Parent-Professional Collaboration
Content in Professional Education Programs:
A Research Report

Barbara J. Friesen, Ph.D.
Principal Investigator

Kathryn H. Schultze, B.A.
Project Associate

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Regional Research Institute for Human Services
Portland State University
Portland, Oregon 97207-0751
(503) 725-4040

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TABLE 1  Responses Regarding the Presence or Absence of Curriculum Dealing with Parent-Professional Collaboration by Type of Program.

TABLE 2  Responses to Requests of Faculty Members for Parent-Professional Curriculum Materials by Type of Program.
The materials described in this report were gathered as part of a study of professional training curricula in schools of social work, psychiatric nursing, clinical psychology, special education, and child psychiatry throughout the United States. The purpose of the project was to locate innovative course curricula and other materials designed to promote parent-professional partnerships on behalf of children with disabilities, and specifically on behalf of children who have serious emotional disorders.

In 1986-87 Phase I of the study was initiated with a one-item questionnaire sent to the dean of every graduate school of social work, special education, psychiatric nursing, clinical psychology and child psychiatry in the United States (937 programs). The deans were asked to check whether their program did or did not offer education to current or future professionals designed to improve their ability to work as partners with parents of children with disabilities, and in particular, with the parents of children who have serious emotional disorders. If their program did include such a focus, they were asked to provide us with the names of faculty members who would be most familiar with the curriculum addressing parent-professional collaboration.

The return rate for Phase I with one follow-up was 45 percent (423/937 programs). Of those deans who returned questionnaires, 53.2 percent (225/423) indicated that they did have curriculum in the area of parent/professional collaboration. The breakdown of responses by type of profession are contained in Table 1.

<table>
<thead>
<tr>
<th>Type of Graduate Program</th>
<th>YES</th>
<th>NO RESPONSE</th>
<th>TOTAL</th>
<th>PERCENT POSITIVE</th>
<th>OVERALL RESPONSE RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work</td>
<td>26</td>
<td>24</td>
<td>89</td>
<td>43.3</td>
<td>56%</td>
</tr>
<tr>
<td>Special Education</td>
<td>149</td>
<td>241</td>
<td>468</td>
<td>65.6</td>
<td>49%</td>
</tr>
<tr>
<td>Psychiatric Nursing</td>
<td>10</td>
<td>22</td>
<td>46</td>
<td>41.7</td>
<td>52%</td>
</tr>
<tr>
<td>Clinical Psychology</td>
<td>24</td>
<td>60</td>
<td>123</td>
<td>28.6</td>
<td>41%</td>
</tr>
<tr>
<td>Child Psychiatry</td>
<td>16</td>
<td>89</td>
<td>127</td>
<td>42.1</td>
<td>30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>225</td>
<td>514</td>
<td>937</td>
<td>53.2</td>
<td>45%</td>
</tr>
</tbody>
</table>
More than half of the deans who responded reported that their programs contained curriculum
designed to promote parent-professional collaboration. This positive response was distributed
unevenly across professional schools, however, with deans of special education programs being most
likely (65.6 percent of those responding) to report that they included parent-professional
collaboration in their programs. Deans of clinical psychology programs were the least likely (28.6
percent) to indicate that they trained current or future professionals to work with parents as partners.

The respondents provided the names of 325 faculty members who were most likely to be familiar
with the curriculum related to parent-professional collaboration. In Phase II we wrote to faculty
members asking for curriculum materials as well as published work related to parent-professional
collaboration. After a follow-up letter, we received responses from a total of 71 faculty members,
59 of whom sent written materials. These responses are displayed by profession in Table 2.

Table 2
Responses to Requests of Faculty Members
for Parent-Professional Curriculum Materials
by Type of Program

<table>
<thead>
<tr>
<th>Returned Written Course Materials?</th>
<th>TOTAL LETTERS SENT</th>
<th>OVERALL RESPONSE RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Graduate Program</td>
<td>YES</td>
<td>NO RESPONSE</td>
</tr>
<tr>
<td>Social Work</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Special Education</td>
<td>43</td>
<td>5</td>
</tr>
<tr>
<td>Psychiatric Nursing</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Clinical Psychology</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Child Psychiatry</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>59</td>
<td>12</td>
</tr>
</tbody>
</table>

Because Public Law 101-476, the Individuals with Disabilities Education Act (IDEA), requires
parental involvement in the process of providing special education services, and most specifically in
the development of an Individualized Educational Plan (IEP), most university programs in education
and special education offer some course-work and/or other programming to help prospective teachers
prepare to work collaboratively with parents and other family members. The effect of the
requirements of Public Law 101-476 are evident in the responses to our requests for materials. In
fact, we located two specialized programs, one a grant-funded program at San Diego State
University, and the other a permanent Center for Parent-Professional Teamwork at the University of
Cincinnati. These programs are presented at the beginning of Section V, Special Education.
A review of the materials received and letters from respondents suggest that many of the faculty members who sent materials did not themselves believe that the materials they submitted were directly responsive to our request. In fact, except for the field of special education, very few programs in professional schools appear to explicitly include curriculum related to developing partnerships with parents of children who have emotional or other disabilities.

