

Ensuring the Rights of Families Affected by Parental Disability: A Call to Action

CWLA Conference

***Making Children and Families A Priority:
Raising the Bar***

April 14-17, 2013



Presenters

- **Robyn Powell**, Attorney Advisor, National Council on Disability
- **Katy Kaplan**, Associate Director, TU Collaborative on Community Inclusion of Individuals with Psychiatric Disabilities, Temple University
- **Traci LaLiberte**, Executive Director, Center for Advanced Studies in Child Welfare, School of Social Work, University of Minnesota
- **Elizabeth Lightfoot**, Associate Professor, School of Social Work, University of Minnesota

Agenda

- Welcome & Introductions
- Overview of Parenting with Disability in Child Welfare & Policy
- Discussion
- Promising Practices and Parental Supports
- Rocking the Cradle Report and Recommendations
- Resources



Parents with Disabilities

- Historically...
 - In the early twentieth century, people with disabilities were routinely sterilized involuntarily
 - Early 1900s laws started
 - *Buck v. Bell* (1927), Supreme Court ruled that it did not violate the Constitution to sterilize “the unfit”
 - Mothers with disabilities who had babies often had them removed at birth based on their disability—still happens today



Carrie Buck & her mother

Parents with Disabilities in Child Welfare TODAY: WHAT WE KNOW

- **Lots of people with disabilities have children** (SIPP, 1993)
 - 11% of parents have a disability (6.9 million)
 - 30% of adults with disabilities have a child living at home
- **Many cases in the child welfare system have a parent with a disability**
 - Small samples
 - No centralized record keeping by states on parents with disabilities
 - Court records and anecdotal information suggest that parents with disabilities often are involved in child welfare and have their children removed via TPR
- **Research in this area focuses primarily on:**
 - Assessment
 - Behavioral modification

Policies

- ADA
- AFSA
- **State Laws**



Americans with Disabilities Act

- ADA is an anti-discrimination law banning discrimination based on disability
 - Title II of the ADA covers state and local agencies, such as state or county child protection agencies
 - Requires states to make modifications to programs or services that deny equal access to people with disabilities

Adoption & Safe Families Act (ASFA)

- ASFA signed in 1997
 - Three goals - child safety, permanency, and child well-being
 - Shift away from “family preservation”
 - New emphasis on “accountability”
- Reasonable Efforts
 - To prevent unnecessary removal of a child
 - To reunify child with parents
 - Unless abandonment; parent has murdered or attempted to kill a child; or has committed a felonious assault, or has had parental rights terminated to another child
 - States are free to define aggravated circumstances

Adoption & Safe Families Act (ASFA)

- ASFA Requires States to TPR
 - When a child has been in **foster care 15 of the most recent 22 months**
 - When a child is an **abandoned** infant
 - The court has determined that the parent has:
 - committed **murder** of another child of the parent;
 - committed **voluntary manslaughter** of another child of the parent;
 - **aided or abetted, attempted, conspired, or solicited** to commit such a murder or such a voluntary manslaughter; or
 - Committed a **felony assault** that results in **serious bodily injury** to the child or another child of the parent.

Termination of Parental Rights

- All 50 states and DC have state statutes outlining grounds for terminating parental rights
 - Some have long lists of specific grounds
 - Others are more vague
 - Almost all grounds relate to past or current *parental behavior*
- All states have modified their laws in regards to Adoption in Safe Families Act (ASFA) requirements
 - Added timelines
 - Requirements for TPR (murder of child, felonious assault resulting in serious bodily injury, abandonment, etc.)

Disability in State Child Protection Laws

- Three-quarters of the states included **disability-related** grounds for termination of parental rights
- The vast majority of these 37 states
 - use *outdated terminology*
 - use *imprecise definitions*
 - emphasize *conditions* rather than *behaviors*

Lightfoot, E., Hill, K. & LaLiberte, T. (2010). Disability in the termination of parental rights and other child custody statutes. *Child Abuse and Neglect*, 34, 927-934,

Policy Research Brief

RESEARCH AND
TRAINING CENTER
ON COMMUNITY LIVING
UNIVERSITY OF MINNESOTA

The Inclusion of Disability as Grounds for Termination of Parental Rights in State Codes

