



Parents With Promise



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People Have Limitations

People with intellectual disabilities act impulsively

- Use poor judgment
- Become distracted
- Fail to predict results or meet responsibilities

Lack of Success

There is no real evidence to suggest that ALL parents with intellectual disabilities will fail.

Success is unfamiliar

Parenting is Challenging

In fact it is so challenging it is a wonder that young persons of any generation decide to parent at all.

Need for Stimulation

Overstimulating children may experience social difficulties in any family that does not provide appropriate stimulation.

# FEARS & FACTS

Out of Control Children

Children do sometimes get into trouble.

**BUT,**

Inadequate parenting is only one way.

Limited Resources

Research shows that services, which benefit people with learning disabilities tend to benefit all of society since we are more alike than different.

However

There is comparably equal risk ..

Need for Protection

All of us in the field of human services and education have a desire to protect those we believe are vulnerable.

The Fear of Contamination

There is a slightly greater risk that parents with mental retardation will have children who will also have mental retardation.



FEARS & FACTS

# Parenting is Challenging

In fact it is so challenging it is a wonder that young persons of any generation decide to parent at all.

# People Have Limitations

People with intellectual disabilities act impulsively

- Use poor judgment
- Become distracted
- Fail to predict results or meet responsibilities

# And so do Millions of Parents WITHOUT Disabilities



# Lack of Success

There is no real evidence  
to suggest that ALL  
parents with intellectual  
disabilities will fail.

Success is Unfamiliar



# Need for Stimulation

Developing children may experience social disabilities in any family that does not provide appropriate stimulation.

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Research shows that services, which benefit people with learning disabilities tend to benefit all of society since we are more alike than different.

# Need for Protection

All of us in the field of human services and education have a desire to protect those we believe are vulnerable.

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There is slightly greater risk that parents with mental retardation will have a child who is also mentally retarded.



# However

There is comparably equal risk ...

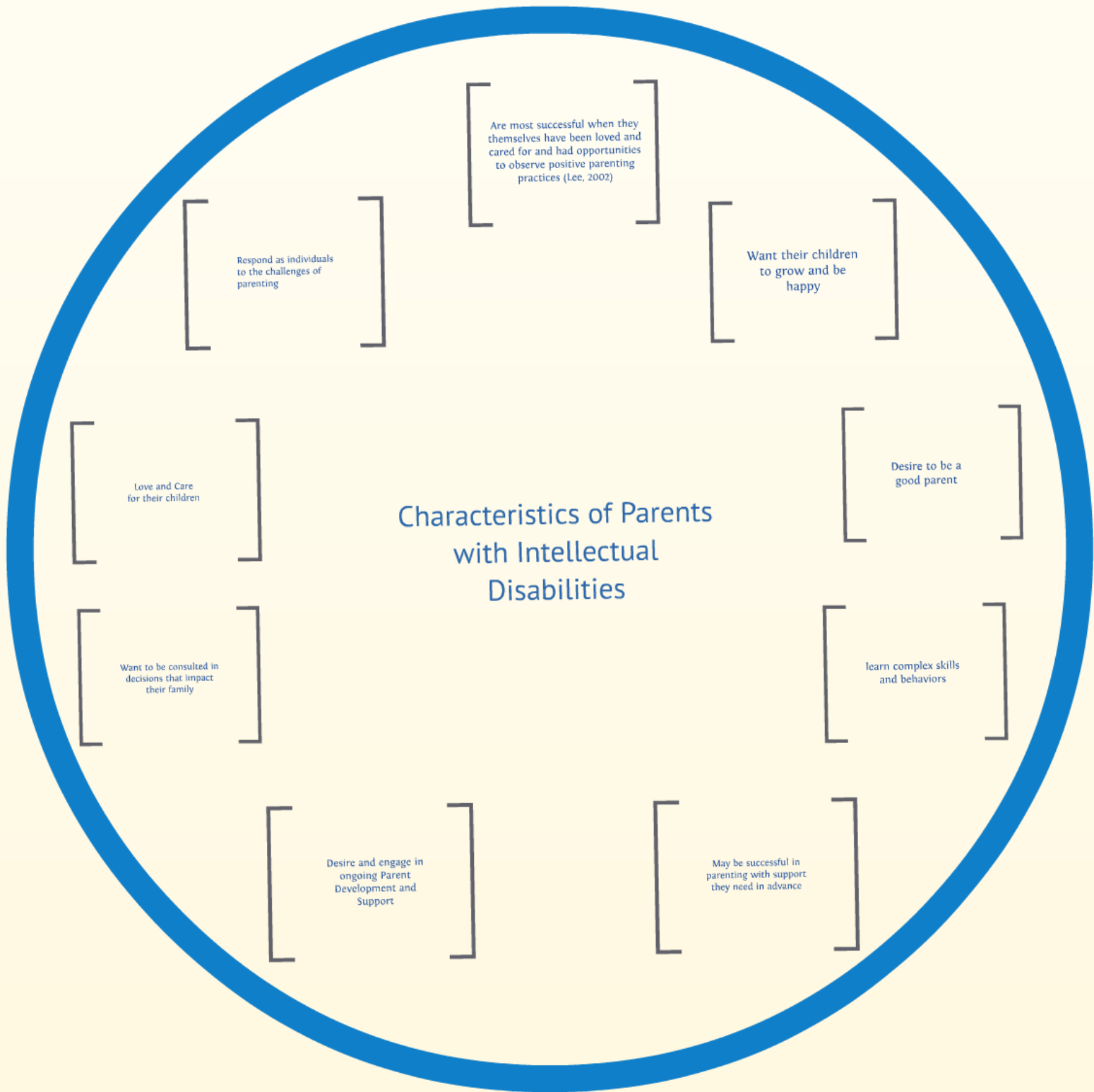


# Out of Control Children

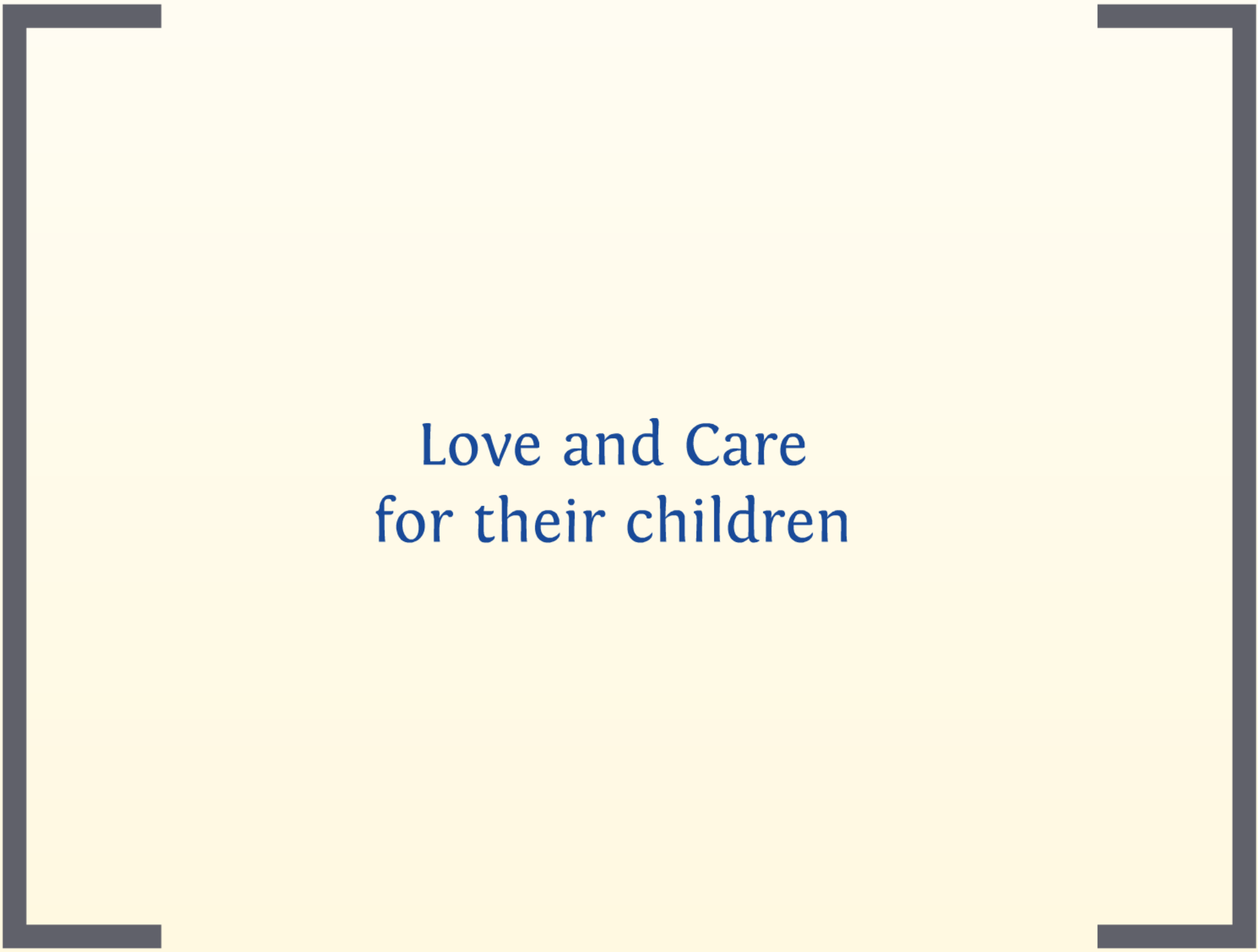
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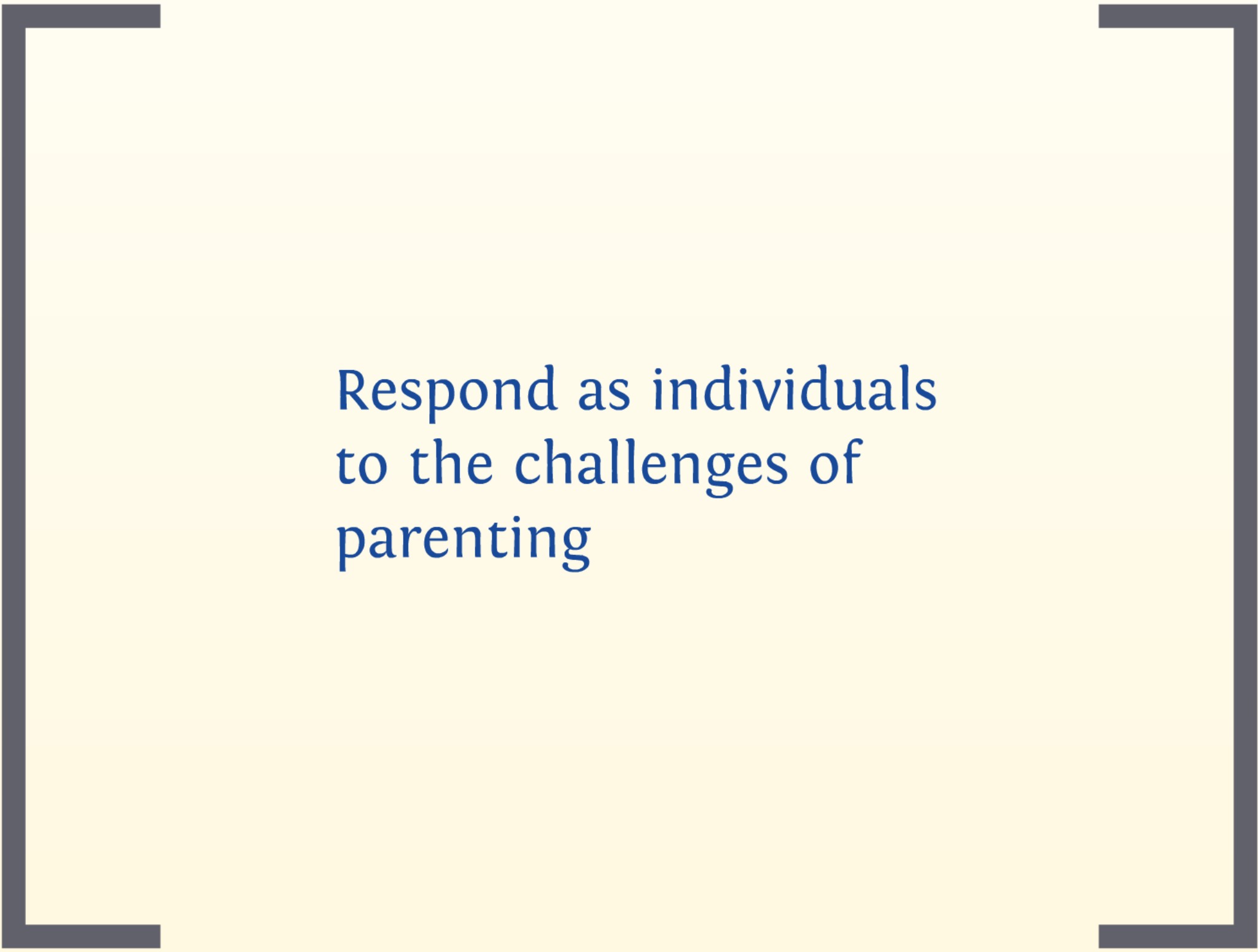
Inadequate parenting is only one way...