The remainder of this report contains descriptions of programs, individual courses, or - in some cases - published material furnished by the authors. It is divided into sections by profession. In addition to a description of materials, we have provided the names and addresses of respondents so that interested persons may contact them directly about their programs. Some respondents also sent copies of articles related to the general area of working with family members as partners; the citations are included at the end of each section.

Materials were included in this report if they involved an approach to parent-professional relationships that include parents or other family members as partners and not primarily as the targets for change. Many of the courses or programs also involved family members as instructors, mutual learners, consultants, or in other roles. Because many of the special education course outlines received followed a similar format, and often used the same textbooks, we have included only a sample of the 43 course outlines received. We have made an attempt to present a variety of approaches to organizing and presenting concepts related to parent-professional partnerships. Thanks to all those who sent materials for our consideration. A complete list of respondents is included in the appendix.

Some respondents sent course descriptions that, although they had a "family-friendly" tone, did not explicitly address parent-professional partnerships, and as such, would not serve as models for others wishing to develop curriculum in this area. We suspect that much training about working with families as partners occurs in lectures and class discussion, as it is not clearly reflected in course outlines. In fact, some respondents suggested that this was the case.

We hope that this material will be useful to those currently preparing future professionals to work with families whose children have serious emotional disorders or other disabling conditions, and especially to those interested in adding an emphasis on parent and professional partnerships to their courses or programs.
SECTION 1

MEDICINE

A. Courses and Programs

B. Articles, Chapters and Research Reports
A. COURSES AND PROGRAMS

Name of Course/Program: Counseling Skills for Residents

Level: Graduate

Discipline: Medicine (Pediatric/Family Practice)

Institution: University of Nebraska Medical Center

Instructor: Gregg Wright, M.D.

Address: C. Louis Meyer Children's Rehabilitation Institute
University of Nebraska Medical Center
444 South 44th Street
Omaha, NE 68131-3795

Telephone: (402) 559-5388

Parents Involved In Program? Yes

Course Outline Available? Yes

Program Description:

This program involves parents in a role play with residents discussing the presentation of news about the developmental disability of the parents' child. The role play is taped and re-played for the resident with the family and physician preceptor offering tips on improving communication. The program occurs during one morning during the monthly Pediatric/Family Practice residency rotation.

The program is a collaborative effort involving the University of Nebraska Medical Center, the Nebraska Department of Health and the Pilot Parents program of the Greater Omaha Association for Retarded Citizens.
B. ARTICLES, CHAPTERS AND RESEARCH REPORTS

Contributor: Linda Greenberg
Discipline: Medicine
Institution: Cornell Medical College
Address: Payne Whitney Clinic
1300 York Avenue
New York, NY 10021
Telephone: (212) 472-5454
Resources:


Contributor: Fred Frankel
Discipline: Medicine
Institution: University of California at Los Angeles
Address: Department of Psychiatry
UCLA Neuropsychiatric Institute
Center for the Health Sciences
760 Westwood Plaza
Los Angeles, CA 90024
Telephone: (213) 794-1195
Resource:
Contributor: Eric Schopler
Discipline: Medicine
Institution: University of North Carolina at Chapel Hill
Address: Division of TEACCH
School of Medicine
310 Medical School
Wing E, 222H
Chapel Hill, NC 27514
Telephone: (919) 966-2173

Resources:


Contributor: Eric Trupin, Ph.D.
Discipline: Medicine
Institution: University of Washington
Address: Division of Community Psychiatry
University of Washington RP-10
Seattle, WA 98195
Telephone: (206) 543-1060

Resource:
SECTION II

SOCIAL WORK

A. Courses and Programs

B. Articles, Chapters and Research Reports
### A. COURSES AND PROGRAMS

<table>
<thead>
<tr>
<th>Name of Course/Program:</th>
<th>Social Work with Children and Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>Graduate</td>
</tr>
<tr>
<td>Discipline:</td>
<td>Social Work</td>
</tr>
<tr>
<td>Institution:</td>
<td>University of Kansas</td>
</tr>
<tr>
<td></td>
<td>School of Social Welfare</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Richard Donner, M.S.W.</td>
</tr>
<tr>
<td>Address:</td>
<td>School of Social Welfare</td>
</tr>
<tr>
<td></td>
<td>Twente Hall</td>
</tr>
<tr>
<td></td>
<td>University of Kansas</td>
</tr>
<tr>
<td></td>
<td>Lawrence, KS 66045-2510</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(913) 864-4720</td>
</tr>
<tr>
<td>Parents Involved In Program?</td>
<td>Yes</td>
</tr>
<tr>
<td>Course Outline Available?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Program Description:**