This Policy Research Brief examines state policies regarding termination of parental rights, focusing on the extent to which states use disability status as grounds for termination. It was written by Elizabeth Lightfoot, Ph.D., School of Social Work, University of Minnesota, Minneapolis, and Traci LaLiberte, Ph.D., Research and Training Center on Community Living, Institute on Community Integration, University of Minnesota, Minneapolis. Dr. Lightfoot may be reached at (612) 624-1220 or elightfo@umn.edu. Dr. LaLiberte may be reached at (612) 625-9700 or lal0017@umn.edu. The analyses in this Brief were supported in part by Grant #929-532 from the Minnesota Agricultural Experiment Station (MAES), University of Minnesota.

■ Introduction

The number of families headed by a parent with a disability has increased substantially during the past century, particularly those headed by parents with intellectual and/or developmental disabilities. Likewise, parents with disabilities are increasingly involved in the child welfare system, though the overall prevalence of such involvement is unknown due to inadequate record-keeping and the paucity of research. For example, we do know from the 1994-1995 National Health Interview Survey - Disability Supplement (NHIS-D) that only 51% of parents with intellectual and/or developmental disabilities were currently living with their children, but we don't know the ages of the children living with and apart from those parents (Larson, Lakin, Anderson, & Kwak, 2001). Others have estimated that 40-60% of parents with developmental disabilities have had their children removed from their care at some point in time, and reunification rates are unknown (Kennedy, Garbus & Davis, 1999). The child welfare system is often ill-equipped to provide

services to parents with disabilities and their families, and often places the focus on a parent's disability rather than on assessment of a parent's ability to keep his or her child safe. This problematic interface between the child welfare system and parents with disabilities has been documented for more than two decades, however efforts to address this interface have been negligible (Booth & Booth, 1993; McConnell & Llewellyn, 1998, 2002; Tynscheck, 1999, 2001; Tynscheck, Llewellyn, & Feldman, 1999). This focus on a parent's disability by the child welfare system extends to the family courtroom, particularly in regard to termination of parental rights (TPR).

State courts have become increasingly involved in terminating parental rights due to child maltreatment in the 25 years since the passage of the federal Adoption Assistance and Child Welfare Act of 1980 (Harkin, 1992, 1996), which set out requirements for states regarding child welfare, including both family preservation and permanency planning. The Adoption and Safe Families Act of 1997 (ASFA), designed in part to shorten the stay of abused or neglected children in foster care, has mandated that state courts become even more involved in TPR. There are many specific requirements regarding TPR that states must comply with in order to receive federal funding, including initiating proceedings to sever parental rights when a child has been in foster care for 15 of the most recent 22 months, when a child is an

A summary of research on policy issues affecting persons with developmental disabilities. Published by the Research and Training Center on Community Living, Institute on Community Integration (ICEDI), College of Education and Human Development, University of Minnesota.

The College of Education
& Human Development
UNIVERSITY OF MINNESOTA

States that do NOT have disability in state laws

- Have language that allows the state to remove children from parents with disabilities (or any other parent) based on behaviors...
 - Ex. Maine
 - *i) The parent is unwilling or unable to protect the child from jeopardy and these circumstances are unlikely to change within a time which is reasonably calculated to meet the child's needs; ii) The parent has been unwilling or unable to take responsibility for the child within a time which is reasonably calculated to meet the child's needs*
- Have case law to support removing a child because a person with a disability failed to provide appropriate care – focused on **behavior**, not the disability status

Legislative Change Project

- Model statutory language
 - Removed discriminatory language and focus on conditions
 - Introduced concept of **parental support**
- Collaboration with :
 - disability groups in MN (e.g. P&A, the ARC, CILs, NAMI, DD Council)
 - advocates/researchers in other states
 - national groups



The image shows the cover of a report titled "Guide for Creating Legislative Change: Disability in the Termination of Parental Rights and Other Child Custody Statutes". The cover features a photograph of a man in a wheelchair with a young child standing behind him. The text on the cover includes the title, a subtitle, and sections for "Background" and "The Project".