# Characteristics of Parents with Intellectual Disabilities




Love and Care  
for their children




Respond as individuals  
to the challenges of  
parenting



Are most successful when they themselves have been loved and cared for and had opportunities to observe positive parenting practices (Lee, 2002)



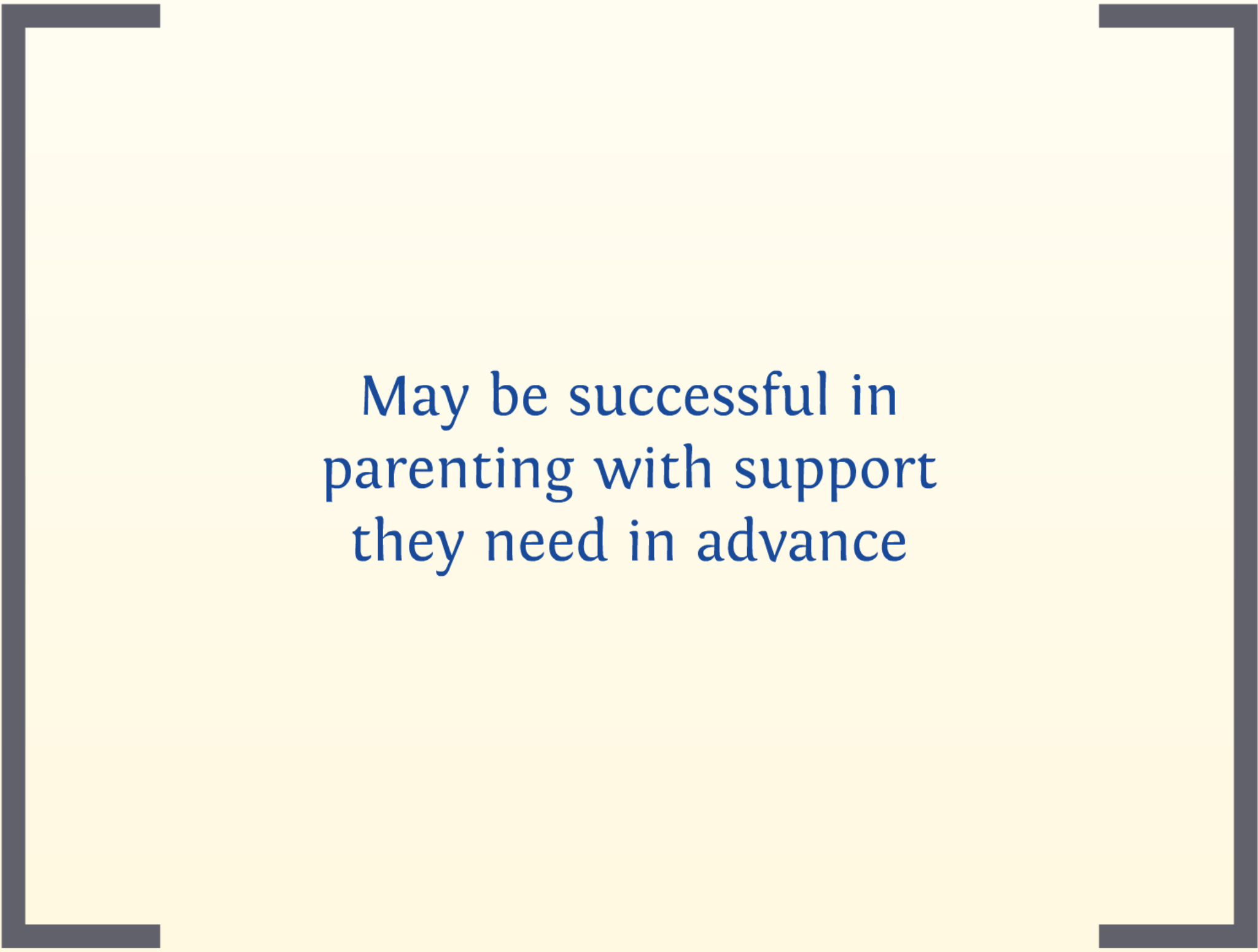
Want their children  
to grow and be  
happy



