

# Screening Tool: Identification Of A Parent With Intellectual Disability

## SECTION 1 Historical Information

*If one of the questions in this section is answered in the affirmative, then it is likely the parent may have some form of cognitive limitation.*

Report by self, significant others or service provider of intellectual disability.

### 1. Do you (the parent) have intellectual disability?

- Yes, Go to question 2
- No, Go to question 4
- Unsure, Go to question 2

### 2. Are you a client of ADHC (NSW Government Agency: Ageing Disability and Home Care)?

- Yes
- No, Go to question 3
- Unsure, Go to question 3

### 3. Ask only if the parent reports they were diagnosed with an intellectual disability. Was your intellectual disability diagnosed before the age of 18?

- Yes, ask for details. For example, how was it diagnosed? Details: \_\_\_\_\_
- No, Go to Section 2
- Unsure, Go to question 4

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4. Did you (the parent) receive special educational support during schooling?

Yes. Ask: Was this because of

- Learning problems
- Behavioural difficulties, Go to Section 2
- Social difficulties, Go to Section 2

No. Go to Section 2

5. Do you receive a Disability Support Pension? Or have you received the Disability Support Pension in the past?

- Yes. If so, what are you receiving the payment for?
- No, Go to question 2

RESULT .....

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## SECTION 2 Presentation

*If five of the nine presentations below are observed, then it is likely the parent may have some form of cognitive limitation.*

- 1. Slow to respond to questions and/or answers questions in a drawn-out or convoluted manner.
- 2. Reading and writing problems.
  - Reluctant or unable to write or read.
  - Writes minimal factual information only.
  - Reads words with very little comprehension. When reading a document, makes comments on isolated points (for example, the misspelling of a name or the recording of a wrong date) rather than the overall message or key points made.
- 3. Demonstrates erratic time keeping. For example, comes early or late to appointments or even on the wrong day and gives odd excuses as to why). Alternatively, will ring to confirm or check when his/her appointment is on a regular basis.
- 4. Provides vague or naive information about facts and/or demonstrates gullibility.
- 5. Uses cover-up techniques to conceal deficits. For example, will opt to fill out forms or read documents 'later'; gives rationale for actions that are unconvincing or flawed, and/or acquiesces.
- 6. Has a problem with money management.
- 7. Is overwhelmed by routine demands and/or demonstrates difficulty multitasking.
- 8. Demonstrates poor knowledge of child development; this is reflected in child management difficulties.
- 9. Relies on an ally or advocate for help in areas not usually required by their peers.

RESULT .....

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