

# Meeting the Challenges, Part II: Evidence-Based Strategies for Working with Parents with Intellectual Disabilities

Marilyn Espe-Sherwindt, PhD  
Family Child Learning Center  
Akron Children's Hospital & Kent State University

[mespeshe@kent.edu](mailto:mespeshe@kent.edu)

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# Which parents are we talking about?

- ☑ Cannot travel alone
- ☑ Reading & writing problems
- ☑ Erratic appointment keeping
  - ☑ “Poor historian”
    - ☑ \$ problems
    - ☑ Overwhelmed
- ☑ Difficulty with child management
  - ☑ Covering-up
  - ☑ “Benefactor”
    - ☑ History



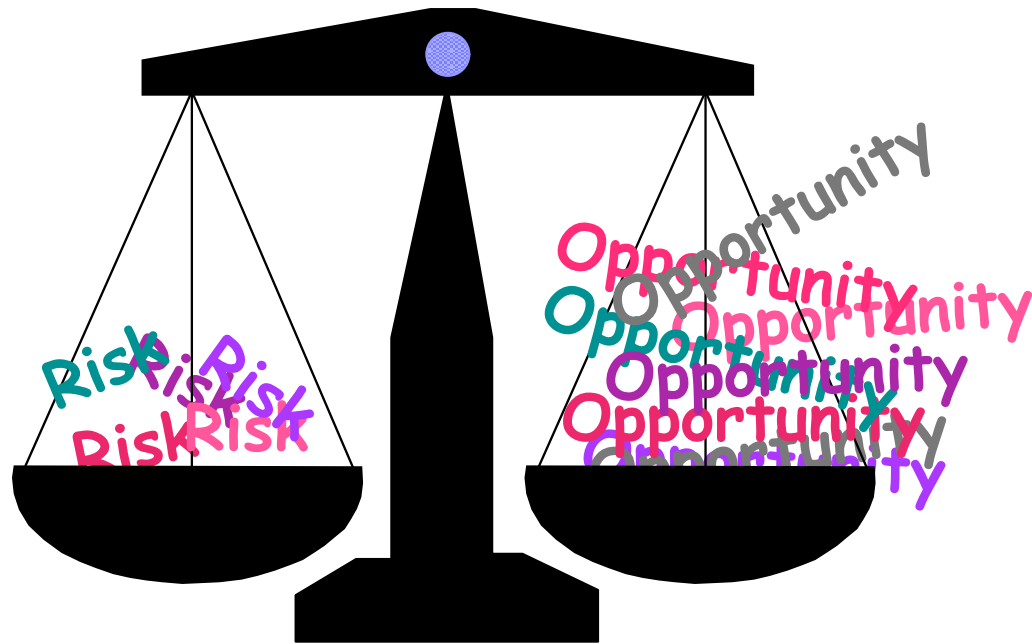
## Some Myths About Parents with “Mental Retardation” . . .

1. Their children will not be normal.
2. They will have lots of children.
3. They cannot learn.
4. They cannot give their children adequate care.

# Which parents are most likely to succeed?

- **NOT IQ**
- **Spouse/significant other**
- **Extended family**
- **\$\$**
- **Number of children**
- **Mental health / substance abuse**
- **Comprehensive services**
- **Willingness to take advantage of those services**
- **Attitude of service providers**

