welfare system in Philadelphia to determine the association between maternal mental illness and involvement in the child welfare system. Among the 4,827 mothers in the study, 7.2 percent had a serious mental illness and 4.4 percent had other psychiatric diagnoses. More than 14 percent of mothers with serious mental illness received child welfare services, compared with 10.8 percent of those with other psychiatric diagnoses, and 4.2 percent of those without a diagnosis. Mothers with serious mental illness were almost 3 times as likely as other mothers to have had contact with the child welfare system or to have lost custody of their children.

Lightfoot, E., LaLiberte, T. (2006) The inclusion of disability as grounds for termination of parental rights in state codes. Policy Research Brief, 17(2), 12. NARIC Accession Number: O16652. Project Number: H133B031116. Abstract: This brief examines state policies regarding termination of parental rights (TPR), focusing on the extent to which states use disability as grounds for termination. An analysis of legal documents revealed that many states include disability inappropriately in their TPR statutes, including using inappropiate terminology to refer to a person's disability, using imprecise definitions of disability, and often focusing on disability rather than behavior. Currently, 36 states have specific grounds for termination for mental illness, 32 have grounds for intellectual or developmental disability, 18 have grounds for emotional disability, and 8 have grounds for physical disability. Of the states that do not include disability-related language in their TPR statutes, they all have general provisions that would allow TPR of parents with disabilities, though such a TPR would focus on the parent's abusive or neglectful behavior rather than disability status.

This document is available online on naric.com

Callow, E. (2006) The adoption experience: A guide for prospective parents with disabilities and their advocates. NARIC Accession Number: O16944. Project Number: H133A040001. Abstract: This guide is intended to help parents with disabilities understand and protect their rights during the child adoption process. Sections address how to start the process, types of adoptions, special laws which apply to prospective parents with disabilities, who is involved in the process, basic steps in the adoption process, and special steps prospective adoptive parents with disabilities can take during the home study phase and other key phases in the adoption process.

Bacon, D. (2006) Hands-on parenting: A resource guide for parents who are blind or partially sighted. NARIC Accession Number: O16946. Project Number: H133A040001. Abstract: This resource guide provides ideas and suggestions for dealing with concerns and issues experienced by parents who are blind or partially sighted. The information was generated and compiled from ongoing discussions among parents with visual impairments. Topics include pregnancy and childbirth, caring for a newborn, caring for a sick child, parent-child interactions, feeding, organizing clothing, dental care, toilet training, transportation and traveling with children, monitoring a child in new environments, social issues, family roles, education children, and toys and games.
nurture child development; (2) conduct single subject studies of the effects of PIIP coaching model, curriculum, and training materials, including multiple-baseline design studies across goals and the collection of additional qualitative data; and (3) field-test and evaluate the coaching model, curriculum, and training materials through a multi-method study across three different types of early childhood/parent support programs. Partners in PIIP include Early Head Start and Early Intervention/Early Childhood Special Education, as well as a program providing supports for parents with intellectual disabilities. The PIIP Coaching Model incorporates innovative strategies and applies technology that is accessible to individuals with intellectual disabilities. Innovative strategies include a model for coaching that focuses on self-determination and empowerment of parents as advocates and decision-makers for themselves and their child. The Infant-Caregiver Interaction Scale provides a tool to guide collaborative observation, goal-setting, and continuous feedback for parents and their coaches. The project develops accessible technology, including a DVD of examples of interaction activities with video-modeling, for use in coaching parents as they learn strategies to enhance parent-infant interaction within daily play activities. Strategies for planning individualized accommodations, such as easy-reading/picture activity schedules and menus, audio prompts, social stories, and self-management systems, to address parent-child needs are included in the curriculum.

Find out more at: www.gjcp.ku.edu

Rehabilitation Research and Training Center on Participation and Community Living of Individuals with Psychiatric Disabilities University of Pennsylvania (H133B080029) led by Mark Salzer, PhD, Bonnie Gracer, Project Officer.