Guide for Creating Legislative Change

Disability in the Termination of Parental Rights and Other Child Custody Statutes

Background

Historically, social policy has regulated the parenting of people with disabilities in several different ways including forced sterilization, institutionalization and segregation. In the United States, some social policies have changed, however laws exist that can limit the parental rights of people with disabilities. More than two-thirds of states in the U.S. have laws that include "parental disability" as one of their grounds for termination of parental rights. Although recent research has found that parents with disabilities are not more likely to maltreat their children than parents without disabilities, studies have found very high rates of termination of the rights of parents with disabilities.

These legal obstacles to parents with disabilities reflect widespread attitudinal discrimination they face from the general public. For example, in the 1962/2007 Minnesota Survey of Attitudes Regarding Developmental Disabilities, over one-third of the respondents disagree with the statement, "People with developmental disabilities should be allowed to have children, just like everyone else." These types of attitudes about disabilities are also reflected in many state laws regarding parenting (such as divorce and child custody statutes).

Both the Americans with Disabilities Act and the Rehabilitation Act prohibit state and local governments from discriminating against people with disabilities in their programs and services. However, one area that these anti-discrimination laws do not cover is child custody and child protection proceedings, and many parents with disabilities still face discrimination in these arenas.

The Project

The Disability and Parental Rights Legislative Change Project was initiated at the University of Minnesota as a collaborative project in the College of Education and Human Development between the School of Social Work and the Institute on Community Integration. The collaboration developed following the identification of discriminatory legislation within child custody and termination of parental rights statutes. The goal of the project is to assist interested groups in removing disability from these statutes to eliminate discrimination, with the ultimate goal of ensuring the safety, permanency and well-being of children. This guide provides an overview of the problem; key principles for protecting parents with disabilities; model statutory language and accompanying definitions; a legislative change strategy; practice suggestions for modifying services and providing parental accommodations; frequently asked questions and answers; and resources.

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Driven to Discover™

Trends in Termination of Parental Rights

- Trends
 - Several states have recently abolished disability language -- since 2007 the number of states with disability language in state laws has gone down
 - Example: Idaho
 - At least one state has attempted to add disability language recently
 - South Dakota (failed attempt to add it)

Idaho Model

- In State Law:
 - “Nothing in this chapter shall be construed to allow discrimination on the basis of disability.”
 - “Teams shall develop... written protocols for investigations involving a family member with a disability”
 - “Teams shall consist of ... persons knowledgeable about adaptive equipment and supportive services for parents or guardians with disabilities”
 - “If the parent has a disability.... The parent shall have a right to provide evidence to the court regarding the manner in which use of adaptive equipment or supportive services will enable the parent to carry out the responsibilities of parenting the child”

Complete Self-Assessment



Discussion

- Small group discussions-
 - What are the most significant barriers encountered when providing child welfare services to parents with disabilities?
 - What has proven, in your practice, to be most helpful in providing services to parents with disabilities involved in child welfare?
 - What supports the best outcomes for children and families headed by a parent with a disability?

Practice

- Evidence-based Practices
 - CEBC defines "evidence-based practice" as a combination of the following three factors: Best Research Evidence, Best Clinical Experience, and Consistent with Family/Client Values
- Evidence-Informed Practices
- Promising practices
- “ ... continuum of evidence, with Well-Supported and Supported programs having the strongest level of evidence for effectiveness, followed by Promising programs with moderate evidence. Finally, emerging and Evidence-informed programs represent those with exploratory evidence.”

http://friendsnrc.org/joomdocs/eb_prog_direct.pdf FRIENDS National Resource Center for CBCAP

Child Welfare Reform

- New policies and program models – also shifts in values and philosophies
- Increased awareness of ecological models of development
- Increased focus on family strengths, capacities & critical nature of family involvement in decision making
- Differential Response
- Family group conferencing
- Family group decision-making
- Casey - Family to Family Initiatives
- Signs of Safety
- Systems of Care

Definition of Differential Response

- Practice model that can lend itself to working with parents with disabilities
- Defined here as a codified set of policies and protocols that establish at least two distinct tracks or responses for all families that are reported and “screened in” for child maltreatment.
 - One response: traditional investigative track
 - Differential response track(s):
 - engages families by setting aside fault-finding;
 - standardized process for determining level of risk for referred families;
 - services are voluntary (assessment is not);
 - partnerships between public child welfare agencies and community organizations

