



Utilizing the Parents w/Disabilities Resource Teams (PwDRT)

These teams can provide consultation to case workers, parent educators and other providers supporting a parent who has a disability.

- If parental disability is known – consult with the PwDRT to connect family with appropriate resources.
- If parent disability is suspected:
 - Invite a CHBS or PwDRT team member to participate in or observe your next family interview or assessment.
 - Ask parent if they are currently receiving any support services from DRS or DDS?
 - Ask if they had an IEP or 504 plan in school?
 - If you don't feel like 2 way communication is clear, consult with the PwDRT or utilize the *Questions for identifying Communication and Accommodation Needs* checklist.
 - Consult with PwDRT if learning challenge is confirmed.
- If parent displays behavioral indicators of learning disabilities over time, consult with the PwDRT (indicators listed on back of this form).
- If parent is facing legal action, request Competency Based Parent Assessment.
- If child is placed in foster care and has disabilities, consult with PwDRT about appropriate resources to recommend to foster parent for support and information on disability services for the child.

Expectations of those accessing the team:

Those presenting a case should be able to explain the known or suspected disability of the parent and what issues are placing the children or family at risk using a PwDRT Consultation form.

Expectation of the team:

When presented with a case involving a parent with a disability, the team will:

1. Help the presenting professional understand the nature of the parent's disability.
2. Discuss how services can be adapted to meet the family's unique needs.
3. Recommend disability resources that may benefit the family.
4. Recommend community resources that may benefit the family and discuss ways to make the programs accessible to the parent.
5. Brainstorm solutions to specific challenges and/or safety concerns that the parent/family are facing.
6. Whenever possible, help identify or nurture potential long term supports within the parent's natural environment or areas of interest.

PwDRT Team Contact Points:

- **Oklahoma County – Lori Wathen @ 405-271-5700 ext. 45180**
- **Pottawattamie & Lincoln County – Amy Cathey @ 405-915-3401**
- **Garfield, Grant Blaine, Kingfisher, & Canadian County – Deana Wilson @ 580-366-9606**
- **Coming Soon: Payne, Logan, Major, Woods, Alfalfa, Woodward & Dewey**



Behavioral Indicators of an Intellectual Limitation or of Learning Difficulties

1

If you are questioning whether a parent may have an intellectual disability or learning difficulties, look for some of the following possible indicators. Difficulties in these areas can *sometimes* be related to intellectual or learning problems. It is important to be cautious in drawing conclusions, since any parent could exhibit some of these difficulties or behaviors.

- Missed appointments
- Disorganization
- Poor judgment
- Sequencing difficulties
- Motor planning difficulties
- Problems with understanding time
- No follow-through on home program
- Short and long-term memory problems
- Not following through after appearing to understand a concept or discussion
- Performance fear (eg., reluctance to try a new task with his/her child for fear of failure)
- Not wanting to get down on the floor or be silly or playful with child due to worry of appearing child-like
- Attention issues
- Difficulty generalizing information
- Rigidity (eg., reluctance to do things in a different way such as moving furniture or items in the home or inflexibility regarding intervention times or school schedules)
- Parent in competition with child for toys or within play
- Child has chronic health problems such as frequent or ongoing ear infections, coughs, or rashes that may be due to lack of appropriate use of medications or medical advice