Desire to be a  
good parent



learn complex skills  
and behaviors

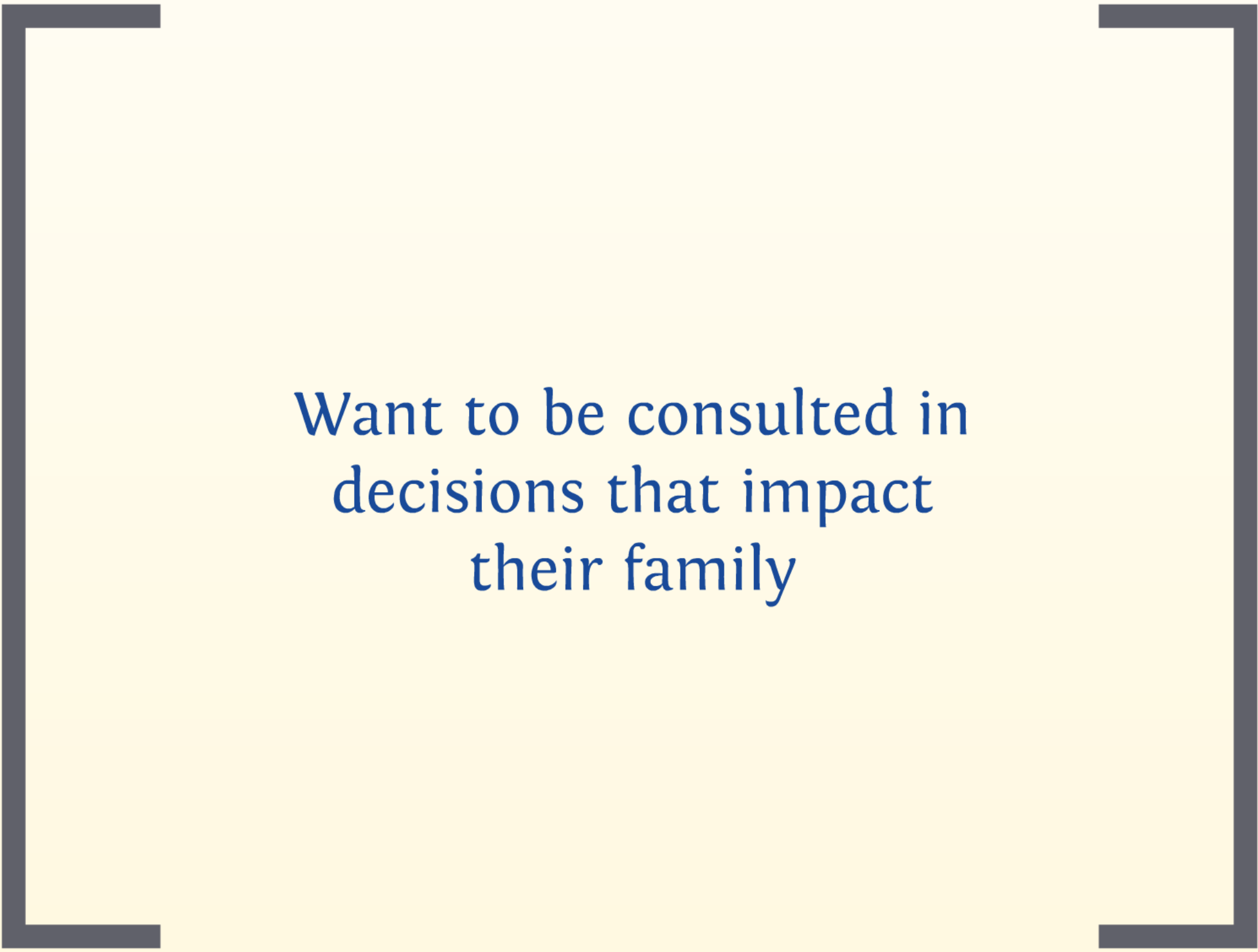


May be successful in  
parenting with support  
they need in advance





Desire and engage in  
ongoing Parent  
Development and  
Support



Want to be consulted in  
decisions that impact  
their family

**Strengths  
of Parents with  
Intellectual  
Disabilities and  
Traumatic Brain  
Injury**

Offer tremendous  
love and affection  
to their children

Are liked and  
valued by others  
and make good  
friends

Make long term  
commitments  
to their families


Usually learn  
to complete  
basic parenting  
tasks

Learn to manage/keep  
up with a home or  
apartment


Manage to  
hold down a  
job

Contribute to  
their  
neighborhood and  
community


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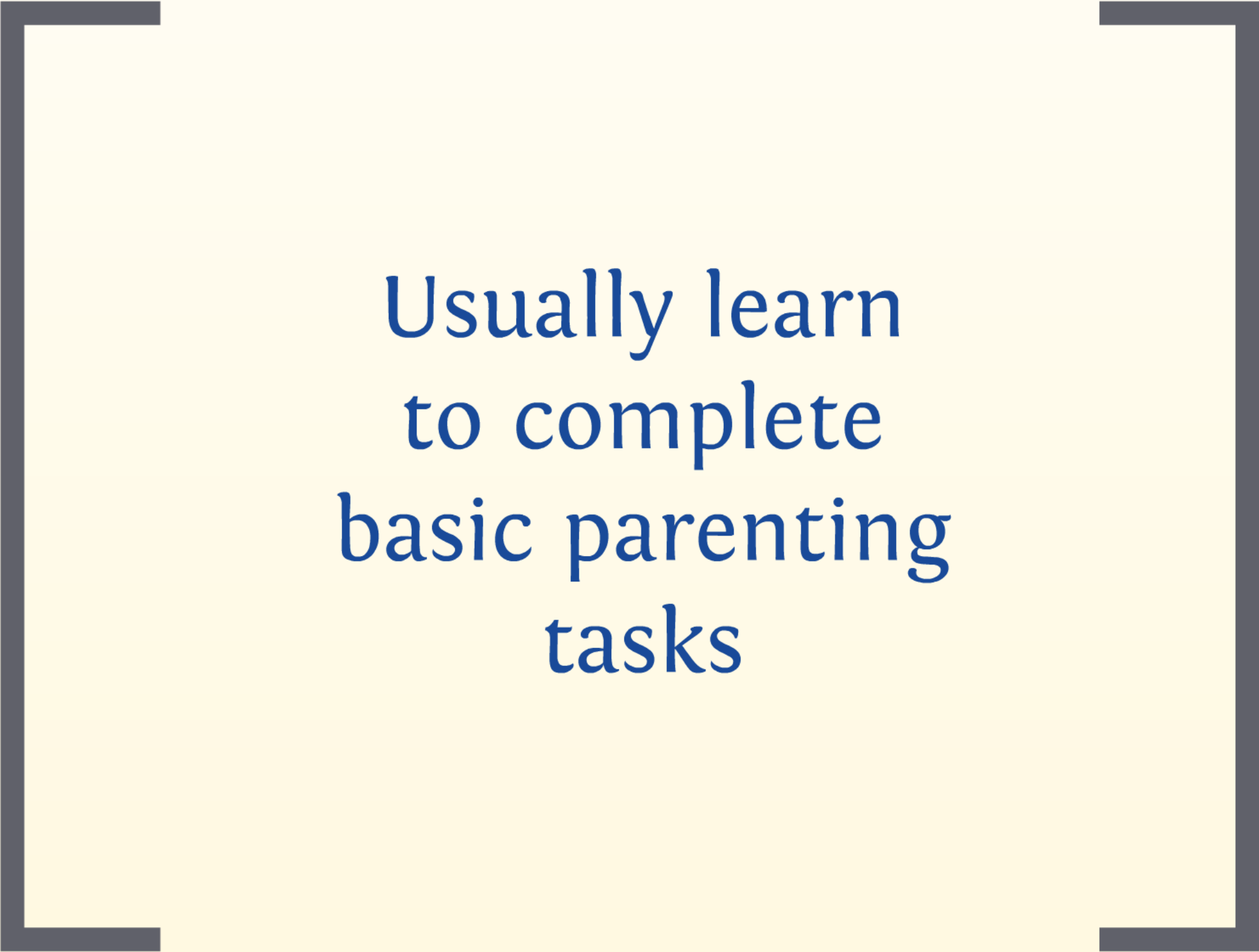




Contribute to  
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# Difficulties Parents with Intellectual Disabilities and Traumatic Brain Injury Face

Sometimes experience limited communication skills

May have difficulty remembering what to do and how to do it

May be in relation and isolation from other families

Often have limited understanding of child development

Often have low self-esteem and lack confidence in parenting

Have limited income and are less able to purchase what is needed

May rely on others to make decisions and they without question

Can have trouble understanding when and how to set limits

Feel overwhelmed by too much input, demands or a hectic pace

Experience problems in controlling feelings and responses

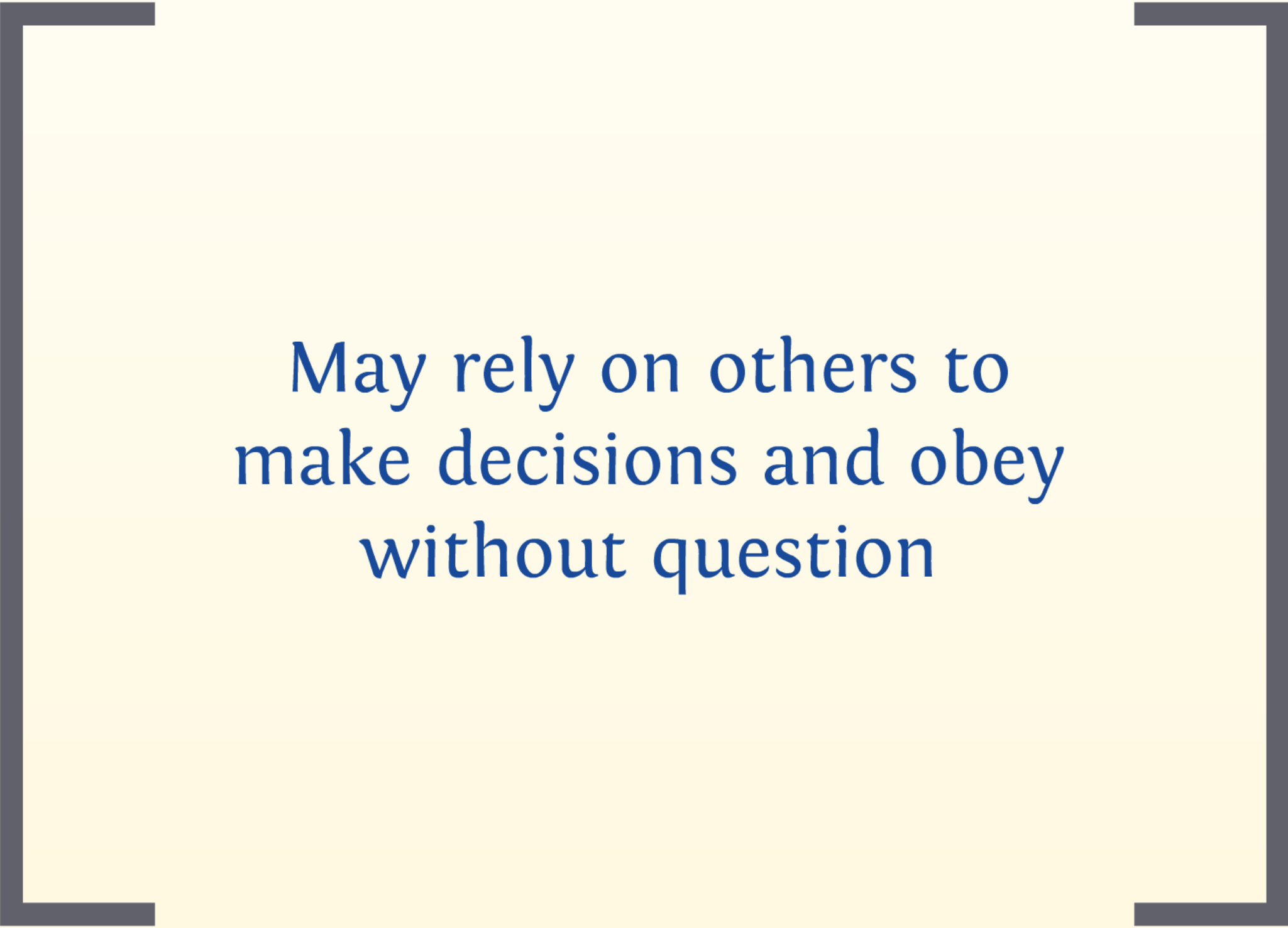
May be overactive and less likely to let a child take typical risks

May have limited awareness of how to keep a child safe

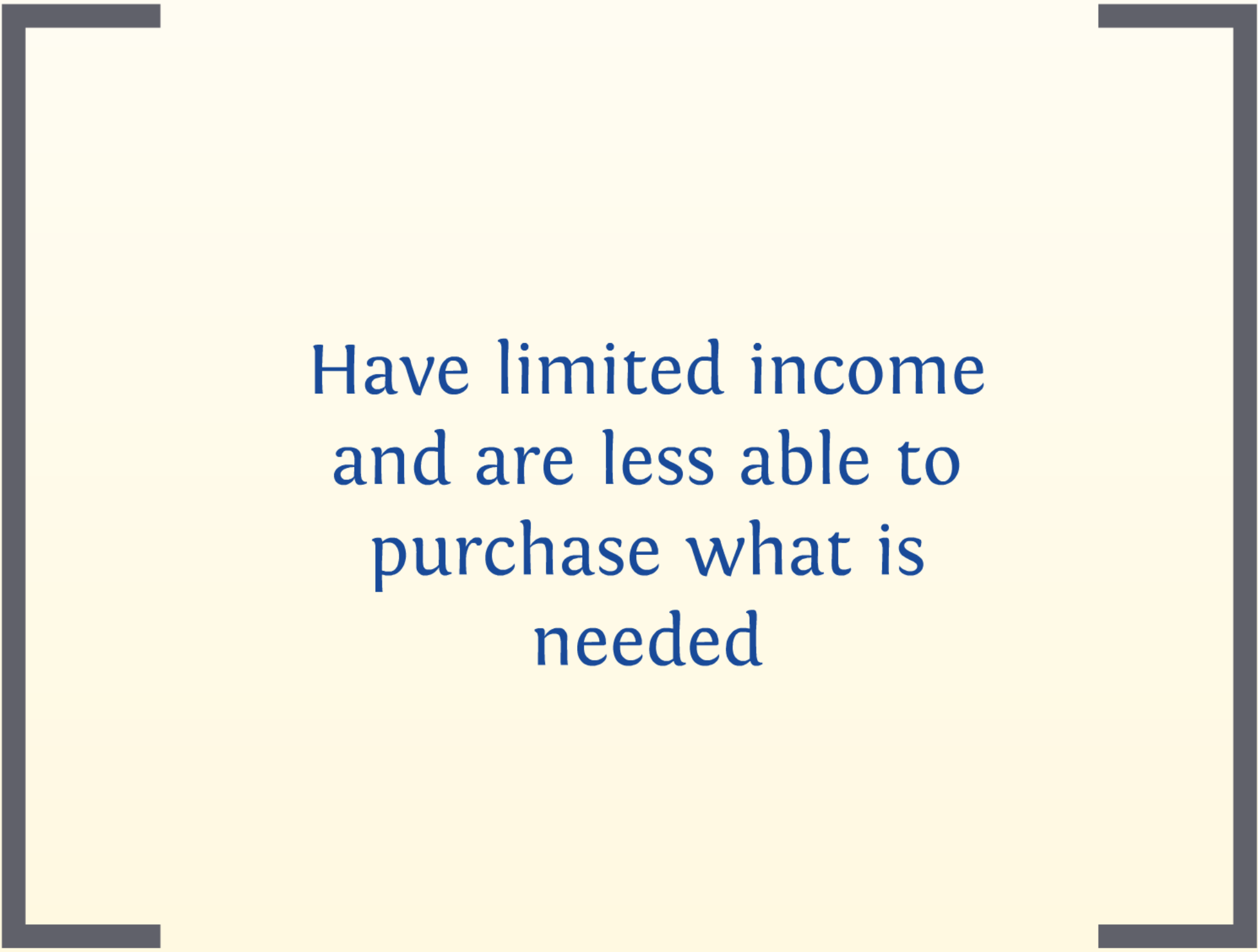
May discuss outside they believe might be better to take a child away from home, social workers, residential care, etc. (2010)

