Review Framework for Disability Mainstreaming in Parenting Resources

Sok Chen, age 5, cannot speak and requires assistance with mobility, eating and personal care. His mother did not think he could attend preschool. With the help of an attendant, teacher training and accessibility upgrades at a school supported by CRS, Sok participates along with other students.

The photographs in this publication are used for illustrative purposes only; they do not imply any particular health, orphanhood, or residential care status on the part of any person who appears in the photographs.

Cover photo by Jennifer Hardy

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Acknowledgements

Catholic Relief Services' (CRS) *Strengthening Families for Thriving Children* Strategic Change Platform aims to ensure that all children live in safe and nurturing families. By empowering families to care for their children and meet their food, education and healthcare needs, we can address the root causes of family separation, create more resilient communities and help break the cycle of poverty. As part of this goal, CRS aims to improve the capacity of caregivers and in turn impact positive developmental outcomes in children with disabilities across CRS programs. This **Framework for Disability Mainstreaming in Parenting Resources** was developed by consultants Alice Tenjiwe Kabwe and Immaculate Salaon for Catholic Relief Services as part of the work under the CRS Strategic Change Platform *Strengthening Families for Thriving Children*. The basis for this framework included a desk review of six parenting resources used by CRS, as well as 11 disability specific parenting resources from other agencies. In addition to the work the consultants, CRS thanks the following people for their significant contributions in the development of this framework: Severine Chevrel, Edith Apiyo, Fidelis Njoroge, Bertha Mpepo, Barbra Aber, Leia Isanhart, Siân Long, Mary Kate Battle, and the many caregivers who gave their time and viewpoints.

This document is included as part of the **Toolkit for Disability Inclusion in Care Reform** produced by Changing the Way We Care[SM] (CTWWC), an initiative designed to promote safe, nurturing family care for children. This toolkit represents a collection of work developed from the experience of many practitioners. As we learn from and work to scale care reform globally, we carefully consider disability inclusion in all that we do. Children with disabilities are disproportionately represented in residential care facilities (including largescale institutions, children's homes and orphanages), and are too often the last to be reunified with their own families or placed in alternative families. The aim of this resource is to increase the capacity and confidence of those working in the fields of children's care, child protection and family strengthening to mainstream disability through every step by using improvements to systems, practices, skills and attitudes.

Introduction

Parenting is critical in supporting and shaping children's developmental outcomes. Parenting programs and resources help to support caregivers' own growth and well-being as well. The importance of parenting is documented in a large body of research detailing how parenting of children, particularly that which is safe and nurturing, is related to subsequent cognitive, behavioral and socioemotional development,[1] and directly influences how caregivers interact with other major socializing forces to promote children's optimal development. Parenting that is supportive, proactive, responsive and involved promotes children's positive adjustment whereas parenting that is neglectful, abusive, rejecting and controlling predicts poor outcomes in children's development. Family strengthening approaches such as parenting skills training and other parenting development interventions often address both risk and protective factors[2] to mitigate child abuse and neglect as well as separation of children and institutionalization. Risk factors are those conditions or variables associated with a lower likelihood of positive outcomes and a higher likelihood of negative or socially undesirable outcomes (e.g. poverty, social isolation, violence in the home, disability). Protective factors enhance the likelihood of positive outcomes and lessen the likelihood of negative consequences when a family is exposed to risks or shocks, such as access to services, extended family support, knowledge of child development and parenting skills, ability to care for disabilities and chronic illness, mental health support and a sense of belonging and community acceptance. Parenting resources such as those reviewed aim to build protective factors.

The **Framework for Disability Mainstreaming in Parenting Resources** is a tool to help organizations and practitioners to review existing parenting resources in terms of information and content gaps, limitations of instructional guidance, and at-home activities. The aim of the framework is to ensure parenting resources are inclusive of the needs of parents[3] of children with disabilities ages 0 to 17 years.

The review framework aims to help users to review parenting resources for the following:

- **Program Delivery**: What if any requirements/qualifications/beliefs are important for the individual implementing the resource?

- **Representation of people with disabilities**: Are there illustrations, visuals or other content that represent people and children with disabilities?

