JARID Special Issue Announcement

We wish to announce a forthcoming special issue of the Journal of Applied Research in Intellectual Disabilities (JARID) on parents and parenting with intellectual disabilities. Special issue editors Professor David McConnell (University of Alberta), Dr Marjorie Aunos (CIUSSS Ouest de l’Île de Montréal) and Professor Maurice Feldman (Brock University) are seeking papers on any topic related to parents and parenting with intellectual disabilities. Topics may include, but are not limited to pregnancy and birth; parent-child health and family resilience; social relationships and community participation; parenting assessment and interventions; child welfare process and outcomes; individual and systemic advocacy; and, knowledge exchange and implementation. Papers reporting original qualitative and or quantitative research will be prioritised. Brief reports of up to 1500 words are welcome. Deadline: The deadline for submissions is November 30, 2015. It is expected that the special issue will be published in 2016.

Submission: Papers should be submitted directly to Professor David McConnell David.McConnell@ualberta.ca

All submissions will be peer-reviewed.

Don’t forget: Renew your IASSIDD membership

Take advantage of this opportunity for international and multidisciplinary networking; sharing information, developing initiatives, finding new colleagues and becoming visible to newcomers in the field.

To maintain your connection to this worldwide network of researchers and practitioners dedicated to understanding and enhancing the lives of parents with intellectual and developmental disabilities and their children, remember to renew your IASSIDD membership, and select the Parenting SIRG option.

Click here to renew your IASSIDD membership now
News

On August 10th, 2015 the U. S. Department of Justice’s Civil Rights Division together with the U. S. Department of Health and Human Services’ Office of Civil Rights and Administration for Children and Families issued joint technical assistance in an effort to protect the rights of parents and prospective parents with disabilities.

This technical assistance details the applicability of Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act to the administration of child welfare services. The technical assistance includes a cover letter to stakeholders and an explanatory document that contains an overview of the issues and application of civil rights laws, answers to specific questions, implementation examples, and resources to consult for additional information.

This document is intended to help child welfare agencies and family courts understand their obligations under US Federal law to ensure that parents and prospective parents with disabilities receive equal treatment and equal access to parenting opportunities.

To find out more about the technical assistance document or the ADA, call the Justice Department’s toll-free ADA Information Line at 1-800-514-0301 or 1-800-514-0383 (TDD), or access ada.gov website.

Upcoming Events: IASSIDD 15th World Congress

Join us at the 2016 IASSIDD World Congress: Global Partnerships: Enhancing Research, Policy and Practice

August 15 - August 19, 2016
Melbourne, Australia

Key Dates:
- Abstract Submissions: 1 September 2015 through 15 December 2015
- Registration and Accommodations Open: 1 February 2016

Highlights and Key Events
- Keynote Addresses
- Special Lectures
- Past Presidents’ Forum
- Paper and Poster Sessions
- Round Tables
- Exhibits and Video Theatre
- Pre-Congress IASSIDD Academy Workshops including a Parents and Parenting Workshop

Click here for more information
New Researcher Spotlight

The IASSIDD Special Interest Research Group on Parenting with Intellectual Disabilities grows every year with new students and researchers from all over the world. Here we feature one of the many new members of the Parenting SIRG.

Amanda Guay is completing her MSW in the School of Social Work at McGill University under the supervision of Dr. Delphine Collin-Vézina and Dr. Marjorie Aunos. Amanda became involved in the area of disability as an undergraduate student completing her BA Specialization in psychology. Upon entry into the study of social work, Amanda began to focus on parenting, particularly mothers during the perinatal period. After completing her second year internship in a perinatal program for vulnerable mothers, she volunteered as a group leader and peer support mentor to breastfeeding mothers.

Her third year internship in the program for parents with intellectual disabilities at the West Montreal Readaptation Centre (WMRC) allowed Amanda to merge her interests in disability and parenting to develop a specialized focus for her master’s thesis research. Her current research explores how mothers with an intellectual disability describe their experiences of making and carrying out infant-feeding decisions. Amanda has also since joined the parenting team as a professional social worker at WMRC. Amanda is new to IASSIDD, having become a member at the beginning of 2015. She recently presented preliminary research findings at the IASSIDD 2015 Americas Regional Congress in Honolulu, Hawaii.

A Sample of Recent Publications

Mothers with intellectual disability, their experiences of maltreatment, and their children’s attachment representations: A small-group matched comparison study

Maternal intellectual disability (ID) is regarded a risk factor in child development, but there is no scientific evidence on maternal ID in relation to children’s attachment. Using a matched comparison design, a small group (n = 23) of mothers diagnosed with ID was studied to help fill this gap. Besides maternal ID, we examined the role of abuse/ trauma/ maltreatment (ATM) in the mothers’ biographies, along with potential confounds. Comparison group mothers (n = 25) had normal variations in intelligence and matched mothers with ID on residential area, income, child
“Deliveries to women with IDDs were associated with an increased risk of adverse outcomes, including preterm delivery, very low and low birth weight babies, and low Apgar scores.”

Pregnancy outcomes among women with intellectual and developmental disabilities

Background: There is currently no population-based research on the maternal characteristics or birth outcomes of U.S. women with intellectual and developmental disabilities (IDDs). Findings from small-sample studies among non-U.S. women indicate that women with IDDs and their infants are at higher risk of adverse health outcomes.

Purpose: To describe the maternal characteristics and outcomes among deliveries to women with IDDs and compare them to women with diabetes and the general obstetric population.

Methods: Data from the 1998–2010 Massachusetts Pregnancy to Early Life Longitudinal database were analyzed between November 2013 and May 2014 to identify in-state deliveries to Massachusetts women with IDDs.

Results: Of the 916,032 deliveries in Massachusetts between 1998 and 2009, 703 (<0.1%) were to women with IDDs.

Deliveries to women with IDDs were to those who were younger, less educated, more likely to be black and Hispanic, and less likely to be married. They were less likely to identify the father on the infant’s birth certificate, more likely to smoke during pregnancy, and less likely to receive prenatal care during the first trimester compared to deliveries to women in the control groups (p<0.01). Deliveries to women with IDDs were associated with an increased risk of adverse outcomes, including preterm delivery, very low and low birth weight babies, and low Apgar scores.

Conclusions: Women with IDDs are at a heightened risk for adverse pregnancy outcomes. These findings highlight the need for a systematic investigation of the pregnancy-related risks, complications, costs, and outcomes of women with IDDs.

Mothers with intellectual impairment and their 9-month-old infants

Background: Few studies have utilised population-based data to examine the lives of families headed by parents with intellectual impairment. This study examined the health and social context of mothers with intellectual impairment compared with their peers without intellectual impairment, and the 9-month developmental outcomes of their infants.

Method: Secondary analysis of the first wave of the United Kingdom’s Millennium Cohort Study (MCS). Wave 1 data were collected when the child was 9 months of age and recorded in-depth information of maternal health, the social context in which the families live, and developmental outcomes of the infants.

Results: Of the 18,189 mothers, 74 (0.4%) were classified as mothers with intellectual impairment. The findings show evidence of widespread disadvantage in terms of social context and poorer self-reported physical health for mothers with intellectual impairment compared with their peers without intellectual impairment. Maternal mental health and the developmental outcomes of their 9-month infants were not markedly different between the two groups.

Conclusions: The cross-sectional analyses used in this study shows the differences in the lives of mothers with intellectual impairment and their young infants compared with their peers. Longitudinal analyses across subsequent waves of the MCS will allow protective and risk factors in the early years that influence later developmental outcomes to be identified.