May try to compensate for any child learning problems or confusion


**Difficulties  
Parents with  
Intellectual Disabilities  
and Traumatic Brain  
Injury Face**



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make decisions and obey  
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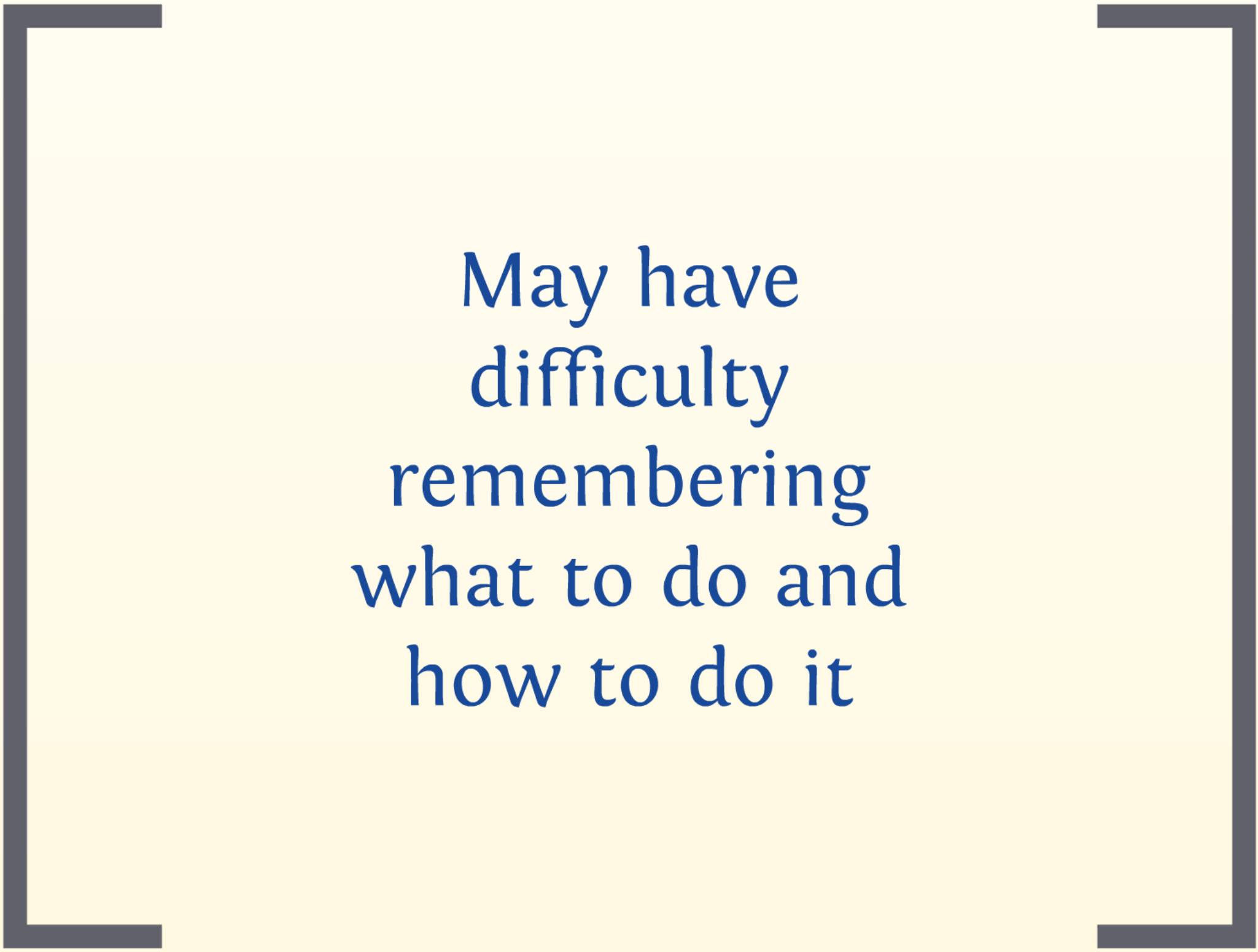





May live in isolation  
and socialize less  
than other families



Sometimes experience  
limited  
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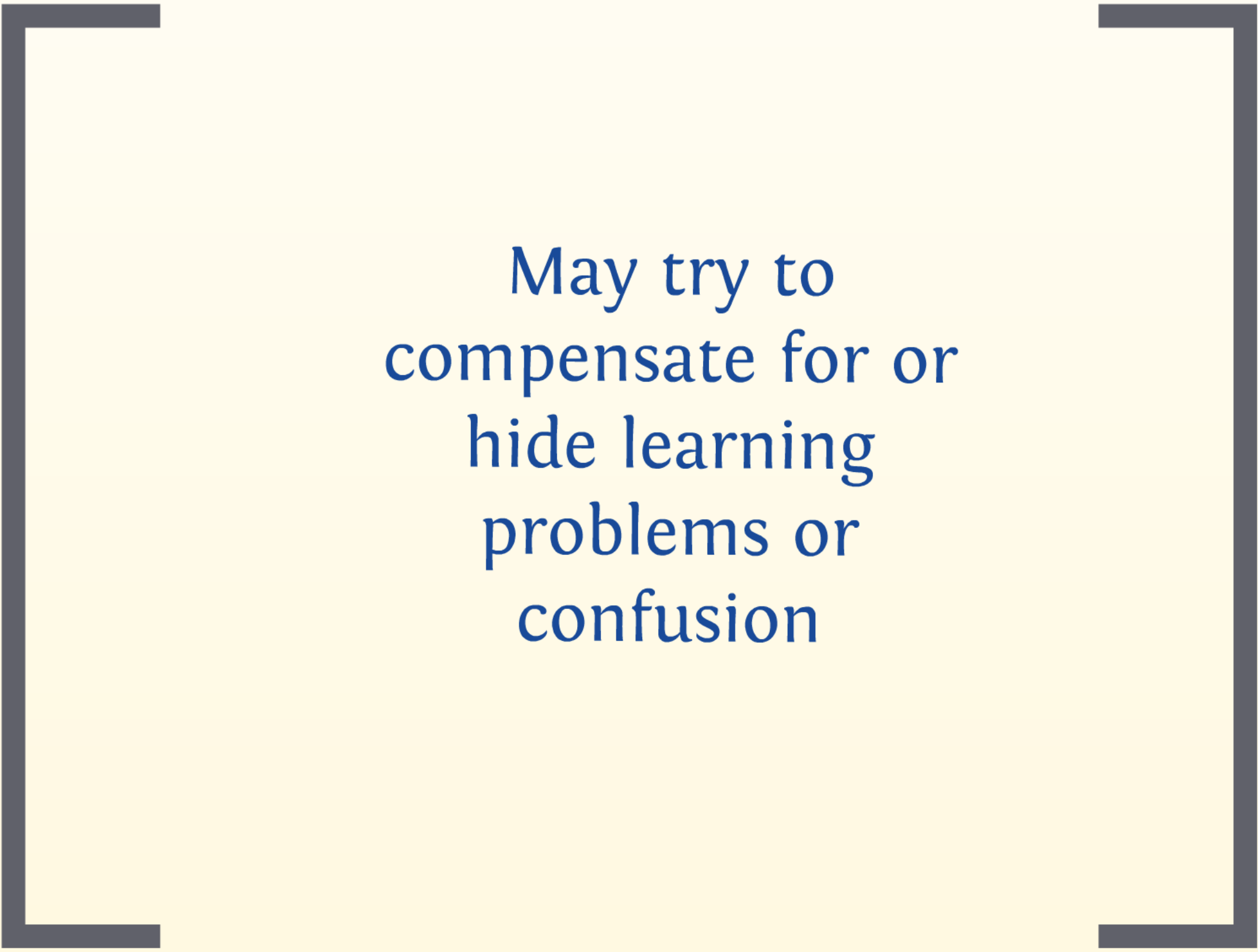


May have  
difficulty  
remembering  
what to do and  
how to do it




Often have limited  
understanding of  
child development

May distrust people they believe might be likely to take a child away (teachers, social workers, providers) (Green, Cruz, 2002)




May try to  
compensate for or  
hide learning  
problems or  
confusion



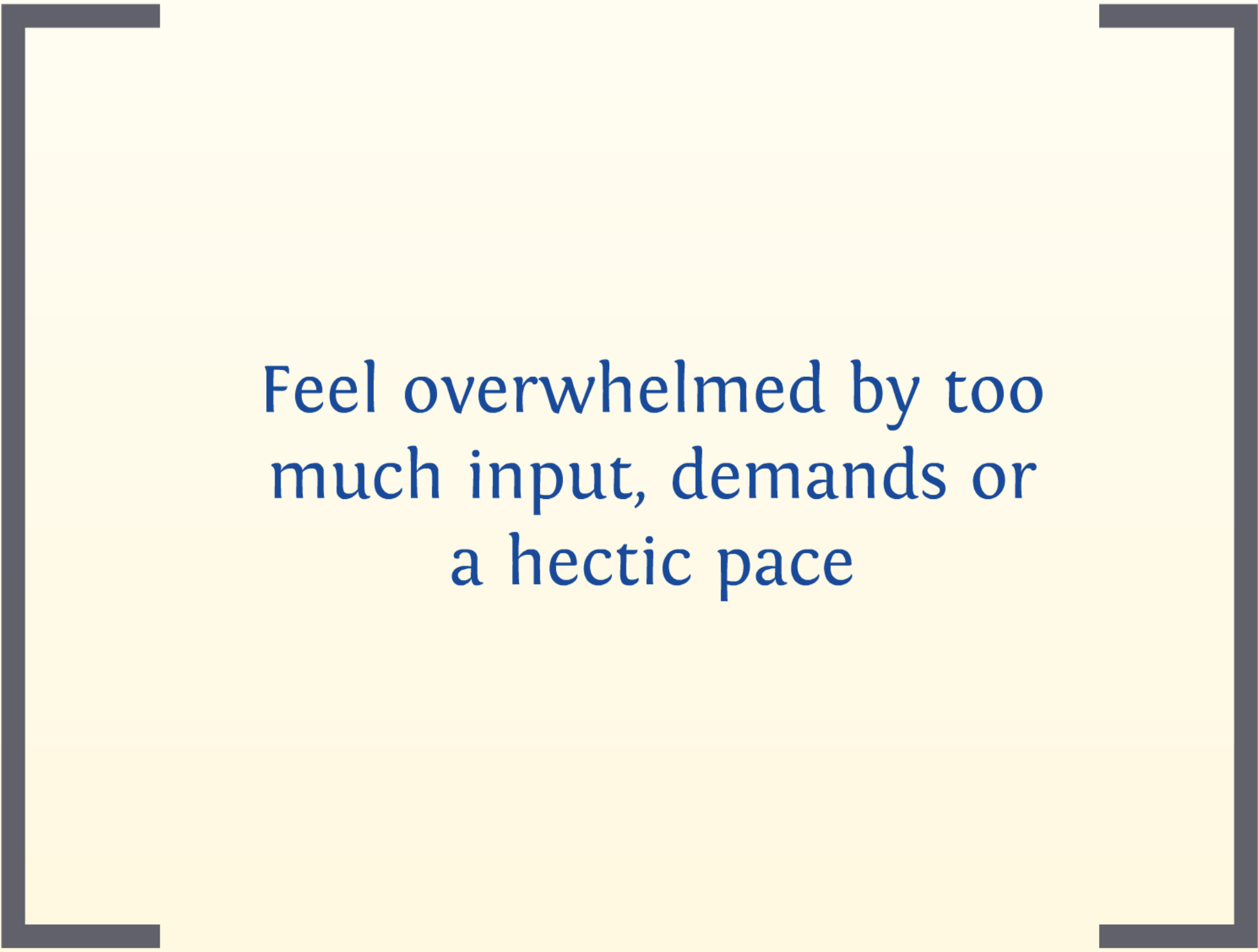
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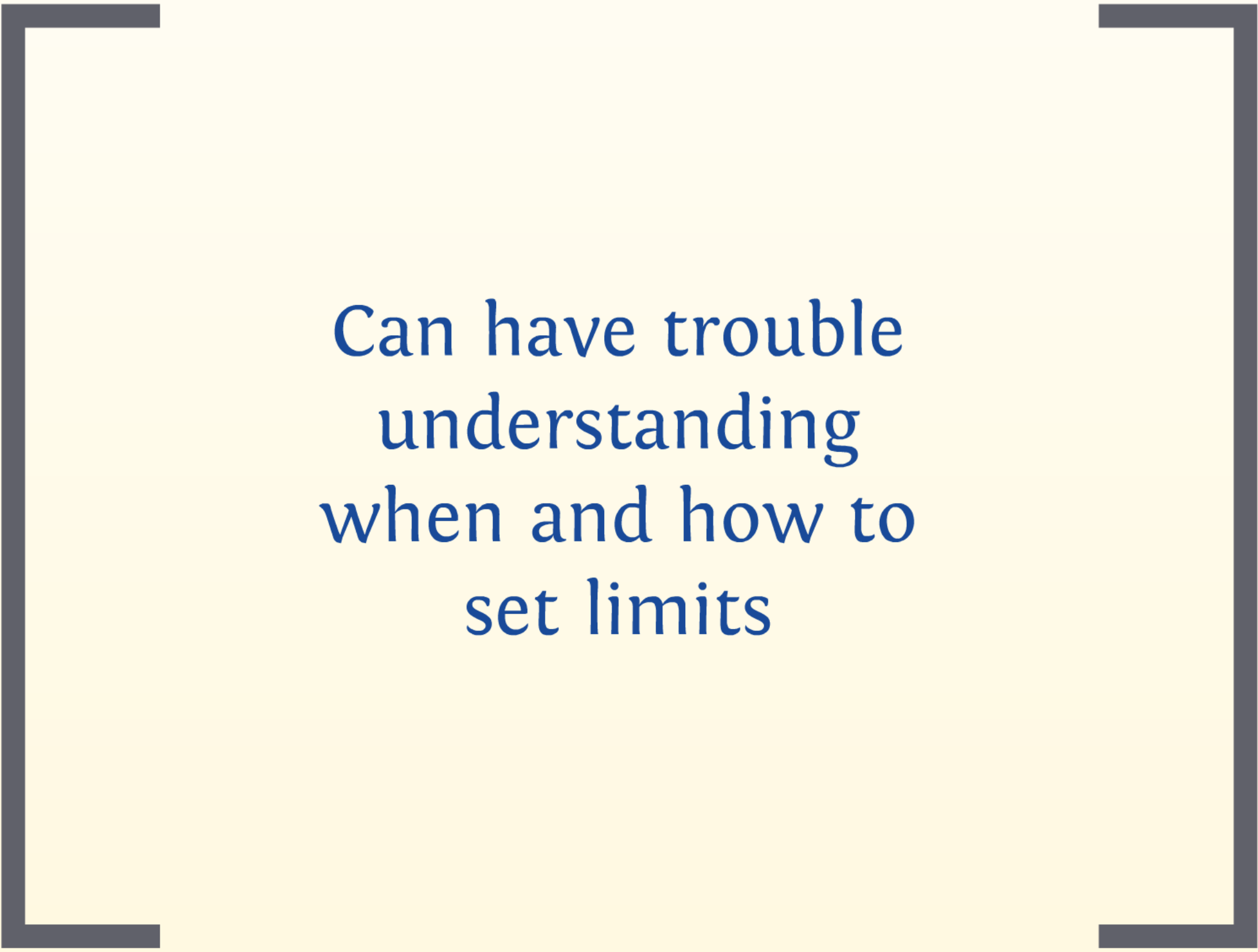