- **Knowledge of developmental delays and disabilities**: Does the resource provide information on child development and developmental delays?

- **Addressing misconceptions, cultural practices and beliefs**: Does the resource address common misconceptions and stigma faced by persons with disabilities in communities?

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[1] Landers, C. (2016). A framework for evaluating parenting education programs. Developed for the 4Children Project. Collins, W., Maccoby, E., Steinberg, L., Hetherington, E., & Bornstein, M. (2000). Contemporary research on parenting: The case for nature and nurture. American Psychologist, 55, 218-232. Smit, F., Driessem, G., Seegers, P., & Teelken, C. (2008). Scrutinizing the balance: Parental care versus educational responsibilities in a changing society. Early Child Development and Care , 178, 65-80. Al-Hassan, S., & Lansford, J. (2010). Evaluation of the Better Parenting Programme in Jordan. Early Child Development and Care, 1-12.

[2] World Health Organization definitions accessed at: https://www.who.int/hiv/pub/me/en/me_prev_ch4.pdf

[3] The terms parent, parenting, caregiver, and caregiving are used to refer to the primary caregiver of the child and are not always meant to refer to birth parents.

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- **Guidance on at-home activities**: Does the resource give specific guidance for caregivers of children with disabilities, suggestions for activities and play material adaptations?

- **Managing challenging behavior**: Does it include information and strategies for parents to identify and manage challenging behaviors at different ages and stages?

- **Mental health and well-being**: Is there specific information and guidance for caregivers and children? Specific activities to support well-being and examples of self-care activities?

- **Building relationships**: Are there specific strategies on enhancing relationships between caregivers and children/adolescents with disabilities?

- **Support for adolescents with disabilities**: Does the resource provide guidance on supporting older children and adolescents in skills training/work?

- **Linkages and referrals for resources:** Does the resource connect participants to additional services specific to children with disabilities or parents of children with disabilities, including local organizations for people with disabilities?

Overview of the Review Framework

The review framework consists of three sections:

I. **General Information:** Includes information about the reviewer, an overview of the details of the parenting resource being reviewed, as well as details about how the parenting resource is delivered.

II. **Core Content Areas for Parenting Resources Targeting Parents of Children with Disabilities.** This section presents a series of questions to guide the assessment of the resource being reviewed. These questions are organized according to the following core content areas:

   a. *Knowledge/information about typical and atypical child and adolescent development*
   b. *Caregiver mental health/well-being* (including stress management, depression)
   c. *Managing socio-emotional and behavioral challenges in children and adolescents* (including positive discipline)
   d. *Enhancing developmental domains* (Including training that supports parents to play a direct intervention role such as supporting the stimulation and development of language, cognitive, motor skills)
   e. *Building positive family relationships*
   f. *Managing transitions within the family and routine environment* (including institution to home, death, separation, puberty)
   g. *Linkages and referrals to additional services*

III. **Core Content Areas Summary Sheet:** Reflecting on the responses gathered in *Section II, Core Content Areas for Parenting Resources Targeting Parents of Children with Disabilities ,* use the chart below to summarize the results according to each content area.

Review Framework for Disability Mainstreaming in Parenting Resources

I.	General Information

1. Reviewer Information	
Name of reviewer	
Dates of review	

2. Overview of the Parenting Resource	
Name of the parenting resource being reviewed	
Summary of the parenting resource (briefly state what it is for)	
What are the overall goals of this parenting resource?	
Who is the target audience (the recipients of the parenting resource)?	
What is the target age of the children? (e.g., age 0-5, age 5-8, adolescents, all, other)	
Are children/adolescents with disabilities included as a target beneficiary or is there another target beneficiary? (Yes/No)	☐ Yes ☐ No **Comments:**
Are parents of children/adolescents with disabilities included as a target beneficiary? Or is there another target beneficiary? (If another, please note)	☐ Yes ☐ No **Comments:**

Are there images of children/adolescents with disabilities displayed throughout the resource?	☐ Yes ☐ No	**Comments:**

3. Program Delivery		
Does this resource provide information about the competencies of the individuals who will deliver this parenting resource?	☐ Yes ☐ No	**Comments:**
What are the qualifications and training of individuals delivering this parenting resource?		
Are the individuals delivering the resource required to have specific training to support families with children/adolescents with disabilities? (Yes/No, elaborate as needed)	☐ Yes ☐ No	**Comments:**
Are the individuals delivering this resource required to have specific training to support children/adolescents with disabilities? (Yes/No, elaborate as needed)	☐ Yes ☐ No	**Comments:**
How is this content delivered? (e.g., home visits, center based, group or individual sessions?)		

