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Episode 3 : Parenting Education and Interventions

Date to be released: September 2nd 2022

Summary of Episode:

Maurice Feldman explains to us how the general principles of applied behavioral analysis has led to the creation of some important parenting education programs and a framework around assessing parenting capacity of parents with IDD.

Biography:

Dr. Maurice Feldman is a Professor in the Dept. of Applied Disability Studies at Brock University in St. Catharines, Ontario, Canada. He is a registered clinical psychologist in Ontario, Canada, and a Board Certified Behavior Analyst (Doctoral level). He has over 160 peer-review publications and 250 invited addresses, conference presentations/posters, and workshops. He is considered a world-leader on parenting by persons with learning difficulties. The evidence-based Step-by-Step[®] Parenting Program he developed and evaluated is emulated worldwide. He conducts parenting assessments of parents with learning difficulties and has written the only book on this topic (Feldman & Aunos, 2010). He provides both in person and virtual workshops to train workers in the Step-by-Step[®] Parenting Program. To learn more about the Step-by-Step Parenting Program, please visit <https://brocku.ca/social-sciences/applied-disability-studies/step-by-step-parenting-program/>. In addition to his work in parenting, Dr. Feldman has additional clinical expertise and conducts research in autism spectrum disorders (ASD) and intellectual disabilities. He is the lead researcher in the design and validation of a parent-report screener to track early infant development called the Parent Observation of Early Markers Scale (POEMS). The POEMS predicts ASD diagnosis as early as 9 months of age in at-risk children (Feldman et al., 2012) and is used to identify treatment targets for parent-mediated interventions for infants and young children at-risk for ASD (Azzano et al., 2022).

He is a Brock Distinguished Researcher and Fellow of the Canadian Psychological Association. He held a Canadian Institutes of Health Research Investigator Award and the Brock Chancellor's Chair of Research Excellence. He received the United States National Distinguished Disability Researcher Award as well as career research awards from the Ontario Association for Developmental Disabilities (OADD), the Ontario Association for Behaviour Analysis (ONTABA) and The Association for Successful Parenting (TASP). He was a special advisor to the United States President's Committee on Intellectual Disabilities, a visiting scholar at the University of Sydney (Australia), Parenting Research Centre (Melbourne, Australia), and the British Psychological Society. He serves as an expert consultant to numerous government departments and service providers. His work has been highlighted in the Canadian and U.S. media.

Titles and Contact Information:

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References:

Articles:

Feldman, M.A., Sparks, B., & Case, L. (1993). Effectiveness of home-based early intervention on the language development of children of parents with mental retardation. *Research in Developmental Disabilities, 14*, 387-408.

The first RCT that clearly demonstrated the efficacy of behaviorally-based in-home parent training in increasing parenting skills that resulted in meaningful increases in child development in these at-risk families. This and other refereed publications demonstrating the efficacy of our Step-by-Step Parenting Program has led to world-wide dissemination of evidence-based practice for these families.

Feldman, M.A. (1994). Parenting education for parents with intellectual disabilities: A review of outcome studies. *Research in Developmental Disabilities, 15*, 299-332.

The first quantitative lit review of evidence-based interventions to prevent and ameliorate risk of child maltreatment and reduce permanent removal of children from parents with ID. Contributed to ongoing research and development in evidence-based practices and more progressive and fair court decisions and laws for these families.

Feldman, M.A. (2004). Self-directed learning of child-care skills by parents with intellectual disabilities. *Infants & Young Children, 17*, 17-31.

This article summarizes a series of studies showing that parents with IDD can improve their parenting skills through self-directed learning using low cost, low-tech audio-visual materials. These materials have been shared countless times with practitioners around the world and provides a cost-effective approach to protecting children who may be at risk of child neglect due to parenting skill deficiencies.

Feldman, M.A. (2002). Parents with intellectual disabilities and their children: Impediments and supports. In D. Griffiths & P. Federoff (Eds.) *Ethical dilemmas: Sexuality and developmental disability*. pp. 255-292. Kingston, NY: NADD Press.

This book chapter was the first publication to apply a contextual model to parenting by parents with IDD and has led to an explosion of research identifying variables, other than parental IQ, that impact on parenting skills, child and family outcomes, and intervention effectiveness.

Resources:

Feldman, M.A., & Aunos, M. (2010). Comprehensive competence-based parenting capacity assessment for parents with learning difficulties. Kingston, NY: NADD Press.

First and only book presenting an evidence-based approach to assessing parents with learning difficulties (who comprise 20-40% of all child welfare court cases). Based on my 30 years of research and clinical practice, this work has contributed to growing significant changes in parenting assessment practices.

Feldman, M.A., & Case, L. (1993). Step-by-Step Parenting Program.

Feldman, M.A. (2000). Family Game.