Experience problems in  
controlling feelings  
and responses



Feel overwhelmed by too  
much input, demands or  
a hectic pace



Can have trouble  
understanding  
when and how to  
set limits

# Needs and Barriers

Services that concentrate first on the basic survival needs of the family (food, shelter, heat, transportation, health care, employment)

Relationships with support partners/mentors that are sustained over time

Just-in-time information about child development

Contacts and relationships that build up self confidence

More time and demonstration to learn parenting skills

Information about what could happen when/if action is or is not taken


Strategies that the parent can use on their own

Object or information cues to remember and carry out important routines


To be shown how to respond to typical and atypical events

Support to understand, or bypass the complexities of the Human Service System

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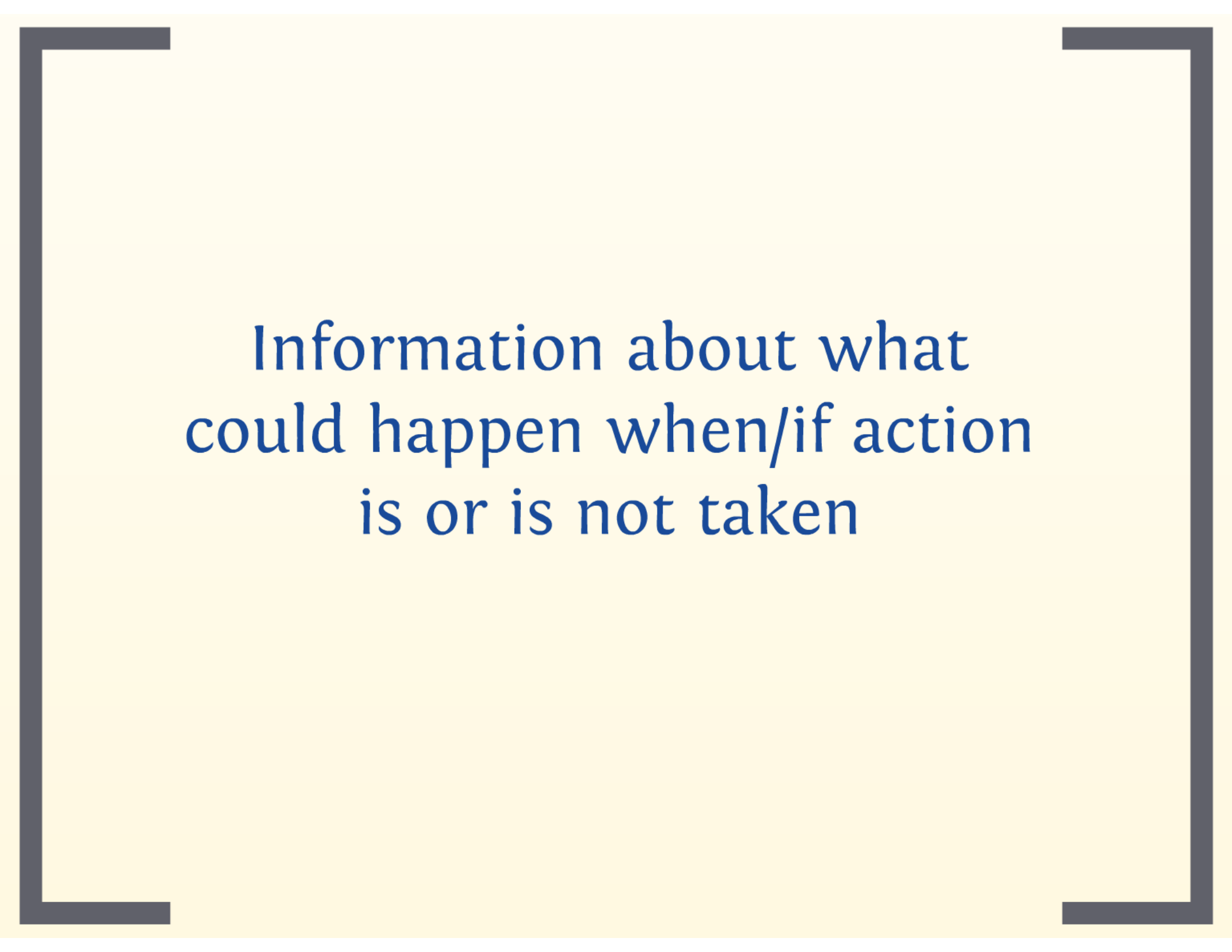