Comparison Between Investigation and Assessment Approaches

Comparison Between Investigation and Assessment Approaches

	Investigation	Assessment
Focus	<ul style="list-style-type: none"> •Did an incident of child abuse or neglect occur? •Who was responsible? •What steps need to be taken to ensure the child's safety? 	<ul style="list-style-type: none"> •What underlying conditions and factors may jeopardize the child's safety? •What strengths and resources exist within the family and community? •What areas of family functioning need to be strengthened?
Goal	To determine the "findings" related to allegations in the report and identify perpetrators and victims.	To engage parents, extended family, and community partners in identifying problems and participating in services and supports that address family needs.
Disposition	A decision must be made whether to substantiate the allegation of maltreatment.	Caseworkers are not typically required to make a formal finding regarding whether child maltreatment occurred.
Central Registry	Perpetrators' names are entered into a central registry, in accordance with State statutes and policies.	Alleged perpetrators' names are not entered into a central registry.
Services	If a case is opened for services, a case plan is generally written and services are provided. Families can be ordered by the court to participate in services if CPS involves the court in the case.	Voluntary services are offered. If parents do not participate, the case is either closed or switched to another type of response. ***Table SOURCE: Child Welfare Gateway, adapted from Schene, 2005

Definition of personal supports

- American Association of Intellectual and Developmental Disabilities
 - “resources and strategies that aim to promote the development, education, interests, and personal well-being of a person and that enhance individual functioning” (pp.105)”



Why are supports important?

- Supports help people participate in variety of life domains, including social roles:
 - Social roles are: “ valid activities considered normative for a specific age group”(AAID, pp.16)

Social roles



- Student
- Employee/Employer
- Neighbor
- Friend
- Religious community member
- Family member

Social roles

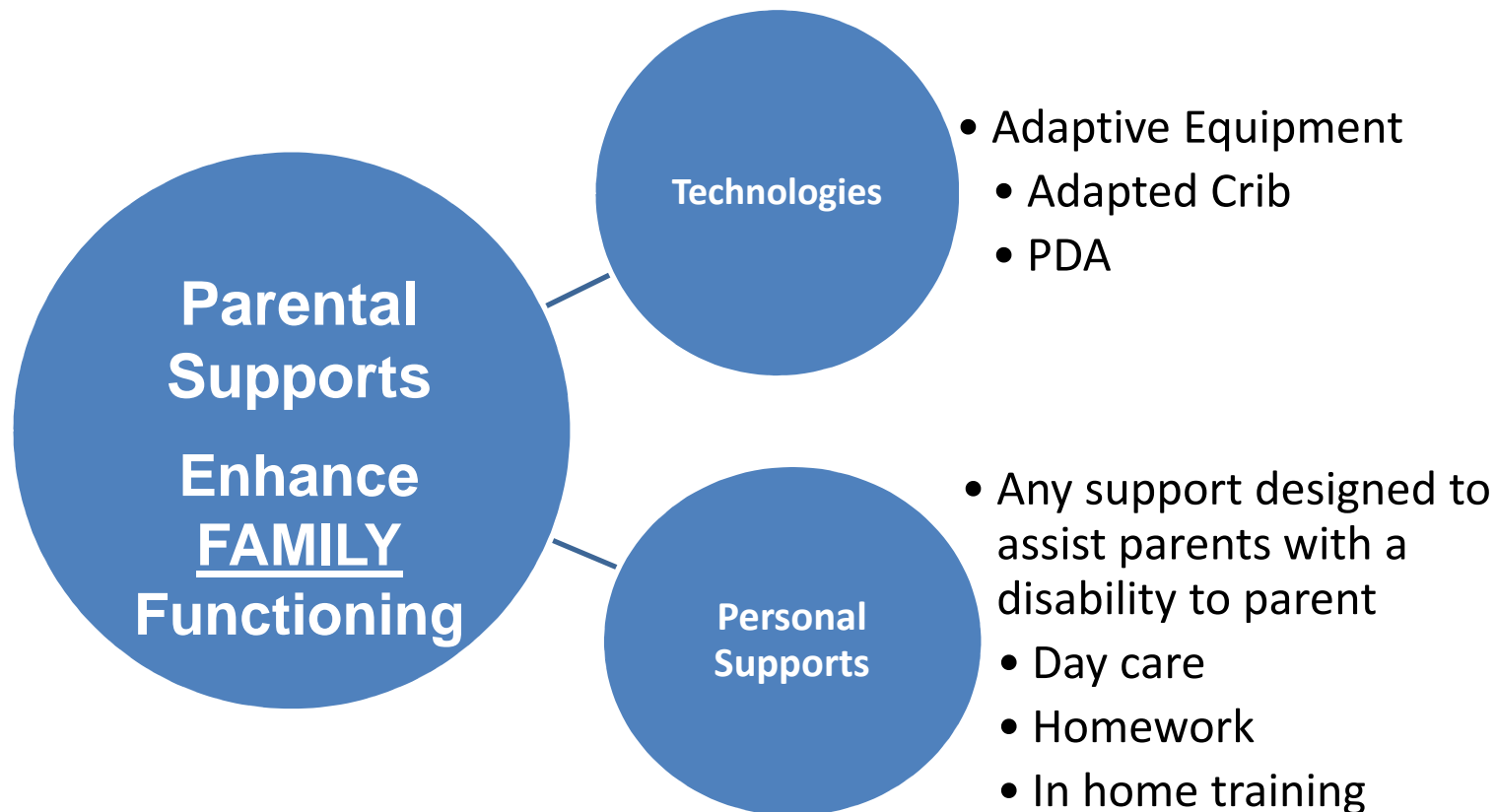
- An important social role that is normative for many adults:

PARENTING



New Concept of Parental Supports

- Supports *in general* are technologies or personal supports to enhance individual functioning (AAIDD)



Parental Supports

Technologies

- Adaptive Equipment
- Adapted Crib or child care equipment,
- Cooking/feeding equipment or smart phone
- Personal digital assistant (PDA)

Personal Supports

- Any support designed to assist parents with a disability to parent
 - Day care
 - Homework
 - In Home training
 - Respite care
 - Co-parent or mentor
 - Money management assistance
 - Housekeeping
 - Safety planning
 - Long term family support

Concept of Parental Supports

- Fits well with
 - Social model of disability and the concept of individual supports
 - Person-in-the-environment paradigm of social work
 - New trends in child welfare



Child welfare and parents with disabilities

- Consider the specific needs and assets of families headed by a parent with a disability
- What do we know?
 - Need for formal and informal supports
 - Services may require tailoring/modification



Parental Supports

Discussion

Formal

Informal

Supports for parents with disabilities

- Few supports available for parenting for people with disabilities
 - Few programs supporting parenting, and many that do focus on **increasing individual parenting ability**
 - Funding streams not design to support parenting

Tools for Supporting Parents with Disabilities

- Parents & Supporters
 - Programs and Resources Guide
 - Community Integration Tools
 - Child Welfare & Custody Issues
 - Positive Parenting & Child Resilience
 - Understanding Child Abuse & Neglect in PA
- Providers
 - Child Custody Assessment Worksheet
 - Parenting Resources Worksheet