This course is designed to study a variety of child welfare programs and services, and focuses on social policy, legislation and program designs for work with children and families. Although the course does not have the specific stated purpose of promoting parent-professional relationships, parents are included as presenters in at least two class sessions. The instructor also includes content related to parent-professional collaboration in class lectures.
Name Of Course/Program: Issues in Social Work: Foster Family Care

Level: Graduate

Discipline: Social Work

Institution: University of Wisconsin - Madison

Instructor: Rosemary Carbino

Address: School of Social Work
         University of Wisconsin - Madison
         425 Henry Mall
         Madison, WI 53706

Telephone: (608) 263-3675

Parents Involved In Program? Yes

Course Outline Available? Yes

Program Description:

The objectives of this course are to: Assist the student in developing an understanding of social welfare issues in foster care by: (1) analyzing national and local issues; (2) reviewing relevant research; and (3) learning the day-to-day realities for foster care system participants.

Although the stated purpose of this course does not explicitly address parent-professional partnerships, it is included because the instructor includes biological and foster parents as class participants and instructors. The course includes in-class presentations, and also a videotape discussion with biological parents. Topics addressed in a module on "Natural Families," include: (1) parent views and experiences of foster care; (2) roles for parents of foster children; and (3) the effects of foster care on the natural family.
<table>
<thead>
<tr>
<th>Name Of Course/Program:</th>
<th>Working with Parents: Utilizing the Theories and Skills of Parenting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>Graduate</td>
</tr>
<tr>
<td>Discipline:</td>
<td>Social Work</td>
</tr>
<tr>
<td>Institution:</td>
<td>George Warren Brown School of Social Work</td>
</tr>
<tr>
<td></td>
<td>Washington University in St. Louis</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Arlene Stiffman</td>
</tr>
<tr>
<td>Address:</td>
<td>George Warren Brown School of Social Work</td>
</tr>
<tr>
<td></td>
<td>Washington University</td>
</tr>
<tr>
<td></td>
<td>Campus Box 1196</td>
</tr>
<tr>
<td></td>
<td>One Brookings Drive</td>
</tr>
<tr>
<td></td>
<td>St. Louis, MO 63130</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(314) 889-6685</td>
</tr>
<tr>
<td>Parents Involved In Program?</td>
<td>No</td>
</tr>
<tr>
<td>Course Outline Available?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Program Description:

The stated purpose of this course is to help social workers learn how to enhance parents' childrearing practices. Although it does not have an explicit focus on parent-professional collaboration, the skills taught in the course appear to be based on a foundation of family-centered (start with the needs of the family) practice. In addition, the instructor provides a number of recommended readings that address topics such as the parents' view of the service system, helping parents to become organized in mutual aid and advocacy groups, and related topics.
<table>
<thead>
<tr>
<th>Name Of Course/Program:</th>
<th>Social Work Practice with Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>Graduate</td>
</tr>
<tr>
<td>Discipline:</td>
<td>Social Work</td>
</tr>
<tr>
<td>Institution:</td>
<td>University of Denver</td>
</tr>
<tr>
<td>Instructor:</td>
<td>William Bane</td>
</tr>
<tr>
<td>Address:</td>
<td>University of Denver</td>
</tr>
<tr>
<td></td>
<td>Graduate School of Social Work</td>
</tr>
<tr>
<td></td>
<td>University Park</td>
</tr>
<tr>
<td></td>
<td>Denver, CO 80208-0274</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(402) 559-5388</td>
</tr>
<tr>
<td>Parents Involved In Program?:</td>
<td>Yes</td>
</tr>
<tr>
<td>Course Outline Available?:</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Program Description:

This course is one of a three-course sequence dealing with children, youth, and families. The instructor states, "as a part of each of the three courses presently being taught . . . we place a great deal of emphasis on the essential role of families and discussion of such issues as family-based services, development of parent and family support groups, and working with families as allies."

This course most clearly reflects an emphasis on parent/professional partnerships, as it includes a module entitled, "Families as Allies", and provides readings related to the topic.
B. ARTICLES, CHAPTERS AND RESEARCH REPORTS

Contributor: Carolyn Thomas, Ph.D.
Discipline: Social Work
Institution: Boston College
Address: Graduate School of Social Work
Boston College
Chestnut Hill, MA 02167
Telephone: (617) 552-4020

Resource:

Contributor: Betty Welsh, Professor Emeritus
Discipline: Social Work
Institution: Wayne State University
Address: 4 Ashby Lane
Dearborn, MI 48120
Telephone: (313) 577-4409

Resources:


Contributor: Anthony N. Maluccio
Discipline: Social Work
Institution: University of Connecticut
Address: University of Connecticut
School of Social Work
1798 Asylum Avenue
W. Hartford, CT 06117
Telephone: (203) 241-4737

Resources:

SECTION III

NURSING

A. Courses and Programs

B. Articles, Chapters and Research Reports
### A. COURSES AND PROGRAMS

<table>
<thead>
<tr>
<th>Name Of Course/Program:</th>
<th>Parent-Child Health Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>Graduate</td>
</tr>
<tr>
<td>Discipline:</td>
<td>Nursing</td>
</tr>
<tr>
<td>Institution:</td>
<td>College of Nursing and Health</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Charlotte M. Spicher, R.N., Ph.D.</td>
</tr>
</tbody>
</table>
| Address:                     | College of Nursing and Health  
                               | University of Cincinnati  
                               | Cincinnati, OH  45221       |
| Telephone:                   | (513) 872-5501              |
| Parents Involved In Program? | Unknown                     |
| Course Outline Available?    | Yes                         |

**Program Description:**

This program is designed to train nurses to work with children and families. It consists of 18 courses and clinical experience. Dr. Spicher writes, "I have included all the course outlines for our program. It may be difficult to determine the extent of our philosophy regarding nurse/parent collaboration but, I assure you, that is the guiding principle for parent child health nursing here at the college."
Contributor: Malia S. Johnson, Ed.D.
Discipline: Nursing
Institution: University of Texas at Austin
Address: School of Nursing
University of Texas at Austin
1700 Red River
Austin, TX 78701-1499
Telephone: (512) 471-7311

Resources:

SECTION IV

PSYCHOLOGY

A. Courses and Programs

B. Articles, Chapters and Research Reports
A. COURSES AND PROGRAMS

Name Of Course/Program: Clinical Psychology D: Related articles
Level: Graduate
Discipline: Psychology
Institution: Graduate School of Psychology
        Fuller Theological Seminar
Instructor: Paul Clement
Address: Fuller Theological Seminary
        Pasadena, CA 91101
Telephone: (818) 584-5505
Parents Involved In Program? Yes
Course Outline Available? Yes

Program Description:

This author provides a course outline and three related articles. Dr. Clement presents an approach to child therapy that involves peers and parents as therapists. The training method involves professional psychologists and parents as mutual learners, and the role of the psychologist more closely resembles that of coach or educator than that of therapist.

Resources:


Program Description:

In her articles, the author describes an approach to the treatment of children who have emotional disorders that involves parents as therapists for their children. The role of the professional psychologist is that of consultant, guide and supervisor. Goals of this approach include: (1) enhancement of the parent-child relationship; (2) reduction of child symptoms; (3) increasing child competence and confidence; and (4) improvement of the quality of the parents' child-rearing skills.

This model is based on the belief that the exclusion of parents from service delivery tends to develop defensiveness and resistance on the part of parents, and acknowledges the potential positive impact of parents on their troubled children, given that they are provided with necessary skills.

Resources:


B. ARTICLES, CHAPTERS AND RESEARCH REPORTS

Contributor: Luciano L'Abate
Discipline: Psychology
Institution: Georgia State University
Address: Department of Psychology
       University Plaza
       Atlanta, GA 30303
Telephone: (404) 658-2456

Resource:

Contributor: Juanita N. Baker, Ph.D.
Discipline: Psychology
Institution: Florida Institute of Technology
Address: Therapeutic Foster Home Program
       Florida Institute of Technology
       Melbourne, FL 32901
Telephone: (305) 768-8142

Resource:
Baker, J.N. (August 1987). *Therapeutic foster parent: Professional or emotionally involved parent?* Workshop presentation at 1st North American on Treatment Foster Care, Minneapolis, MN.
SECTION V

SPECIAL EDUCATION

A. Courses and Programs

B. Articles, Chapters and Research Reports
### A. COURSES AND PROGRAMS

<table>
<thead>
<tr>
<th>Name Of Course/Program:</th>
<th>Center for Parent/Professional Teamwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>Undergraduate and Graduate</td>
</tr>
<tr>
<td>Discipline:</td>
<td>Special Education</td>
</tr>
<tr>
<td>Institution:</td>
<td>University Cincinnati</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Norman E. Bissell, Ed.D., Director</td>
</tr>
<tr>
<td>Address:</td>
<td>College of Education</td>
</tr>
<tr>
<td></td>
<td>Department of Early Childhood and Special Education</td>
</tr>
<tr>
<td></td>
<td>330 Teachers College</td>
</tr>
<tr>
<td></td>
<td>Cincinnati, OH 45221-0002</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(513) 475-4542</td>
</tr>
<tr>
<td>Parents Involved In Program:</td>
<td>Yes</td>
</tr>
<tr>
<td>Course Outline Available?</td>
<td>Yes, and other supporting materials</td>
</tr>
</tbody>
</table>

**Program Description:**

The Center for Parent-Professional Teamwork was established at the University of Cincinnati in 1980 to provide a linkage between the real world of special families and students who are preparing in education and other human services. By providing a point of contact for university students and special families, the Center seeks to ensure that graduates in education and other helping professions can experience some positive interactions with families during their training and develop confidence in their ability to build relationships and empathize with them in their future professional roles (Bissell, 1986).

A course involving both parents and professionals is entitled, "Counseling Parents of Exceptional Children." Parent counseling (as used in this course) is defined as helping parents through meaningful and productive communication. The term is conceptualized in its broadest sense, encompassing parent education, parent training, parent conferences, and parent collaboration.