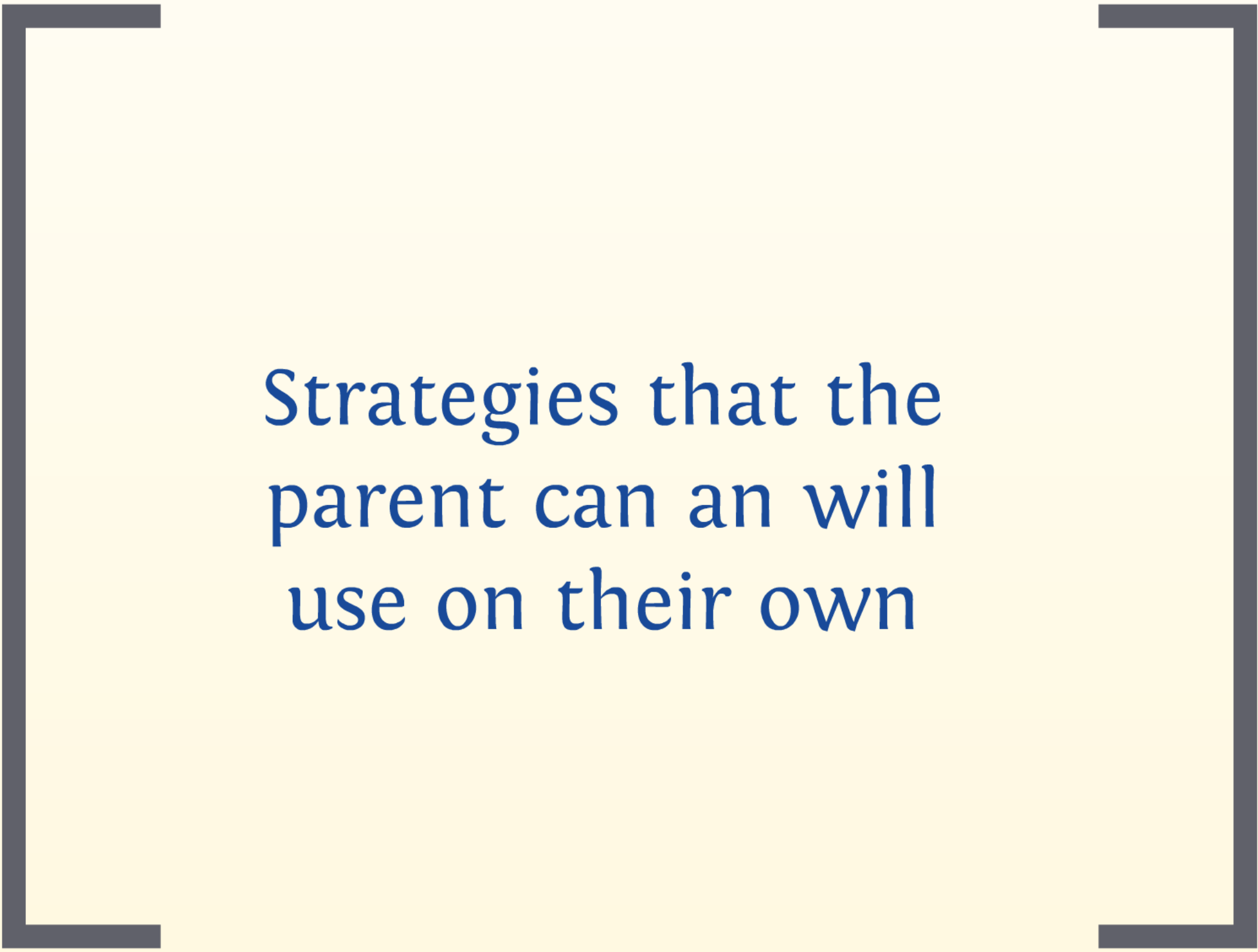
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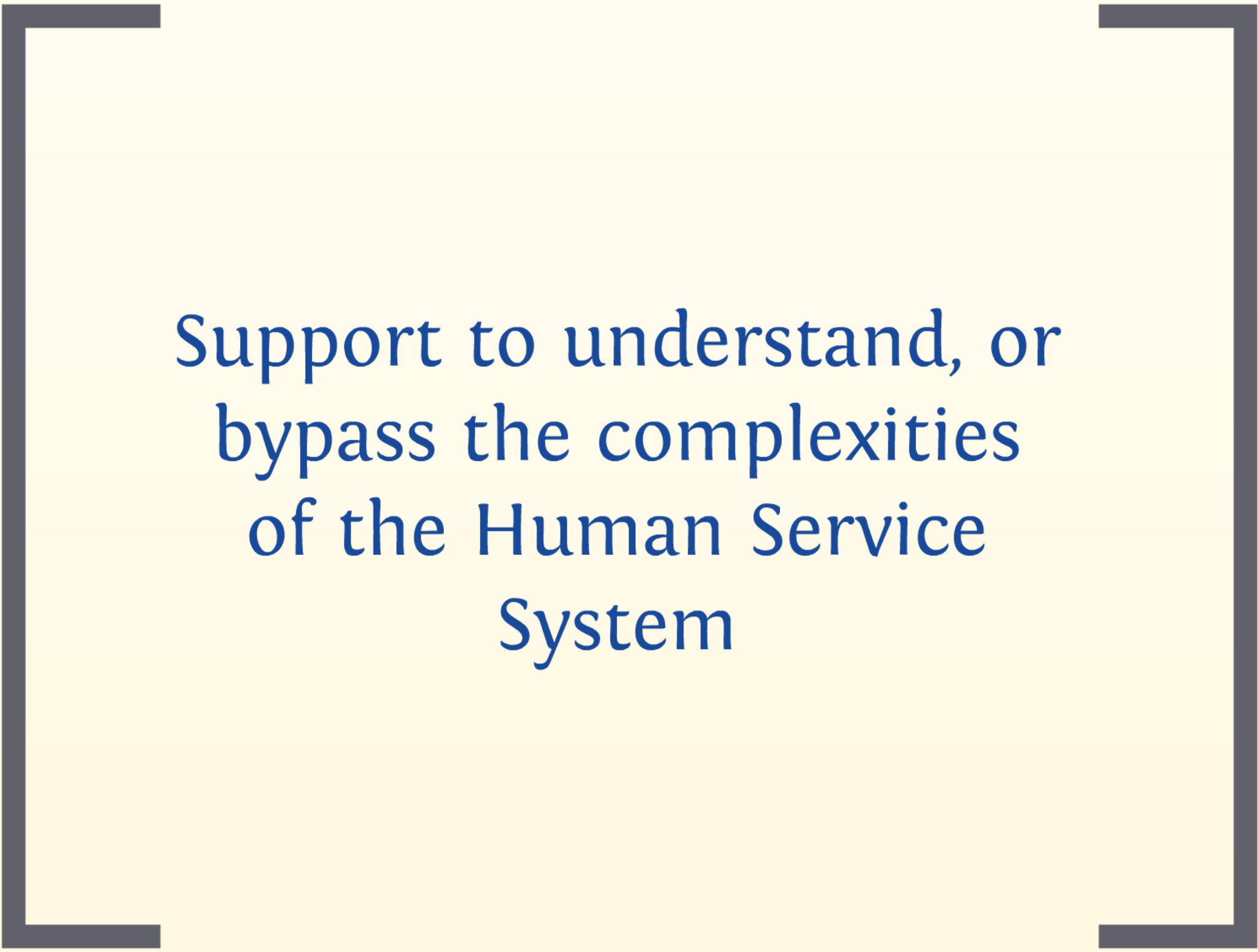
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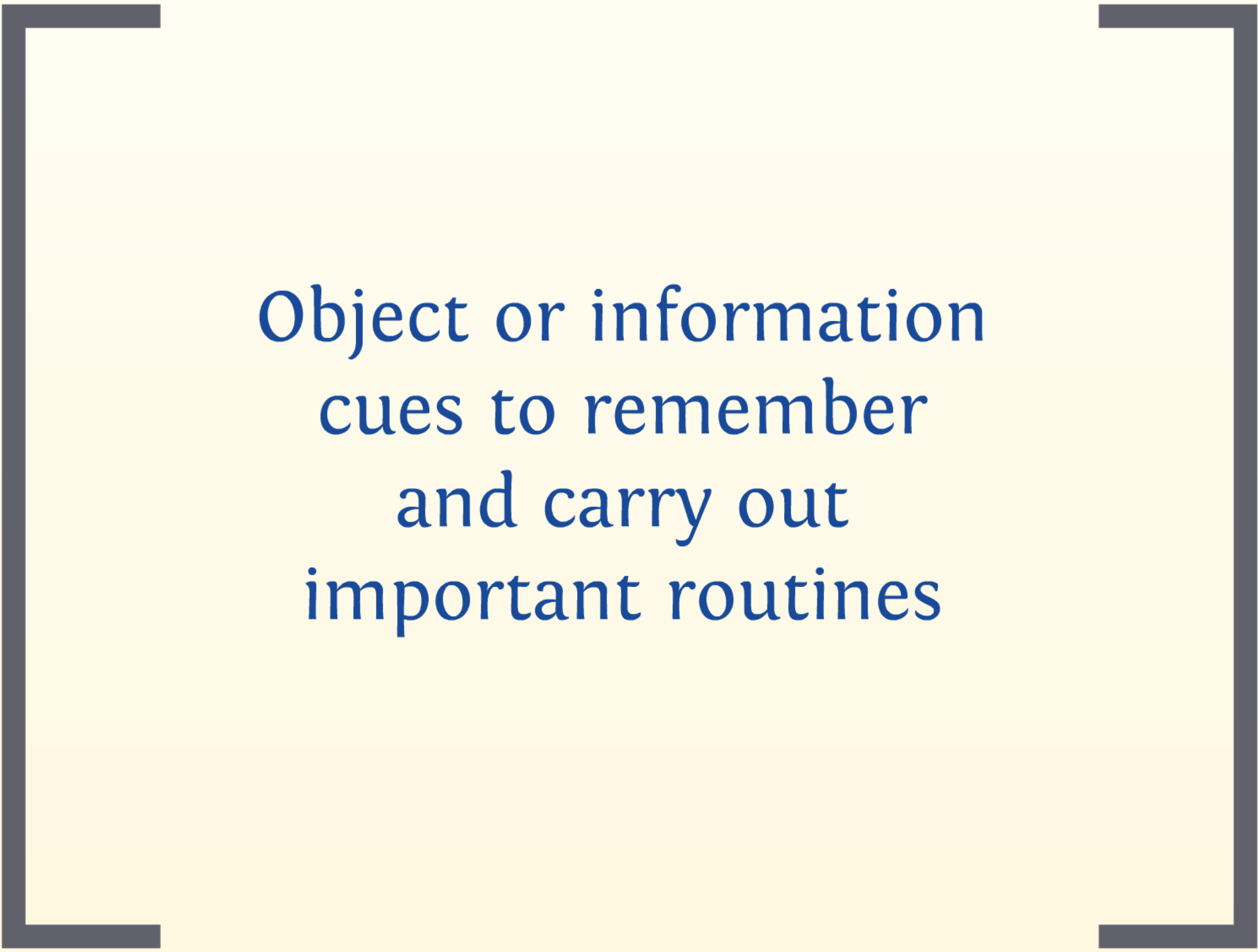
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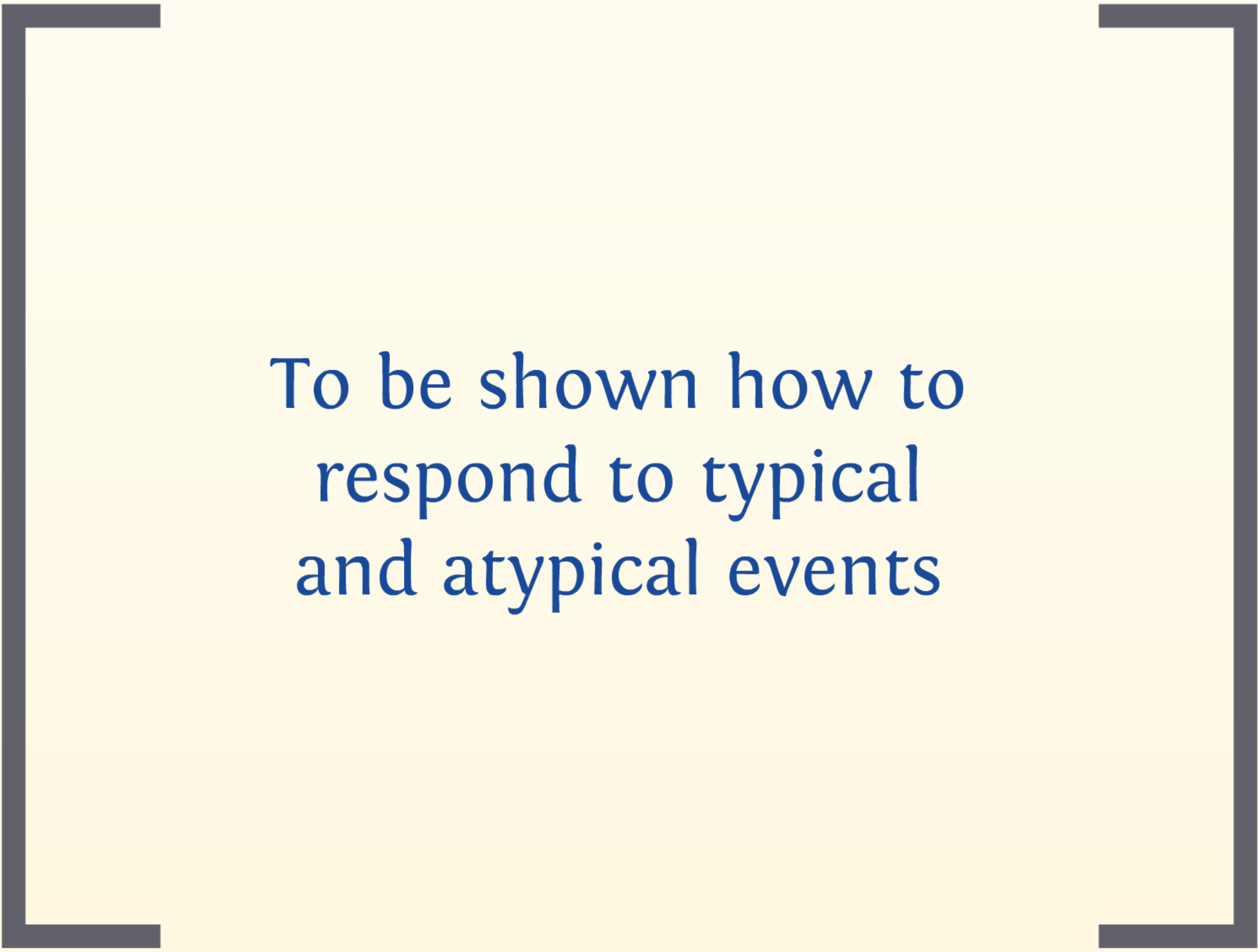
Strategies that the  
parent can and will  
use on their own



Support to understand, or  
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Object or information  
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and carry out  
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To be shown how to  
respond to typical  
and atypical events



So....

How Do We Work With  
Parents that have  
Adaptive Functioning  
Concerns



Providing & Receiving  
Instruction  
Can Be a Bit Confusing





YouTube

# HOW?

## GOALS

- No more than three at one time
- Use Objectives
- Measurable and Recognizable

- Concrete Realistic Goals
- Used Repeatedly Over Time
- Just in Time
- Patience and understanding

Ask Questions

- Instruction
- Pictorial Manual
- Modeling
- Feedback
- Reinforcement
- Motivators

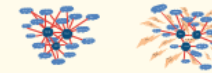


## Build the Relationship

The quality of services depends on reach on consistency and persistence of staff as it does on theoretical models.

Offering a receptive ear and a stable source of emotional support can often make the difference between continual crisis and reasonable stability.

It does take some forethought and **CREATIVITY**



Get to know the family first  
Look for the strengths

Small Initiatives  
Make a Difference

Discover their interests

Know that you are in the equation for the long haul.