# Shifting the Balance



# Balancing Risks & Opportunities

RISKS

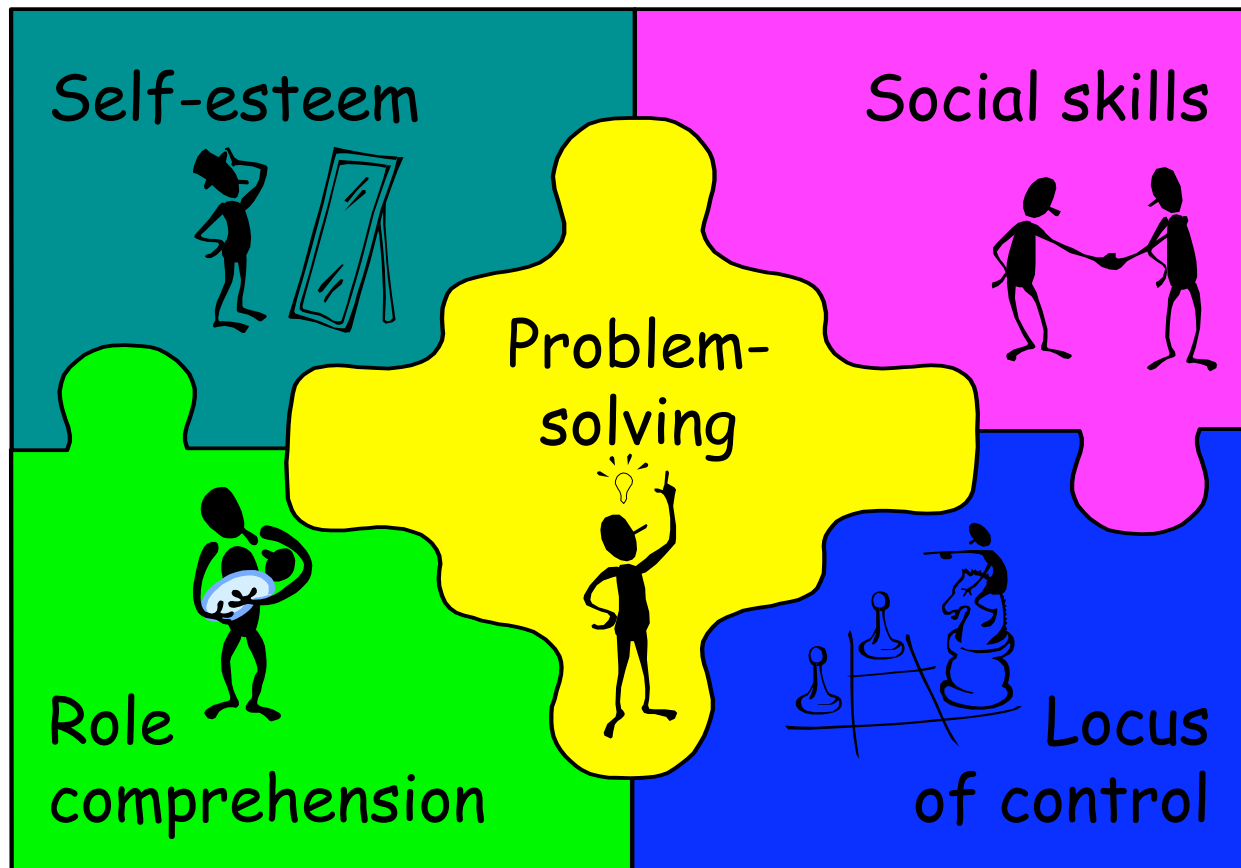
OPPORTUNITIES

Mother's age  
Parent education  
Income  
SES  
Job stability  
Pregnancy  
Number of children  
Residential stability  
Marital status  
Marital stability  
Child temperament  
Infant separation  
Parental mental health  
Parental health  
Parental self-esteem  
Parental locus of control  
Parental social skills  
Coping strategies  
Parenting style  
P-C interactions  
Nutrition  
Accidents/toxic substances/illnesses  
Alternate caregivers  
Extended family  
Extrafamily support  
Life events



-- Dunst, 1993

# Putting Together the Puzzle

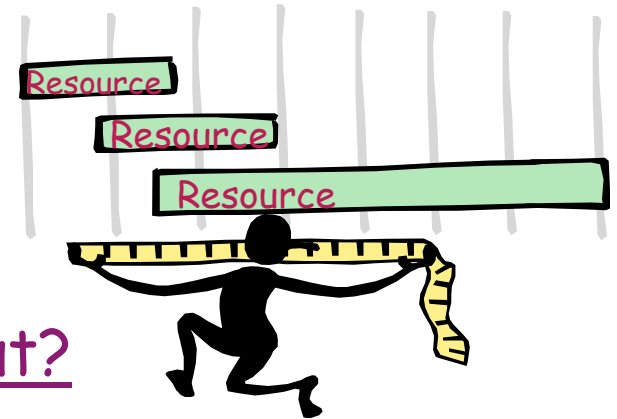


## Parents learn best when . . .

- what they are learning is important to them
- “difference” is okay
- mistakes are okay
- there’s no “right” or “wrong” answer
- the atmosphere encourages openness
- they are encouraged to trust in themselves as well as others
- they feel respected and accepted
- *they* (not you) evaluate how they’re doing.