The philosophy underlying this course does not support the inference that all professionals who work with parents should become psychotherapists, but it does strongly support an obligation for those (parents and professionals) who interact on behalf of exceptional persons to make these interactions as educative, rewarding, empathic, supportive and constructive as possible (instructor course description adapted).

**Resource:**

Name Of Course/Program: Parents and Professionals Advocating Collaborative Training (PPACT)

Level: Undergraduate and Graduate

Discipline: Special Education

Institution: San Diego State University

Instructor: Patricia Thomas Cegelka, Project Director

Address: Project PPACT
Department of Special Education
San Diego State University
San Diego, CA 92182-0144

Telephone: (619) 265-6665

Parents Involved In Program? Yes

Course Outline Available? Yes, and other related materials

Program Description:

Project PPACT was developed in response to a California goal to provide collaboration training for leadership level parents and professionals in special education and related services. Funded by the Office of Special Education and Rehabilitation Services, U.S. Department of Education, this related services personnel preparation project has designed and implemented a program leading to the new Collaboration Specialist Certificate in California. The project prepares parents and professionals from the full range of agencies that provide services to children and youth with disabilities.

This project empowers parents and professionals to collaborate with each other and across agencies to improve service delivery for children and youth with disabilities. The program curriculum was developed by parents and professionals, and prepares (parent and professional) collaboration specialists to assume a variety of leadership roles. The competency-based curriculum has four components: (1) family and professional collaboration; (2) service delivery collaboration; (3) leadership, management and networking collaboration; and (4) agency and community field work.
Name Of Course/Program: Counseling Parents of Exceptional Students

Level: Undergraduate

Discipline: Special Education

Institution: Special Education Department
Alabama A & M University

Instructor: Bess Hayden Parks, Ph.D.

Address: P.O. Box 580
Normal, AL 35762

Telephone: (205) 859-7368

Parents Involved In Program? No

Course Outline Available? Yes

Program Description:

This course has an explicit focus on promoting teacher-parent cooperation. Students learn to develop a rationale for parent-teacher interaction, learn about parents' reactions to having a child with a disability, the effects of a child's disability on the family unit, and about the concerns and needs of parents from their perspective. Other topics include parents' rights, roles that parents can play in educational settings, parents groups and organizations, and working with parents as an advocate.

Resources:

Name Of Course/Program: Parent-Teacher Team in Special Early Childhood Settings

Level: Undergraduate

Discipline: Special Education

Institution: Bemidji State University

Instructor: David B. Benson, Ph.D.

Address: Division of Professional and Applied Studies
Department of Professional Education
Program in Special Education
Bemidji State University
Bemidji, MN 56601

Telephone: (218) 755-3781

Parents Involved In Program? Yes

Course Outline Available? Yes

Program Description:

This course is designed to emphasize cooperative and coordinated educational programming with parents and teachers. The course outline describes a number of outcomes in the areas of knowledge, understanding and skills related to working collaboratively with parents of young children. Assignments include interviewing a parent of a child with a disability, and reaction papers on readings addressing parent-professional collaboration. Methods of instruction include a parent panel. Two required texts deal directly with the topic of parent-professional relationships. See below.

Resources:


Name Of Course/Program: Family Systems and Services for Young Disabled Children

Level: Graduate

Discipline: Special Education

Institution: San Francisco State University

Instructor: Ann Halvorsen, Ph.D.

Address: Department of Special Education
San Francisco State University
San Francisco, CA 94132

Telephone: (415) 469-1161

Parents Involved In Program? Yes

Course Outline Available? Yes

Program Description:

This course is designed to provide students with the skills required to work effectively with the parents/care providers of young students with disabilities and with the network of service providers and community agencies that interact with the students and their families. The course focuses on: history and models of parent involvement, including evaluation of past and current models, utilization of parent interview techniques and formats in assessment, prioritizing curricula for students and the individualized education plan (IEP) process; understanding the coping process, development of communication and negotiation skills, and working with educational and developmental service systems. There will be an emphasis on methods of providing support, cooperative school-family relationships, assessing family systems, and developing collaborative intervention programs. The assigned readings cover a wide spectrum of issues and topics related to understanding of and intervention with the family with a child with a disability. (Instructor abstract adapted).