II. Core Content Areas for Parenting Resources Targeting Parents of Children with Disabilities		
A. Knowledge/information about typical and atypical child and adolescent development		**Comments** **(If yes, what themes/topics are covered?)**
Does this resource provide knowledge about child development, developmental milestones?	☐ Yes ☐ No	
Does this resource provide knowledge about atypical development or differences in child development?	☐ Yes ☐ No	
Does this resource provide knowledge specifically about children with disabilities?	☐ Yes ☐ No	

		Comments (If yes, what themes/topics are covered?)
Does this resource provide knowledge about adolescent development?	☐ Yes ☐ No	
Does this resource provide knowledge about atypical adolescent development or adolescents with disabilities?	☐ Yes ☐ No	
Does this resource provide knowledge specifically about adolescents with disabilities?	☐ Yes ☐ No	
Does this resource reference developmental delay or specific disabilities by name?	☐ Yes ☐ No	
B. Caregiver mental health/well-being (including stress management, depression)		**Comments (If yes, what themes/topics are covered?)**
Does this resource reference the importance of caregiver mental health/wellbeing? (e.g., support to parents dealing with stress/depression)	☐ Yes ☐ No	
Does this resource reference caregiver mental health in the context of parents of children with disabilities?	☐ Yes ☐ No	
Does this resource provide tools and/or strategies to support caregiver mental health?	☐ Yes ☐ No	
Does this resource provide tools and/or strategies to support caregiver mental health specific to parents of children with disabilities?	☐ Yes ☐ No	
Does this resource reference stigma/social exclusion parents may face during their parenting journey?	☐ Yes ☐ No	
Does this resource reference stigma/social exclusion in the context of parents of children with disabilities?	☐ Yes ☐ No	
Does this resource provide tools/strategies to support caregivers with stigma/social exclusion?	☐ Yes ☐ No	
Does this resource provide these tools/strategies specifically for parents of children with disabilities?	☐ Yes ☐ No	

C. Managing socioemotional and behavior challenges in children and adolescents (including positive discipline)			Comments If yes, what strategies are referenced?
Does this resource reference emotional, social behavioral challenges faced by children?	☐ Yes	☐ No	
Does this resource reference these challenges for children ages 0-17? If yes, which age group is specified in regard to socioemotional behavioral challenges?	☐ Yes	☐ No	
Does this resource provide strategies for parents to manage their child's socioemotional behavioral challenges?	☐ Yes	☐ No	
Are these strategies explicitly specified for parents of children with disabilities?	☐ Yes	☐ No	
Does this resource provide information on stress/depression in adolescence?	☐ Yes	☐ No	
Are these strategies explicitly specified/adapted for parents of adolescents with disabilities?	☐ Yes	☐ No	
Does this resource provide strategies to support parents on how to manage stress/depression in their adolescent child?	☐ Yes	☐ No	
Are these strategies explicitly specified/adapted for parents of adolescents with disabilities?	☐ Yes	☐ No	
Are these guidance/strategies explicitly specified for parents of children with disabilities?	☐ Yes	☐ No	
Does this resource provide guidance or strategies to help parents adapt their physical home environment for their child?	☐ Yes	☐ No	