Use your relationship as the "Lab"  
Ask Parents for feedback

Consciously look for things that you like or admire about the parent

Advocacy with other agencies, gatekeepers, and role enforcers is a key help

The relationship you have with the parent serves as a model of attachment in the parent-child relationship  
Nurture the parent so that the parent can nurture their child

It does take some forethought  
and


CREATIVITY

# Build the Relationship

The quality of services depends as much on sensitivity and perseverance of staff as it does on theoretical models.

- Instruction
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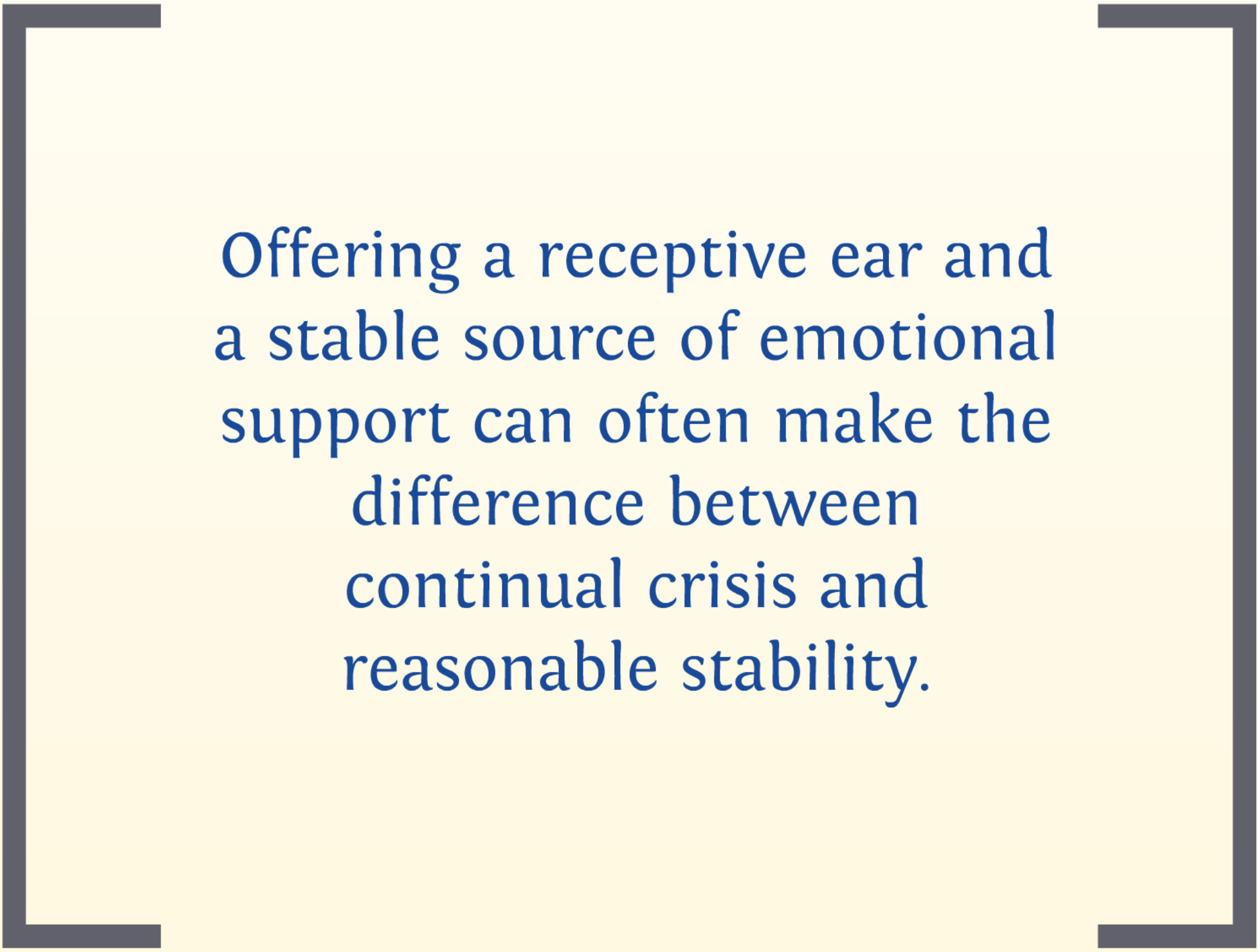
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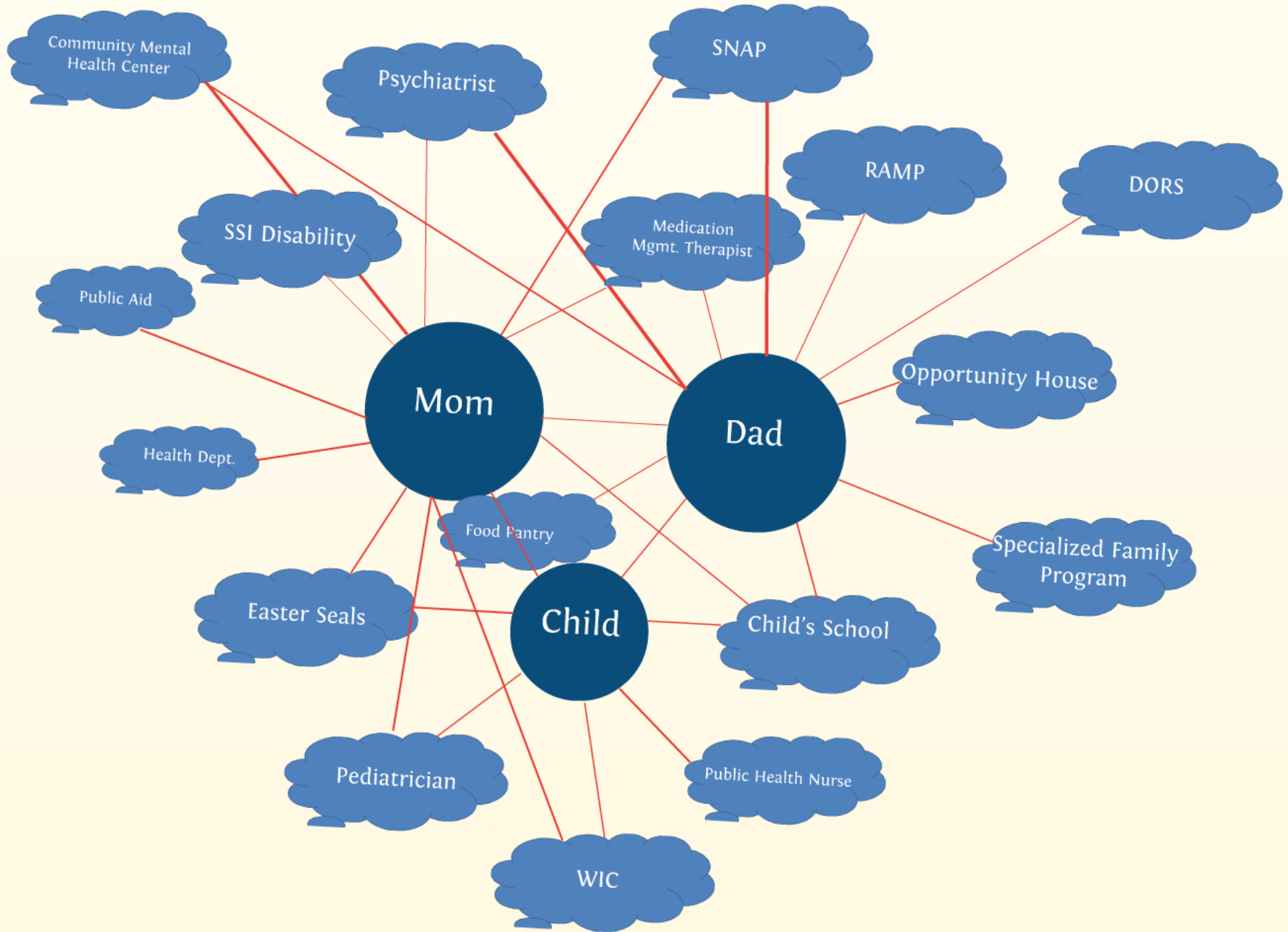