This course uses two required texts that specifically address parent-professional relationships:

Resources:


Name Of Course/Program: Practicum in Special Education

Level: Graduate

Discipline: Special Education

Institution: California State University, San Bernardino

Instructor: Thomas Wojciehowski

Address: Lucy E. Siegrist School  
15922 Willow Street  
Hesperia, CA  92345

Telephone: (619) 244-6131

Parents Involved In Program?: Yes

Course Outline Available?: Yes

Program Description:

Students gain the following skills: working with parents, counseling students, and using community resources to develop comprehensive school/day programming for individuals with developmental disabilities. Development of assessment and curricular materials based on local environments and matched for present and future needs will be stressed. Weekly seminars are required.
Name Of Course/Program: Families of Hearing-Impaired Children
Level: Graduate
Discipline: Special Education
Institution: Gallaudet University
Instructor: Barbara Bodner-Johnson, Ph.D.
Address: Special Education
Department of Education
Gallaudet University
Washington, D.C. 20002
Telephone: (202) 651-5530 (Voice or TDD)
Parents Involved In Program? Yes
Course Outline Available? Yes

Program Description:

The family is the child's most significant resource and a pervasive influence on his or her behavior. Families nurture and sustain the young child's development and learning and, further support each family member throughout their lifetimes. Parent distress, impact on the family system of the diagnosis of hearing impairment, as well as the sensory deprivation are all major influences on the development of a child with a hearing impairment. Family support and educational programming for 0-3 year old children with deafness is mandated or partially mandated in nearly a dozen states and permitted in 23 states. Research with school-age children with hearing impairments has shown certain family characteristics and behaviors to be important for the child's successful achievement. Throughout the child's school life, parental involvement in the academic program results in higher school achievement for the child.

This course content has been designed as a response to these developments. The goal is for professionals and families to work together to provide family contexts capable of supporting optimal development in the child with a hearing impairment. (Instructor abstract adapted).
Name Of Course/Program: Working with Families of Children and Youth with Handicaps

Level: Graduate

Discipline: Special Education

Institution: Indiana University

Instructor: Susan Shuster

Address: Institute for the Study of Developmental Disabilities
2853 East Tenth St.
Bloomington, IN 47405

Telephone: (812) 335-6508

Parents Involved In Program?: Yes

Course Outline Available?: Yes

Program Description:

This course has as its objectives:

• to enhance students' knowledge about the family of handicapped persons from a systems perspective;
• to enhance students' ability to foster positive and successful interactions with families;
• to foster students' appreciation for parents' observations, reports, opinions, and decisions;
• to enhance students' ability to assess family needs;
• to enhance students' ability to design family support programs; and
• to enhance students' ability to advocate for children and youth with handicaps and their families.

This course uses the following required texts:


In addition to the course materials, Dr. Shuster also provided copies of the following relevant materials:


Name Of Course/Program: Collaborative Programming in Special Education

Level: Graduate

Discipline: Special Education

Institution: School of Continuing Studies
The Johns Hopkins University

Instructor: Dr. Christine Manlove

Address: School of Continuing Studies
Johns Hopkins University
Baltimore, MD 21218

Telephone: (301) 338-8273

Parents Involved In Program? Yes

Course Outline Available? Yes

Program Description:

This course focuses on the collaboration of special educators, related services personnel, and parents and families in planning and implementing special education programs. Students explore techniques for facilitating interdisciplinary communication and cooperation, procedures for working effectively with parents, siblings, and paraprofessionals, and methods for promoting the exchange of information among disciplines.
Program Description:

This course is offered as a part of the Special Education Consulting Project, which is a 3 year funded program designed to prepare special educators to become consultants to regular classroom teachers and parents. The basis of the program is that learning is enhanced when all the adults in the learner’s environment work together, thereby making parents a part of the team.

Specific objectives for the course are that students will:

- understand the perspective of the parents of handicapped children;
- consider their own feelings about handicapped children and analyze their current practices of involving parents in classrooms;
- practice communication and conferencing skills;
- develop strategies for involving parents at different levels.

Several major projects are required in the parent involvement class. In the parent diary project students receive a photo of a child with a disability. They do not get to choose the age or disability. They are required to make this child part of their own everyday life and record their feelings and problems in a diary. They are the parent of this child for the entire semester and use the problems and feelings they have encountered when making this time consuming child part of their life when practicing communication skills. This assignment requires teachers to look at everyday experiences with "new" eyes, to change places with the parents of the children they teach, and develop empathy for the parent’s situation.

The text for this course is:

B. ARTICLES, CHAPTERS AND RESEARCH REPORTS

Contributor: Sheila K. Hollander, Ph.D.

Discipline: Education

Institution: Adelphi University

Address: Program for Teaching Special Needs Population
Special Education
Institute for Teaching and Education Studies
Garden City, Long Island, NY 11530

Telephone: (516) 294-8700

Resource:
Hollander, S.K. (1986). Use of graphic profiles to communicate test results to parents of

Contributor: James R. Bitter

Discipline: Education

Institution: California State University at Fullerton

Address: Department of Counseling
California State University at Fullerton
EC-105
Fullerton, CA 92634

Telephone: (714) 773-2874

Resource:
speech therapy. *Communique Fall, 1-6.*
Contributor: Susan R. Polirstok
Discipline: Education
Institution: Herbert H. Lehman College
City University of New York
Address: Department of Specialized Services
Herbert H. Lehman College
The City University of New York
Bronx, NY 10468
Telephone: (212) 960-8173

Resource:

Contributor: George Morrison
Discipline: Education
Institution: Florida International University
Address: College of Education
Florida International University
Tamiami Campus
Miami, FL 33199
Telephone: (305) 554-2768

Resources:

Contributor: Donna J. Hathaway

Discipline: Education

Institution: Glassboro State College

Address: Special Educational Services/Instruction Department
Glassboro State College
Glassboro, NJ 08028-1751

Telephone: (609) 863-7091

Resources:


Contributor: Bob Nathanson, Ed.D.