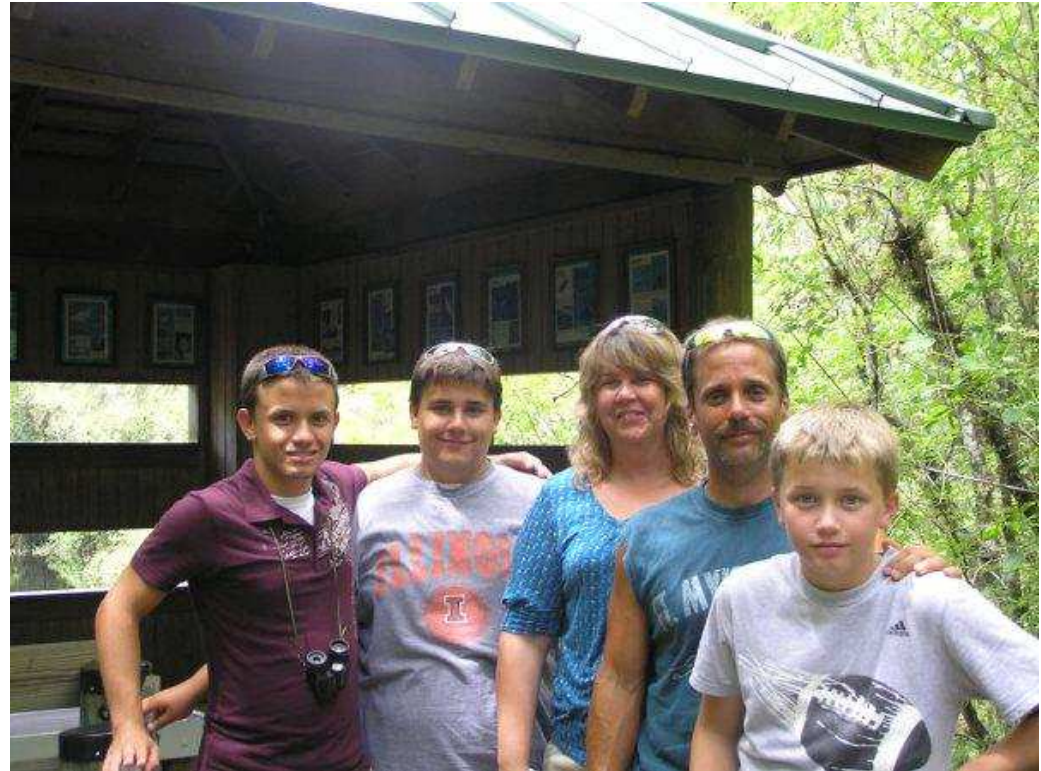
<http://www.tucollaborative.org/resources/resources.html#parenting>

Checklist of Reasonable Efforts

- Assessments
 - Frequency
 - Duration
 - Addressed strengths as well as needs
 - Informed by multiple sources
 - Used to inform services
- Services
 - Provided in timely manner
 - Specific to both parent's needs and their disability
 - Current services adapted to include the parenting role
- Representation
 - Focus on parental behavior
 - Opportunity to demonstrate parenting ability with supports
 - Multiple experts' opinions to determine parent's ability and competence to parent

Advanced Planning

- Advance Directives
 - Advance plans that are recognized as legal entities that confer specific rights related to medical care
- Psychiatric Advance Directives
 - Legally-recognized advance plans that give instructions for mental health treatment



Advance Self Advocacy Plan (ASAP)

- A ***comprehensive plan*** that addresses a person's unique **advance planning needs** in the event of a ***future mental health crisis***.
- ***User-friendly***... easy-to-use format for plans and guidebook
- Places ***Plan Author at the center*** of developing the plan, with friends, family, associates and mental health providers acting as supports and assistants.
- ***Four planning options*** that allows individuals to find their comfort level



A Guidebook for Creating a Mental Health Advance Plan
or Psychiatric Advance Directive

ADVANCE
SELF-
ADVOCACY
PLAN

An easy-to-use planning guide for people who want to maintain a voice in
their mental health care and life choices during times
of illness or hospitalization

ASAP Guidebook & Plan developed by
Lauren Rieser Shawl, M.S.
Mental Health Association of Southeastern Pennsylvania

ASAP Project Concept Development by
Jeffrey Draine, Ph.D.
University of Pennsylvania School of Social Work

A Project of the
UPenn Collaborative on Community Integration of Individuals with Psychiatric Disabilities
Funded by the National Institute on Disability and Rehabilitation Research



An easy-to-create, customizable plan for people who want to maintain a voice in their
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University of Pennsylvania School of Social Work

<p>EMERGENCY CONTACT INFORMATION for _____</p> <p>Name: _____</p> <p>Date of Birth: _____</p> <p>In the event of an emergency situation in which I cannot communicate clearly on my own behalf, please contact the person(s) named on the reverse side of this card.</p>	<p>MENTAL HEALTH ADVANCE DIRECTIVE</p> <p>I, _____</p> <p>have created an Advance Self-Advocacy Plan which is to be used as an advance directive concerning my mental health care. If I am hospitalized, please contact the person(s) named on the reverse side of this card.</p> <p>My Date of Birth: _____</p>
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A Project of the UPenn Collaborative on Community Integration of Individuals with Psychiatric Disabilities
Funded by the National Institute on Disability and Rehabilitation Research

Advance Self Advocacy Plan (ASAP)

