

ShowNotes
Episode 2 : A Parenting with Disability Masterclass
(or Masterclass for short)

Summary of Episode:

Gwynnyth Llewellyn takes us on a journey that starts with the first few researchers focused on parents with intellectual / learning disabilities and how they chose to work together for the benefits of science and parents.

Biography:

Professor Llewellyn is an occupational therapist and international leading authority on family and disability. Her work on parenting with intellectual disability has led national strategies in Australia, Sweden and The Netherlands. Professor Llewellyn is widely published in both national and international journals, and is an editorial board member of several journals including the Scandinavian Journal of Disability Research. Professor Gwynnyth Llewellyn's commitment is to develop health and social policy and practice solutions to enable disabled individuals and their families to fully participate in our societies.

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W <https://sydney.edu.au/medicine-health/our-research/research-centres/who-collaborating-centre-for-strengthening-rehabilitation-capacity-in-health-systems.html>

W <http://credh.org.au/>

W <https://sydney.edu.au/medicine-health/our-research/research-centres/centre-for-disability-research-and-policy.html>

References:

Articles

Llewellyn, G., & McConnell, D. (2002). Mothers with learning difficulties and their support networks.

Journal of Intellectual Disability Research, 46(1), 17-34. <https://doi.org/10.1046/j.1365-2788.2002.00347.x>

This article looks at the social support for parents with intellectual disability (where do they fit, are they supported in their community?). It identifies three different types of families and indicates how parents with intellectual disabilities can be more or less involved in their communities and neighborhoods.

Llewellyn, G., McConnell, D., Honey, A., Mayes, R., & Russo, D. (2003). Promoting health and home safety for children of parents with intellectual disability: A randomized controlled trial. *Research in Developmental Disabilities*, 24(6), 405-

431. <https://doi.org/10.1016/j.ridd.2003.06.001>

This article is about health and safety for their children (capacity building to demonstrate competence and enabling parents to keep their children at home). It is the first Randomized Controlled Trial in the field of Parents and Parenting with Intellectual Disabilities.

Llewellyn, G., & Hindmarsh, H. (2015). Parents with intellectual disability in a population context. *Current Developmental Disorders Report*, 2(2), 119-

126. <http://dx.doi.org/10.1007/s40474-015-0042-x>

This article is about understanding the life situation of parents with intellectual disability and why it is the way it is for these parents as a group – by analysis of large scale population data sets.

Llewellyn, G. (2019). Parents with disabilities. In Bornstein, M. H. (Ed.) *Handbook of Parenting* (3rd ed.) Vol 4. Social and Cultural Conditions of Parenting (pp.234-273). Routledge Publishers, New York. ISBN9781138228740

This book chapter is about understanding the life situation of parents with intellectual disability and why it is the way it is for these parents as a group – by comparing their situation with that of other parents.

This book chapters aims to achieve a rights based and conceptual approach to thinking about parenting for parents with disabilities more broadly at the same time as recognising that disability or more correctly impairment is not the major issue – it is societal determinations

about how we respond to impairments and disable people more or less so relative to their impairment (which of course also means differently in different societies).

Skeels, H. M., & Dye, H. B. (1939). A study of the effects of differential stimulation on mentally retarded children. *Proceedings. American Association on Mental Deficiency*, 44, 1, 114–136.

Abstract

Study was made of the effect on mental growth of young children of a radical shift from one institutional environment to another providing superior stimulation. "The experimental group included 13 mentally retarded orphanage children (mean IQ 64, Kuhlmann) from one to two years of age, placed singly or by twos on wards with brighter older girls in a school for the feeble-minded. This environment was stimulating, with many adult contacts provided. As a contrast group, 12 average and dull normal children (mean IQ 87, Kuhlmann) of similar ages in an orphanage nursery were studied. Few adult contacts were afforded, with limited opportunities for play and development. Retests of both groups after two years showed marked gains in intelligence (mean IQ 92) for the experimental group and marked losses (mean IQ 60.5) for the contrast group." The author points out that "the possibility of increasing the mental capacity of 'functionally' feeble-minded children should be considered as an essential objective in setting up an individualized treatment and educational program in a school for feeble-minded." (PsycINFO Database Record (c) 2016 APA, all rights reserved)