Discipline: Education

Institution: Long Island University

Address: Division of Education
Long Island University
Brooklyn Campus
University Plaza
Brooklyn, NY 11201

Telephone: (718) 403-1044

Resources:

Contributor: Martha Ellen Wynne
Discipline: Education
Institution: Loyola University
Address: School of Education
Loyola University of Chicago
Chicago, IL 60611
Telephone: (312) 670-3033
Resource:

Contributor: Evelyn Lynch
Discipline: Education
Institution: Moorhead State University
Address: School of Education
Moorhead State University
Moorhead, MN 56560
Telephone: (606) 783-2859
Resource:
Contributor: Kent Gerlach
Discipline: Education
Institution: Pacific Lutheran University
Address: School of Education
Pacific Lutheran University
Tacoma, WA 98447
Telephone: (206) 535-7272
Resource:

Contributor: Scott Sparks
Discipline: Education
Institution: Ohio University
Address: Program in Special Education
School of Curriculum and Instruction
Ohio University
Athens, OH 45701
Telephone: (614) 594-6931
Resource:
Contributor: Nancy J. Eiss
Discipline: Education
Institution: Radford University
Address: Department of Human Services
College of Education and Human Development
Radford, VA 24142
Telephone: (703) 831-5214

Resources:


Contributor: Thomas M. Shea, Ed.D.
Discipline: Education
Institution: Southern Illinois University at Edwardsville
Address: Department of Special Education
School of Education
Southern Illinois University at Edwardsville
Box 47-A
Edwardsville, IL 62026
Telephone: (618) 692-3896

Resources:


Contributor: Donna Tynan, Ph.D.
Discipline: Education
Institution: Texas Woman's University
Address: Department of Special Education
College of Education
Texas Woman's University
P.O. Box 23029
Denton, TX 76204
Telephone: (817) 898-2271

Resource:

Contributor: Phyllis Weisberg
Discipline: Education
Institution: Trenton State College
Address: Department of Special Education
Trenton State College
Hillwood Lakes, CN4700
Trenton, NJ 08650-4700
Telephone: (609) 771-2308

Resource:
Contributor: Linda McDonald
Discipline: Education
Institution: University of Alberta Edmonton
Address: Department of Educational Psychology
Faculty of Education
6-102 Education North
Edmonton, Alberta
Canada T6G 2G5
Telephone: (403) 432-5245

Resource:

Contributor: Betty Clark Carlson
Discipline: Education
Institution: University of Hawaii at Manoa
Address: Department of Special Education
College of Education
University of Hawaii at Manoa
Honolulu, HI 96822
Telephone: (808) 948-7956

Resource:
Contributor: Norman Kagan
Discipline: Education
Institution: University of Houston
Address: Department of Educational Psychology
College of Education
University of Houston
University Park
Houston, TX 77004
Telephone: (713) 749-7621

Resource:

Contributor: Jennifer Olson
Discipline: Education
Institution: University of Idaho
Address: Warren Center on Human Development
College of Education
University of Idaho
Moscow, ID 83843
Telephone: (208) 885-6159

Resource:
Contributor: James A. McLoughlin
Discipline: Education
Institution: University of Louisville
Address: School of Education
University of Louisville
Louisville, KY 40292
Telephone: (502) 588-6411

Resource:

Contributor: Barbaranne J. Benjamin, Ph.D.
Discipline: Education
Institution: University of Toledo
Address: Department of Special Education Services
College of Education and Allied Professions
University of Toledo
2801 W. Bancroft Street
Toledo, OH 43606
Telephone: (419) 537-4723

Resource:
Contributor: Lisbeth J. Vincent

Discipline: Education

Institution: University of Wisconsin

Address: Department of Rehabilitation Psychology and Special Education University of Wisconsin Room 310 University Club 432 N. Murray St. Madison, WI 53706-1790

Telephone: (608) 263-5860

Resources:


Contributor: Mary Bross
Discipline: Education
Institution: University of Wisconsin - Whitewater
Address: College of Education
University of Wisconsin - Whitewater
800 West Main Street
Whitewater, WI 53190-1790
Telephone: (414) 472-4831

Resources:


Contributor: Jane B. Schulz
Discipline: Education
Institution: Western Carolina University
Address: School of Education and Psychology
          Department of Human Services
          West Carolina University
          Cullowhee, NC 28723
Telephone: (704) 227-7207
Resource:

Contributor: Thomas Lombardi
Discipline: Education
Institution: West Virginia University
Address: Department of Special Education
          West Virginia University
          504 Allen Hall
          Morgantown, WV 26506
Telephone: (304) 293-3450
Resource:
APPENDIX
ALASKA

