsed by IASC Principals



# Mental health, human rights and legislation

Guidance and practice



World Health  
Organization



UNITED NATIONS  
HUMAN RIGHTS  
OFFICE OF THE HIGH COMMISSIONER



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**Information Note**

**DISABILITY AND  
INCLUSION IN MHPSS**

IASC Reference Group  
on Mental Health and Psychosocial Support  
in Emergency Settings

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## Layer 2 of the IASC Pyramid: Community and Family Support

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### **Aim of the Activity**

The activity focuses on providing inclusive educational and recreational activities specifically designed for children with psychosocial and intellectual disabilities, such as autism and ADHD, and their typically developing peers. Through structured yet flexible group interactions, the activities aim to promote integration, enhance social skills, and support emotional and cognitive development.

### **Access Mechanism**

- **Integrated Classes:** Both children with and without intellectual disabilities participate in activities together, promoting mutual understanding and social integration.
- **Parents' Club:** We also host a parents' club where we have open discussions with parents of children with and without disabilities. This aims to reduce stigma, share experiences, and discuss strategies to support integration, fostering a supportive community network for all families
- **Resource Room:** A separate, quiet resource room is available where children with disabilities can retreat if they feel overwhelmed. This room is equipped with sensory-friendly materials and designed to provide a calming environment
- **Designated Staff:** Specialized educational staff are present to support the resource room, trained in handling the specific needs of children with psycho-social and intellectual challenges. This ensures personalized attention and care, facilitating a supportive and nurturing environment.



### Role of the Psychologist

- The psychologist at the center plays a critical role in providing focused, non-specialized support. They conduct individual and group sessions tailored to the needs of children with disabilities and offer guidance to other staff on best practices for inclusive education. Their work is crucial in supporting these children's emotional and behavioral development, ensuring they benefit fully from the program.

### Impact of the Activity:

- Individual Impact: Children with disabilities have shown notable improvements in their ability to interact with peers, manage their emotions, and engage in cooperative play and learning. The activities have helped them develop crucial life skills like communication and problem-solving.
- Community Impact: By involving children without disabilities in these activities, the program fosters a culture of inclusion and respect. It educates the broader community about the challenges and potentials of children with intellectual disabilities, thereby reducing stigma and encouraging supportive interactions.
- Supportive Environment: The resource room has provided a safe space for children who need a break from the stimulating activity environment. Both the children and their parents have highly appreciated this, contributing to the overall positive feedback from families.

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Thank you

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