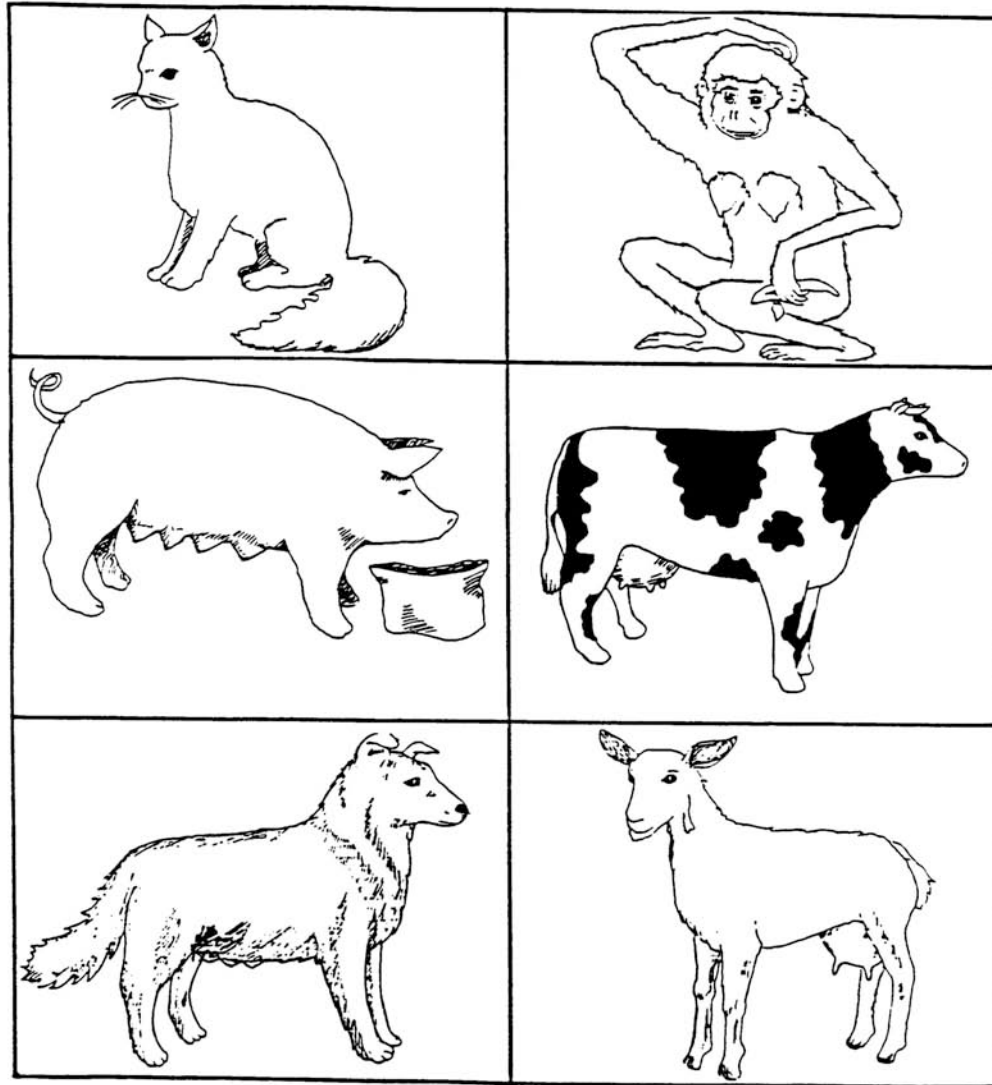
# The **WHAT**: Evaluating Curricula and Resources



## What questions should I be thinking about?

- Is this a priority?
- Are adaptations or changes needed?
- Is the level appropriate?
- Does it fit the family's values?
- Is it consistent with adult learning?
- Does it impact the five pieces of the parenting puzzle?
- Are objectives stated?
- Is it interactive?
- How will I evaluate my success?

33a.1 Animal Bingo Picture Cards





3. Hold baby against your chest.



4. With hand gently pat baby on back until baby burps.

Six to  
Twelve Months

Bath and  
Dressing Games

## Zip, Zip, Zip

**Purpose:** *Having fun while changing a diaper*

Diapering a baby gets harder as the baby gets older. Having a special poem to say will keep the baby's attention.

