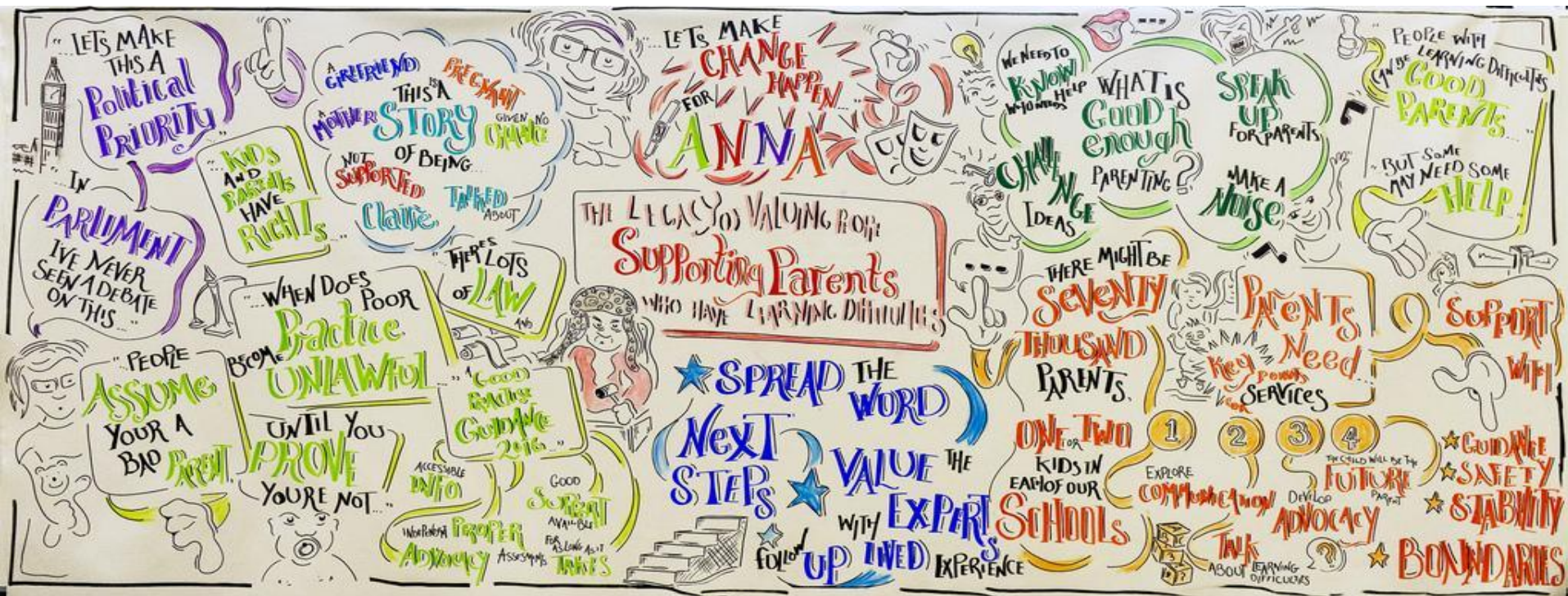


Parenting, learning difficulties and community based support



The role of community supports



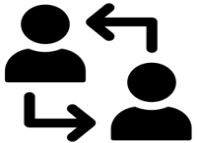
- International evidence indicates that children of parents with learning difficulties (PWLD) are overly represented in child protection systems



- However, with the right supports, PWLD can be successful parents



- Professional supports may be inaccessible, unavailable, or irrelevant to PWLD

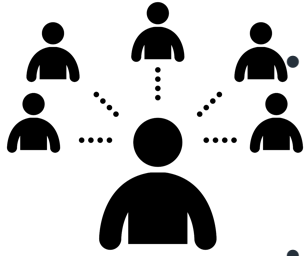


- Support for parenting may also be gained by using existing or developing new relationships and community supports



- Emerging evidence suggests that these supports are associated with a range of positive outcomes for parent and child well-being

What do we mean by community supports?



Research focuses mainly on relational supports - individual social networks.



- We're interested in finding out how a broader approach to community-based support could be helpful - **community resources**

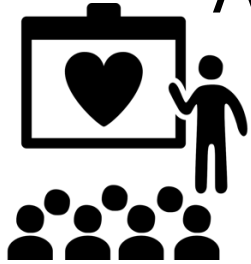


- Places, people, groups, organisations that can support parents and their families
- Skills, knowledge and capabilities that can be developed individually and communally to enable parenting



- And not just resources but the approaches which enable those resources to develop.

Asset-based approaches



- **Asset-based approaches** one way of thinking about this - becoming increasingly visible in local authorities, health and voluntary sectors

- Principles:

- Working with people - doing with rather than to in the design, development and delivery of community assets
- Identifying and building assets and strengths in a community - to create sustainable positive change
- Enabling people to develop skills that support resilience and self-efficacy
- Supporting the development of supportive social networks
- On-going mapping and monitoring of local assets to ensure the best use of resources – including people, organisations and different kinds of material resources



What do we want to find out?



1. What asset-based-approaches are used with people with learning difficulties and parents with learning difficulties?

2. How do asset-based-approaches engage people with learning difficulties?



3. What are professionals views of a) the community assets used and needed by parents with learning difficulties and b) the potential for asset-based-approaches to inform practice in this area?



4. What individual and community assets do parents with learning difficulties draw upon in their daily life and which assets do they rely on in their parenting?



5. How can asset-based-approaches be adapted or expanded in order to support parents with learning difficulties and to promote positive parenting outcomes?

What we're going to do

- Key informant interviews with professionals
- Community mapping and focus groups
- Narrative interviews with parents
- Photo elicitation with parents



Thank you for your time: we'd love to keep in touch!

- You can be involved by...
 - Being a participant in interviews, focus groups and other data collection activities
 - Helping us to connect with other professionals and parents who would be interested
 - Attending project events where we share findings and and practice
- For more information visit [Parents and their Communities](#)
- Contact us on 07385 413197
or at assetsforparents-project@york.ac.uk

