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PERCEPTION OF CHILDREN'S CAREGIVERS IN A CONTEXT OF VULNERABILITY ABOUT THE GROW WITH YOUR CHILD PROGRAM

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Background: Studies from different areas, such as social sciences, pedagogy, psychology, and health, show that effective interventions during the first years of life, starting from pregnancy, have lasting repercussions until adulthood. From this, public policies and social programs aimed at early childhood emerge, one of them being the municipal project Grow with your Son, which was outlined in 2013 by the City Hall of Fortaleza, Ceará, with the purpose of accompanying the early childhood of families in situation of vulnerability, from pregnancy to three years of age. Contributing with effective care strategies so that families can meet the needs of their children. The program is inserted in the context of primary health care, where the Community Health Agent (CHA) is responsible for weekly home visits. During these visits, the CHA proposes activities to be developed with the children, activities that are in accordance with each stage of development, based on the program manual.

Objectives: To understand the caregiver's perception of the Grow with your Child program.

Methods: This is a field study, exploratory, descriptive, with a qualitative and quantitative approach. It was carried out in two primary health care units in the city of Fortaleza/CE, from May to September 2021. Five families enrolled in the program participated in the survey, who were being monitored weekly in Grow with your Child by the ACS and complying with the schedule. A socioeconomic form was applied to the caregivers, addressing issues of a social and economic nature, such as: Age, Education, Family Income, and the interviews were based on a semi-structured questionnaire developed by the researcher.

Results: The participants were 5 caregivers, mean age 28.6 ± 8.7 years, marital status 60% (n=3) single and 40% (n=2) married, mother's education 20% (n=1) medium incomplete, 60% (n=3) completed high school and 20% (n=1) incomplete college. 40% (n=2) of the mothers do some work at home and 60% (n=3) are dedicated exclusively to the role of mother and home caretaker. The dialogues arising from the semi-structured interviews refer to factors about the caregiver's perspectives on the program. The thematic class - Influence of the Program on Child Development, brought two categories of great importance during the speeches, namely: I. List of exercises and stimuli for development (71.4%) and Influence on affective bonds (28.6%).

Conclusion: The study demonstrated the great importance of this project from the mothers' perception, bringing positive statements about the program's influence on child development, especially in relation to the stimuli through the activities developed, as well as in the strengthening of the families' affective bonds.

Implications: Based on the research, it is suggested the inclusion of more professionals in carrying out the program and a better design of the project from the perspective found in this research.

Keywords: Child development, Early Childhood, Primary Health Care

Conflict of interest: The authors declare no conflict of interest.

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ASSOCIATION BETWEEN PARTICIPATION AT HOME AND FUNCTIONAL SKILLS IN CHILDREN AND ADOLESCENTS WITH DOWN SYNDROME: A CROSS-SECTIONAL STUDY

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Background: According to a biopsychosocial approach to health and disability, participation at home and functional skills are important components of the functioning. Therefore, knowledge about interactions between these components allows targeting specific interventions.

Objectives: This study investigated whether participation opportunities (frequency and involvement) for children/adolescents with Down syndrome (DS) in a realistic environment at their own home are associated with the functional skills related to the domains of *Daily Activities, Mobility, Social/Cognitive and Responsibility*.

Methods: This was an observational study. Forty-eight children/adolescents with DS participated (mean age: 10.73 ± 3.43 ; n=27 female). They were evaluated using the Participation and Environment Measure for Children and Youth (PEM-CY) home environment setting (raw frequency and engagement scores) and Pediatric Evaluation of Disability Inventory speedy version (PEDI-CAT-SV) (continuous score).

Results: Significant and positive correlations were found between the frequency of participation at home with *Daily Activities* ($r = .320$), *Social/Cognitive* ($r = .423$) and *Responsibility* ($r = .455$). For involvement, significant and positive correlations were found with *Daily Activities* ($r = .297$), *Social/Cognitive* ($r = .380$) and *Responsibility* ($r = .380$). For the PEDI-CAT-SV *Mobility*, no significant correlation was found.

Conclusion: Higher frequency and involvement of participation at home are associated with greater functional skills assessed, except for *Mobility*.

Implications: This study provided pioneering insights about the relationships between the level of home participation and functional skills in DS.

Keywords: Down syndrome, Participation at home, Functional skills

Conflict of interest: The authors declare no conflict of interest.

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