Are these guidance/strategies explicitly specified for parents of children with disabilities?	☐ Yes ☐ No	
D. Enhancing developmental domains (Includes training that supports parents to play a direct intervention role such as supporting the stimulation and development of language, cognitive and motor skills.)		**Comments** **If yes, what guidance/strategies are referenced?**
Does this resource provide parents with training to play a direct intervention role with their child?	☐ Yes ☐ No	
Does this resource provide parents with training to enhance feeding/nutritional support for their child/adolescent?	☐ Yes ☐ No	
Does this resource provide parents with training to enhance communication or language development with their child?	☐ Yes ☐ No	
Does this resource provide parents with training to enhance their child's learning/cognitive development?	☐ Yes ☐ No	
Does this resource provide parents with training to enhance their child's physical/motor development?	☐ Yes ☐ No	
E. Building positive family relationships		**Comments** **If yes, what guidance/strategies are referenced?**
Does this resource provide parents with guidance/strategies to build positive parent-child/youth interactions?	☐ Yes ☐ No	
Are these strategies explicitly specified for parents of children with disabilities?	☐ Yes ☐ No	
Does this resource provide parents with guidance/strategies to build positive sibling relationships?	☐ Yes ☐ No	

Are these strategies explicitly specified for parents of children with disabilities?	☐ Yes ☐ No	
Does this resource provide parents with guidance/strategies on play activities between parents and children?	☐ Yes ☐ No	
Are these strategies explicitly specified or adapted for parents of children with disabilities?	☐ Yes ☐ No	
Does this resource provide parents with guidance/strategies on play activities between parents and adolescents?	☐ Yes ☐ No	
Are these strategies explicitly specified or adapted for parents of children with disabilities?	☐ Yes ☐ No	
Does this resource provide guidance on creating play materials at home for children?	☐ Yes ☐ No	
Are these strategies explicitly specified or adapted for parents of children with disabilities?	☐ Yes ☐ No	
Does this resource provide guidance on creating play materials at home for adolescents?	☐ Yes ☐ No	
Are these strategies explicitly specified or adapted for parents of children with disabilities?	☐ Yes ☐ No	
F. Managing transitions within the family and routine environment (including institution to home, death, separation, puberty)		**Comments** **If yes, what guidance/ strategies are referenced?**
Does this resource provide parents with guidance/strategies to address transitions in the home?	☐ Yes ☐ No	

Does this resource provide guidance/strategies to support reintegration of children from institutional settings into the home?	☐ **Yes** ☐ **No**	
Are these guidance/strategies explicitly specific to parents of children with disabilities?	☐ **Yes** ☐ **No**	
Does this resource provide guidance/strategies to support parents with the transition between hospital to home environment?	☐ **Yes** ☐ **No**	
Are these guidance/strategies explicitly specific to parents of children with disabilities?	☐ **Yes** ☐ **No**	
Does this resource provide guidance/strategies to support parents with transitions in and out of school/learning environments?	☐ **Yes** ☐ **No**	
Are these guidance/strategies explicitly specific to parents of children with disabilities?	☐ **Yes** ☐ **No**	
Does this resource provide guidance/strategies to support parents with developmental transitions (physical growth, independence, puberty, peer relationships, reproductive health)?	☐ **Yes** ☐ **No**	
Are these guidance/strategies explicitly specific to parents of children with disabilities?	☐ **Yes** ☐ **No**	
Does this resource provide guidance/strategies to support parenting during the death of a loved one, separation and/or relocation?	☐ **Yes** ☐ **No**	
Are these guidance/strategies explicitly specific to parents of children with disabilities?	☐ **Yes** ☐ **No**	

G. Linkages and referrals to additional services			Comments
Does this resource reference linkages to additional services to support parenting?	☐ Yes	☐ No	
Does this resource reference linkages to additional services specific to parents of children with disabilities? If yes, what linkages are referenced for parents of children with disabilities?	☐ Yes	☐ No	
Does this resource reference intervention services to support a child's physical and mental health growth, learning and/or development?	☐ Yes	☐ No	
Does this resource reference intervention services to support a child's growth, learning and/or development specific to children with disabilities? If yes, what intervention services are referenced in this resource?	☐ Yes	☐ No	
Does this resource reference linkages to health services?	☐ Yes	☐ No	
Are these linkages specific to the health needs of children with disabilities? If yes, list the health services that are referenced for children with disabilities in this resource.	☐ Yes	☐ No	
Does this resource reference linkages to learning/educational services?	☐ Yes	☐ No	
Are these linkages specific to the learning needs of children with disabilities? If yes, list the learning services that are referenced for children with disabilities in this resource.	☐ Yes	☐ No	
Does this resource reference linkages to social services?	☐ Yes	☐ No	