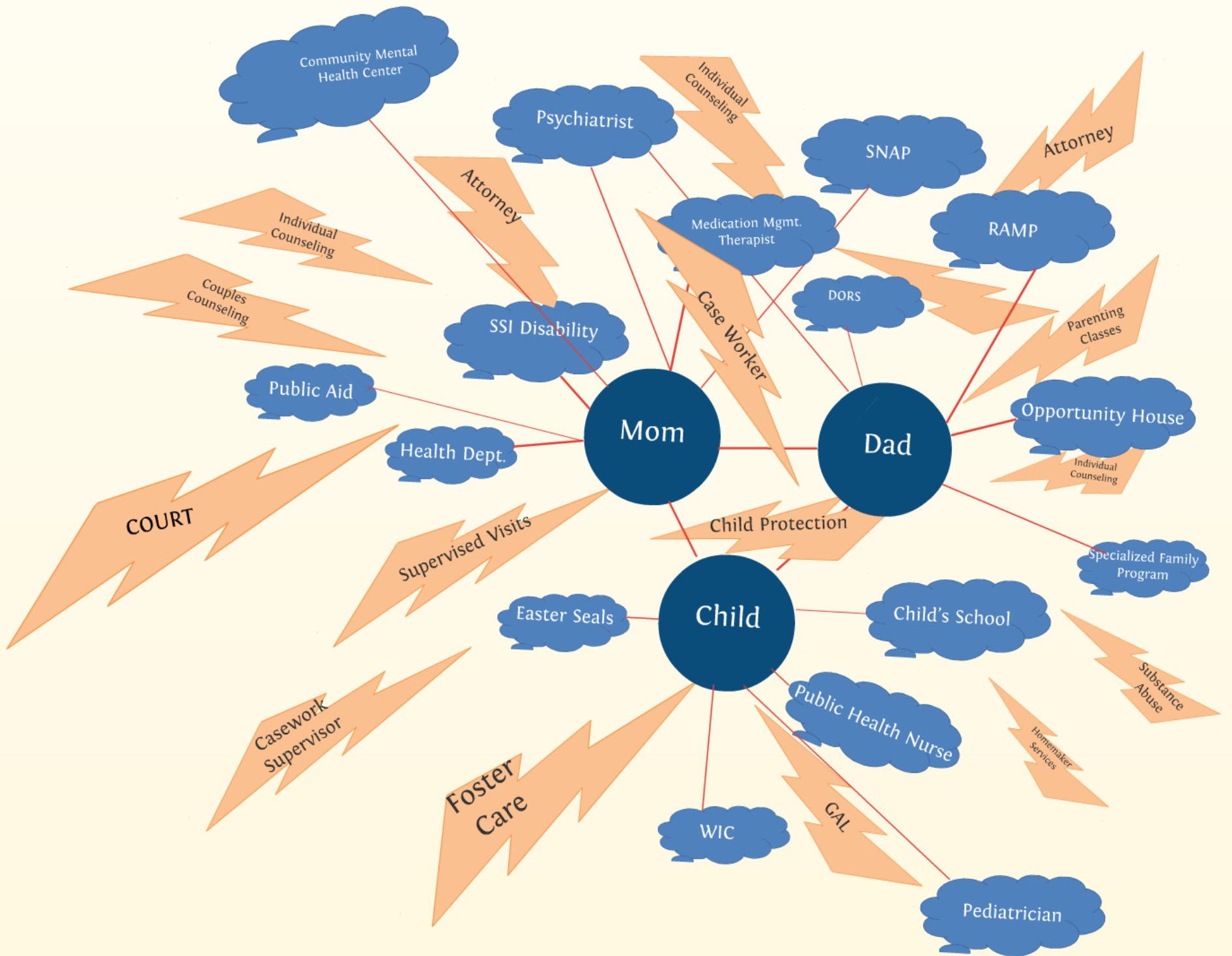



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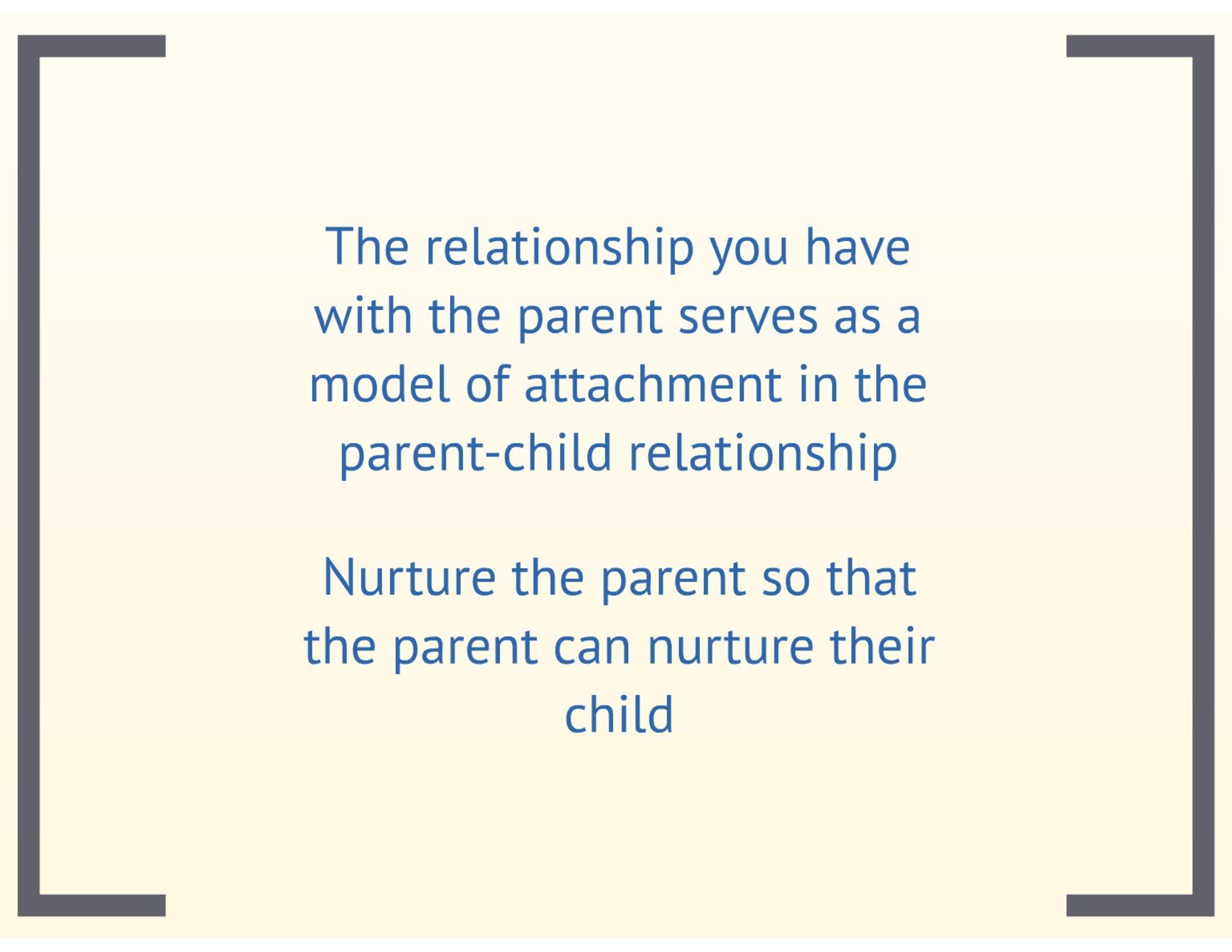
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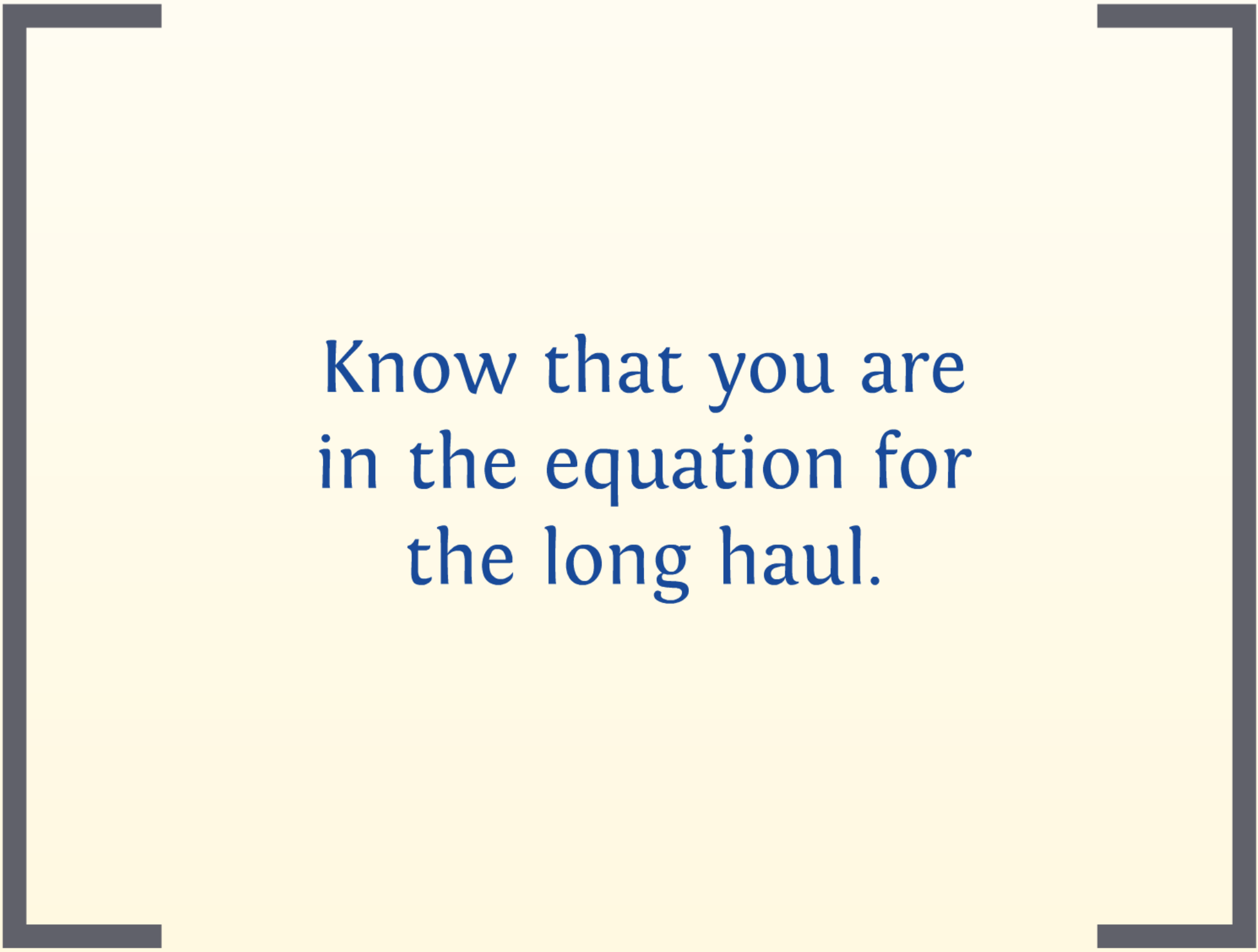
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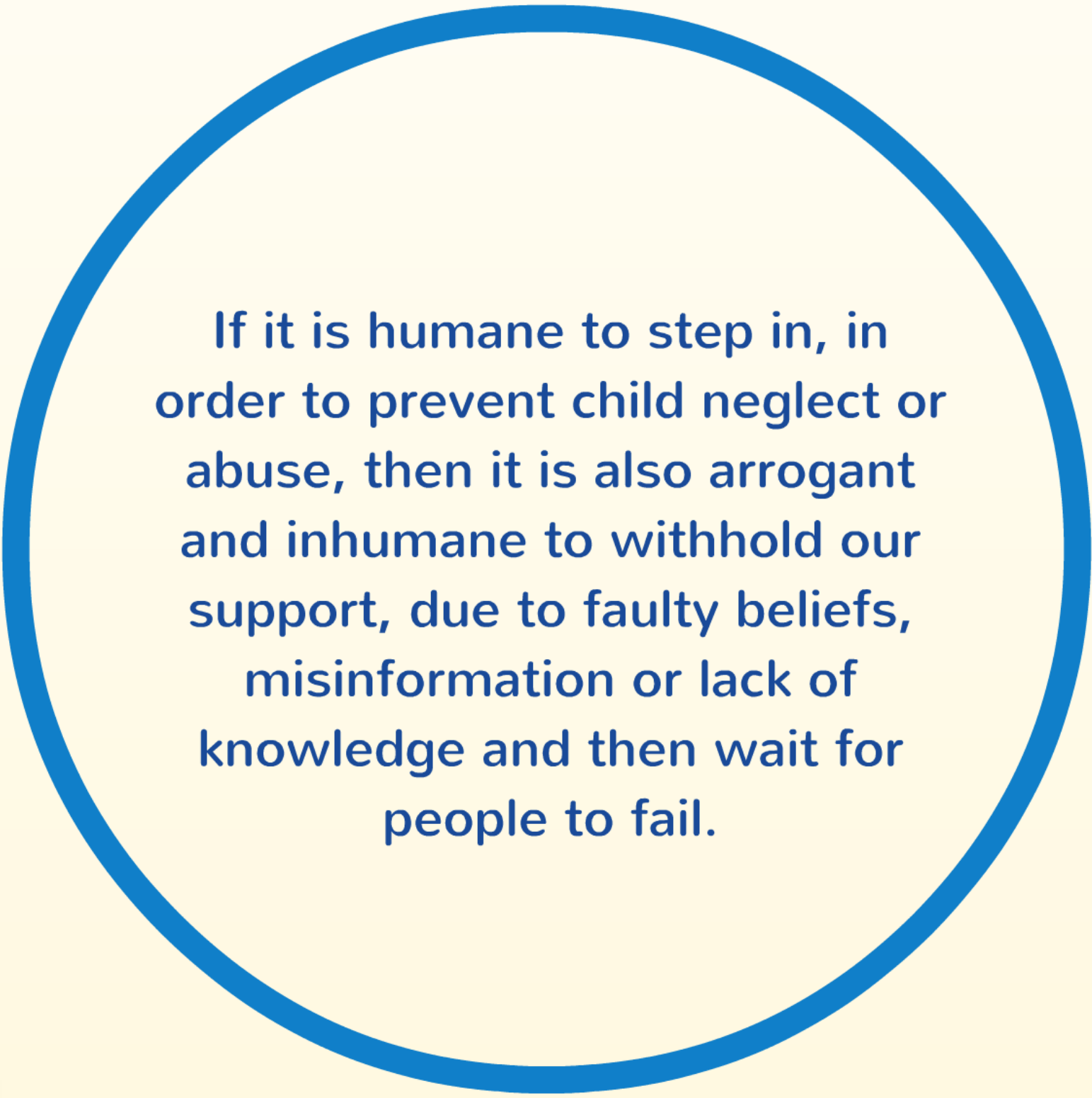
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If it is humane to step in, in order to prevent child neglect or abuse, then it is also arrogant and inhumane to withhold our support, due to faulty beliefs, misinformation or lack of knowledge and then wait for people to fail.

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