- Includes topics that are not addressed well or at all in other mental health advance planning documents
 - **Temporary care of children**
 - Seclusion & restraint
 - Finances
 - Work
 - School
 - Temporary care of pets
- Emphasizes **planning process** over legal aspect
- Can be used as a legally binding, psychiatric advance directive (PAD) if the plan creator chooses to do so

KEEPING YOUR LIFE ON TRACK

Keeping Your Family, Your Home, Your Job and Your Education Safe While You are Getting Through a Crisis or Receiving Inpatient Treatment for Your Mental Health

It's enough of a challenge to get through from a mental health crisis without having to worry about your other responsibilities and your continued recovery. If you need to be away from home for mental health treatment (or if, for another reason, you are temporarily unable to take care of your responsibilities), it will give you peace of mind to know that your home, your children, your pets, your bills, and your other responsibilities will be taken care of in your absence and/or while you get "back on your feet." The following sections give you the opportunity to note the things that you might need help with and the person or people you would like to provide that help.



CARING FOR YOUR CHILDREN (If you have no minor children, please skip to the next section.)



Having someone whom you trust to care for your child or children if you become temporarily incapacitated will keep them safe and give you peace of mind. It will help them to handle this separation better if they know that you made this decision because you love them and want to ensure their well-being.

There is another important reason for choosing another responsible adult to care for your children while you recover: Losing custody of your children is a real possibility when you are incapacitated unless you have made an advance plan for their care and safety. Custody loss by parents diagnosed with mental illness happens much more frequently than for the general public.

This section gives you the opportunity to think about and choose the best person or people to provide good, safe, temporary care for your child/children. You can also provide important information about each of your children that can help their temporary caregiver and/or your

It's important to let your children know that this is a **TEMPORARY**, short-term arrangement. Reassure them, as well as the person who will care for them, that you will be back to take charge as soon as possible.

This could also be done with letters to each child, prepared when you are feeling at your best.

It's a good idea to talk to your children about whom they find most safe and comfortable with when they can't be with you; try to take their feelings into account when deciding who should care for them. However, it is more important that their caregiver is someone you trust than that he/she would win a popularity contest with your kids.

Plan Creator: _____ Initials: _____ Date: _____

In the event that I am temporarily unable to take care of my children AND my children's other parent is unavailable, unwilling or not allowed to have temporary custody, please contact these support people (in the order indicated) to care for my children:

Support Person's Name: _____

Relationship to Child: _____

Phone Number(s): _____

Signature: _____

Support Person's Name: _____

Relationship to Child: _____

Phone Number(s): _____

Signature: _____

Support Person's Name: _____

Relationship to Child: _____

Phone Number(s): _____

Signature: _____

RESPIRE CARE INFORMATION: In the event that I am temporarily unable to take care of my children AND no other adult of my choosing is available, willing or allowed to have temporary custody, please contact one of these respite care facilities to care for my children:

Name of Organization: _____

Phone Number(s): _____

Address: _____

Name of Organization: _____

Phone Number(s): _____

Address: _____

Plan Creator: _____ Initials: _____ Date: _____

FINANCES: *If you want or need to have someone else take care of your financial responsibilities, you will need to either (1) appoint someone to have power-of-attorney authority over your financial affairs or (2) give a trusted friend or family member your bank account (and possibly social security) information so that they can make these payments for you.*

The person named below is my representative payee who already takes care of my finances. If I am hospitalized for more than ____ day(s), I agree to have him/her notified: ____ Yes ____ No

Name: _____

Address: _____

Day Phone: _____ Evening Phone: _____

If I am temporarily unable to care for my finances, I have given the Support Person(s) named below the necessary information to care for the following payments until I am able to do so.

Name of Support Person _____

Day Phone: _____ Evening Phone: _____

Alternate Support Person _____

Day Phone: _____ Evening Phone: _____

RENT OR MORTGAGE PAYMENTS

Name of landlord, rental or mortgage company: _____

Phone / Mailing address: _____

On the ____ day of the month, I pay the following amount: \$ _____

BILL PAYMENTS

Type of Bill (water, electric, phone, etc.)	Account Number	Due on This Day
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Plan Creator: _____ Initials: _____ Date: _____

EMPLOYMENT: ____ I will contact my employer.
____ I would like the following Support Person to contact my employer.