*Zip, zip, zip, off it goes!  
I see baby without clothes.  
Zip, zip, what do I see?  
Diaper on, one-two-three!*

Trying to say the word "zip" is great fun for the baby.



Bath and  
Dressing Games

Six to  
Twelve Months

## Balloon Game

**Purpose:** *Making discoveries; language and motor skills*

Fill up a small balloon with  $\frac{1}{4}$  cup of water. Tie a knot in the balloon. Show your baby how it changes shape as you squeeze and wiggle it.

Now for the fun: let the baby experiment. The baby will soon discover that it will bounce when you drop it and wiggle when you roll it.

Do the same thing with two balloons of different colors. Each time you drop the balloon or squeeze it, identify the color by name. Each time you give the baby a balloon, say the color as you give it to the baby.



# The **HOW**: What's important to remember about “teaching”?

- ✓ Impact of social setting
- ✓ Prior knowledge
- ✓ Forming connections
- ✓ Self-regulated learning



- ✓ Preskills
- ✓ Current strategies
- ✓ Alternative strategies
- ✓ Modeling (thinking aloud)
- ✓ Practice plus feedback
- ✓ Generalization

## Sunny Side of the Street

- *Ready for School, Ready to Read, Ready to Get Along, Ready to Play, Ready for Bed*
- Mentor and Parent Handbook (includes “assessment”)
- DVD with 5 episodes
- *Let’s Sing About It* CD
- 5 *Sunny Side of the Street* card decks
- 5 [Parent Picture Pages](#) (can be downloaded from [www.lookiris.com](http://www.lookiris.com))
- 5 Fridge Charts



### Ready for Bed

Think about the parent with whom you are using the program and their parenting (of their child ages 3-6) over the last few weeks. Does the parent...

**1. Have a predictable pattern of evening activities (a bedtime routine)?**

Not at all major change needed			Some some changes needed			Okay as is area of strength
1	2	3	4	5	6	7

**2. Spend time in a shared activity with the child, before bed, such as singing a song, or looking at a book?**

Not at all major change needed			Some some changes needed			Okay as is area of strength
1	2	3	4	5	6	7

**3. Use encouragement to build positive behavior during the bedtime routine?**

Not at all major change needed			Some some changes needed			Okay as is area of strength
1	2	3	4	5	6	7

**4. At bedtime, give the child choices from a set of alternatives that are OK with the parent?**

Not at all major change needed			Some some changes needed			Okay as is area of strength
1	2	3	4	5	6	7

**5. Appropriately express physical affection toward the child at bedtime?**

Not at all major change needed			Some some changes needed			Okay as is area of strength
1	2	3	4	5	6	7

score  
for each  
question  
see sample  
on pg 50



Add all five scores \_\_\_\_\_

Divide by five to get the average score \_\_\_\_\_



1. Put an X under the day that you and your child practice your bedtime routine.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
X	X	X	X	X	X	X

2. Circle the picture of any parenting skill that you used that day.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

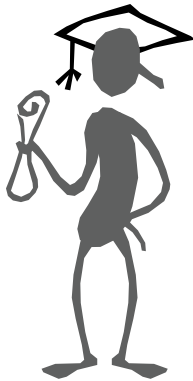
Routines	Encourage	Shared Focus	Show Affection	Give Choices



Choose one parent with whom you are working. Identify a task that the parent might want you to teach her/him.

1. Is your relationship strong enough to support you as the “teacher”? If needed, how might you go about strengthening your relationship?
2. What teaching strategies have worked successfully in the past with this parent? (i.e., how does the parent learn most effectively?)
3. What teaching strategies haven't worked? Why?
4. What skills are involved in this particular task?
5. What does the parent already know (general knowledge) about the topic? Do you need to know more about what the parent knows? How will you find that out?
6. How does the parent currently accomplish this particular task?
7. What are some possible alternatives to suggest? How will you adapt your curriculum?
8. Where is the best place to “teach” this? (Think of the impact on the parent.)
9. How can you help the parent make connections (i.e., “generalize”)?

Tell Me ...  
I Forget



Teach Me ...  
I Remember

Involve Me ...  
And I Learn