Are these linkages specific to the social service needs for children with disabilities? If yes, list the social service needs that are referenced for children with disabilities.	☐ Yes ☐ No	
Are these linkages specific to the social service needs for parents of children with disabilities? If yes, list the social services that are referenced for parents of children with disabilities in this resource.	☐ Yes ☐ No	
Does this resource reference linkages for livelihoods/economic strengthening activities?	☐ Yes ☐ No	
Are these references to linkages specific to parents of children with disabilities? If yes, list the livelihoods/economic strengthening activities that are referenced in this resource.	☐ Yes ☐ No	
Does this resource reference linkages specifically to local organizations for people with disabilities?	☐ Yes ☐ No	

III.　　Core Content Areas Summary Sheet

Instructions: Reflect on the responses gathered in *Section II. Core Content Areas for Parenting Resources Targeting Parents of Children with Disabilities.* Use the chart below to summarize the results according to each content area.

(Rating scale: 5 = Extensively covered; 4 = Well covered; 3 = Moderately covered; 2 = Somewhat covered; 1 = Not covered)

Core Content Areas	On a scale of 1-5, how well does this curriculum cover the caregiving domain?"	When covering this domain does it include information and strategies related to children/adolescents with disabilities? (Yes/No)	On a scale of 1-5, how well does this domain include information and strategies related to children/adolescents with disabilities?	Comments
A.　Knowledge/information about typical and atypical child and adolescent development		☐ Yes　☐ No		
B.　Caregiver mental health/well-being		☐ Yes　☐ No		
C.　Managing socioemotional and behavioral challenges in children and adolescents		☐ Yes　☐ No		
D.　Enhancing developmental domains		☐ Yes　☐ No		
E.　Building positive family relationships		☐ Yes　☐ No		
F.　Managing transitions within the family and routine environment		☐ Yes　☐ No		
G.　Linkages and referrals		☐ Yes　☐ No		

Additional Information

Disability specific parenting resources:

- *Training in the Community for People with Disabilities*, World Health Organization, 1989. https://apps.who.int/iris/handle/10665/39065.

- *Training Manual for Caregivers of Children with Disabilities*, UNICEF Ghana, 2020. https://www.unicef.org/ghana/reports/training-manual-caregivers-children-disabilities

- *Training Manual for Health Workers on Prevention, Early Identification & Intervention on Disability*, Ministry of Health, Kenya.

- *Disability Rights Awareness & Inclusive Education, Building Capacity of Parents & Teachers*, U.N. Voluntary Fund on Disability, Ghana, 2015. https://www.un.org/disabilities/documents/unvf/DisabilityRights_InclusiveEduTrainingManual_10Dec2015.pdf

- *Finding Value: Helping a Parent Find Value in Their Child with Disabilities*, Ekisa Uganda, 2020. https://issuu.com/ekisa/docs/finding_value

- *Disabled Village Children*, Hesperian Health Guides, 2018. https://en.hesperian.org/hhg/Disabled_Village_Children

- *Looking for Someone: Information & Support for Carers in England*, CarersUK, 2021. https://www.carersuk.org/help-and-advice/get-resources/looking-after-someone

- *Children with Disabilities: Mini Parenting Masterclass*, UNICEF, 2021. https://www.unicef.org/parenting/child-development/children-with-disabilities-class

- *Parenting in the Best Interests of the Child & Support to Parents of Youngest Children with Disabilities*, UNICEF Croatia, 2014. https://www.unicef.org/croatia/media/1421/file/Parenting%20in%20the%20best%20interests%20of%20the%20child.pdf

- *20 Things Every Parent of Kids with Special Needs Should Hear*, The Mobility Resource. https://www.abilities.com/community/parents-20things.html

- Ubuntu. https://www.ubuntu-hub.org