Name of Support Person: _____

Day Phone: _____ Evening Phone: _____

Employment Information:

Company: _____

Name of Supervisor: _____

Work Phone: _____

Personnel Director: _____

Personnel or Human Resources Dept. Phone #: _____

SCHOOL:

It's a good idea to obtain this information BEFORE you might need it!

I would like the following Support Person to contact my employer:

Name of Support Person _____

Day Phone: _____ Evening Phone: _____

Name of School: _____

School's Main Phone: _____

Name of Your Counselor: _____

Counseling Office Phone: _____

Office of Disability Phone: _____

Financial Assistance/Loan/Grant/Scholarship Office Phone: _____

Additional Information:

National Council on Disability

NCD is a small, independent federal agency that advises the President, Congress, Federal entities, states, and international entities on policies, programs, practices, and procedures affecting people with disabilities. NCD is comprised of a team of fifteen Presidential appointees, an Executive Director appointed by the Chairman, and twelve, full-time professional staff.



Rocking the Cradle:
Ensuring the Rights of
Parents with Disabilities
and Their Children



National Council on Disability
September 27, 2012

Report available at <http://www.ncd.gov>



Why did NCD Release “Rocking the Cradle?”

- NCD carves out time at all of our public board meetings to hear from our stakeholders, and for about two years, NCD regularly heard from stakeholders about many of the topics covered in this report, encouraging NCD to take the issue on through research and policy recommendations.
- In May 2011, NCD convened a panel of experts on the topic at a regional policy forum in Portland, Oregon, and received an even more complete picture of the breadth of the concerns.
- Shortly after that event, NCD drew up plans to take this topic on as a formal policy project of the agency and partnered with Through the Looking Glass, a nationally recognized group that has pioneered research, training, and services for families in which a child, parent or grandparent has a disability, who provided critical data and support to NCD in drafting the report.

Recommendations for the Administration and Federal Agencies

- The President should issue an Executive Order establishing an Interagency Committee on Parents with Disabilities.
- The Department of Justice (DOJ), in collaboration with the Department of Health and Human Services (HHS), should address the discrimination faced by parents with disabilities and their children within the child welfare system by issuing guidance to child welfare agencies on their legal obligations to serve parents with disabilities, and increasing investigations and enforcement of violations of federal disability laws.
- HHS Children's Bureau should collaborate with the National Institute on Disability and Rehabilitation Research (NIDRR) in funding and directing NIDRR's National Center for Parents with Disabilities and Their Families.

Recommendations for Congress

- Enactment of legislation that will protect the rights of parents with disabilities and their families. This legislation should be in accordance with the language set forth in “Rocking the Cradle.”
- Appropriation of funding for research on parents with disabilities and their families.
- Amending the Adoption and Safe Families Act to add specific protections for parents with disabilities.
- Shifting funding priorities at the federal level so that states have a greater incentive to provide prevention and preservation services.
- Swift ratification of the United Nations Convention on the Rights of Persons with Disabilities because it reinforces the rights of people with disabilities to create and maintain families.

Recommendations for States and Child Welfare Agencies

- Amending state statutes by eliminating disability as grounds for termination of parental rights and including language set forth in “Rocking the Cradle.”
- Mandatory training related to parenting with a disability for all dependency court professionals—including judges, attorneys, and evaluation personnel.
- Requiring state statutes, rules of court, and professional standards include parenting assessments that are fully accessible to parents with disabilities.
- Development and implementation of mechanisms that support integrated, family-centered, strengths-based care for parents with disabilities and their children.

Resources/Links

- Center for Advanced Studies in Child Welfare, School of Social Work, University of Minnesota
www.ssw.che.umn.edu/cascw.htm
- National Council on Disability
<http://www.ncd.gov>
- TU Collaborative Resources for Parents

<http://www.tucollaborative.org/resources/resources.html#parenting>
- The Association for Successful Parenting
<http://www.achancetoparent.net/>
- Bazelon Center for Mental Health Law
www.bazelon.org
- Mental Health America
www.nmha.org
- National Resource Center on Psychiatric Advance Directives
<http://www.nrc-pad.org/index.php>
- National Disability Rights Network
www.ndrn.org
- Parenting Well - Resources for Healthy Families
<http://www.parentingwell.info>
- Through the Looking Glass
<http://www.lookingglass.org/>

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