Abstract: The research of this center focuses on two core areas: (1) Enhancing the capacity of individuals and systems to maximize participation and community living through the advancement of theory, measures, methods, and intervention knowledge, with a focus on Centers for Independent Living, specific (education, parenting, mental health care) and broad participation domains, and efforts to address disparities in understudied areas; and (2) increased incorporation of mental health research findings into practice and policy through systematic reviews, partnering with multiple stakeholders to advance the use of knowledge, and providing training, dissemination, and technical assistance to change behaviors and practices of key stakeholders. The goal of this Center is to ensure, in the wake of the Olmstead decision, that individuals with psychiatric disabilities not only move from institutional care to more integrated settings but also are free to choose to participate in a wide range of roles in their communities. This Center capitalizes upon longstanding collaborations among three Philadelphia-based central partners, experience derived from previous research, and trusting and mutual partnerships with multiple stakeholders. These guarantee the project’s ability to conduct research that advances knowledge that meets the needs of end-users and effectively translate this knowledge into innovative, next generation policies and practices.

Find out more at: www.upennrrtc.org

Current Literature - Selections from REHABDATA


Abstract: Article introduces a book examining the experiences of hearing children of deaf adults (CODA). The author discusses his own experience as a CODA.

In the United States, more grandparents share in the responsibility of caring for their grandchildren. They may already have disabilities or become unable to help as age-related disabilities develop. The National Center for Parents with Disabilities has guides, books, and other resources to help families adapt the tools and tasks of parenting to many levels of ability. Visit them at www.lookingglass.org or call 800/644-2666.

Where Can I Find More?

A quick keyword search is all you need to connect to a wealth of disability and rehabilitation research. NARIC’s sister project, lists tens of thousands of assistive technology products, both commercial and DIY. They have a great list of AT for child care (listed under Activities of Daily Living) at bit.ly/bvDTN4. Go to www.abledata.com to see the full range of products included in ABLEDATA, as well as a great collection of AT literature.

ABLEDATA, NARIC’s sister project, lists tens of thousands of assistive technology products, both commercial and DIY. They have a great list of AT for child care (listed under Activities of Daily Living) at bit.ly/bvDTN4. Go to www.abledata.com to see the full range of products included in ABLEDATA, as well as a great collection of AT literature.


Abstract: Training module is designed to facilitate any individual or organization interested in forming a group for parents with intellectual disabilities. It is based on the development of Through the Looking Glass’s support group, the “In Crowd”. Sections include: objectives of the module, the rationale for and benefits of support for parents with intellectual disabilities, video of testimonials and group discussions, concrete organizational ideas and small details that are important to discuss, and the process of moving towards self-identification, empowerment, and concrete skills. Module includes a worksheet to assist in the design of a group; a DVD with video clips, and the publication, “Strategies and Adaptations in Working with Parents with Intellectual Disabilities.”


Abstract: Chapter provides information about breastfeeding techniques for women with physical disabilities. Some of the disabilities discussed that may create barriers to breastfeeding include repetitive stress disorders such as carpal tunnel syndrome, tendinitis, or thoracic outlet syndrome; multiple sclerosis; cerebral palsy; spinal cord injury; rheumatoid arthritis; and myasthenia gravis. Methods of assisting or adaptations for breastfeeding that are most appropriate for each disability are described.


Abstract: Study compared parents with disabilities who are raising children ages 11 to 17 years with families headed by parents without disabilities. Data from 3 sources were examined: (1) the National Health Institute Survey (NHIS), (2) a previous survey of parents with disabilities, and (3) a new national survey of parents with disabilities. Parents with and without disabilities completed a survey designed for this study. Overall, parents with disabilities were generally quite similar to parents without disabilities. The similarities and differences are presented in 5 categories: (1) income and employment, (2) teen household responsibilities, (3) positive characteristics attributed to teens by parents, (4) barriers experienced by parents with disabilities, and (5) differences across particular disability types.


Abstract: Medicaid eligibility and claims data were merged with data from the child...