Thomas Sileo  
Special Education Program  
School of Education  
University of Alaska, Anchorage  
Anchorage, AK 99508  
(907) 786-1771

ALABAMA

Bess Hayden Parks  
Special Education Department  
Alabama A & M University  
P.O. Box 580  
Normal, AL 35762  
(205) 859-7368

CALIFORNIA

James Bitter  
Department of Counseling  
California State University, Fullerton  
EC-105  
Fullerton, CA 92634  
(714) 773-2874

Patricia Thomas Cegelka  
Department of Special Education  
San Diego State University  
Project PPACT  
San Diego, CA 92182-0144  
(619) 265-6665

Paul Clement  
Graduate School of Psychology  
Fuller Theological Seminary  
Pasadena, CA 91101  
(818) 584-5505

Fred Frankel  
Department of Psychiatry  
University of California at Los Angeles  
UCLA Neuropsychiatric Institute  
Center for the Health Sciences  
760 Westwood Plaza  
Los Angeles, CA 90024  
(213) 794-1195

CALIFORNIA (Continued)

Carol Genrich, Head  
Special Education  
California Lutheran University  
Thousand Oaks, CA 91350  
(805) 492-2411

Robert Jay Green  
Program in Clinical Psychology  
California School of Professional Psychology  
Berkeley, CA 94705  
(510) 523-2300

Ann Halvorsen  
Department of Special Education  
San Francisco State University  
San Francisco, CA 94132  
(415) 469-1161

Phyllis Kaplan  
Department of Education  
California State University, Hayward  
Hayward, CA 94540  
(510) 881-3072

Alan Levy  
School of Social Work  
University of Southern California  
Montgomery Ross Fisher Building, Room 214  
University Park - MC 0411  
Los Angeles, CA 90089-0411  
(213) 740-2711

Carol Raupp  
Department of Psychology  
California State College, Bakersfield  
DDH D 113  
9001 Stockdale Highway  
Bakersfield, CA 93311-1099  
(805) 333-2370

Deanna Schilling  
School of Education and Human Development  
California State University, Fresno  
Department of Advanced Studies  
Fresno, CA 93740-0003  
(209) 294-2271
CALIFORNIA (Continued)

Manford Sonstegard
Department of Counseling
California State University, Fullerton
Fullerton, CA 92634
(714) 773-2254

David Spiegel
Department of Psychiatry and Behavioral Sciences
Stanford University Medical Center
Stanford, CA 94305
(415) 723-4000

Thomas Wojciechowski
(California State University, San Bernardino)
Lucy E. Siegrist School
15922 Willow Street
Hesperia, CA 92345
(619) 244-6131

COLORADO

William Bane
Graduate School of Social Work
University of Denver
University Park
Denver, CO 80208=0274
(402) 559-5388

Marilyn Krajicek
School of Nursing
University of Colorado
4200 East Ninth Street
Denver, CO 80262
(303) 394-8734

CONNECTICUT

Stuart Gerber, Professor
Special Education Department
Southern Connecticut State University
501 Crescent Street
New Haven, CT 06515
(203) 397-4494

CONNECTICUT (Continued)

Anthony Maluccio
School of Social Work
University of Connecticut
1798 Asylum Avenue
W. Hartford, CT 06117
(203) 241-4737

Barbara McKilllop
Co-Director
ECE/SE Graduate Program
St. Joseph College
W. Hartford, CT 06117
(203) 232-4571

Regina Miller
Assistant Professor
Early and Special Education
University of Hartford
College of Education and Allied Services
W. Hartford, CT 06117-0395
(203) 243-4388

DISTRICT OF COLUMBIA

Barbara Bodner-Johnson
Department of Education
Gallaudet University
Washington, D.C. 20002
(202) 651-5530

FLORIDA

Juanita Baker
Department of Psychology
Florida Institute of Technology
Melbourne, FL 32901
(305) 768-8142

Sheila Eyberg
Department of Clinical and Health Psychology
University of Florida
Gainesville, FL 32611
(904) 392-4551
FLORIDA (Continued)

Gideon Jones
College of Education
Florida State University
309J Education Building
Tallahassee, FL 32306
(904) 644-4880

George Morrison
College of Education
Florida International University
Tamiami Campus
Miami, FL 33199
(305) 554-2768

Liz Rothlein
Program in Reading and Learning Disabilities
University of Miami
Coral Gables, FL 33124
(305) 284-2211

GEORGIA

Ron Colarusso, Professor
Department of Special Education
Georgia State University
College of Education
University Plaza
Atlanta, GA 30303
(404) 658-2310

Luciano L'Abate
Department of Psychology
Georgia State University
University Plaza
Atlanta, GA 30303
(404) 658-2456

HAWAII

Betty Clark Carlson
Department of Special Education
University of Hawaii at Manoa
Honolulu, HI 96822
(808) 948-7956

IDAHO

Jennifer Olson
College of Education
University of Idaho
Warren Center on Human Development
Moscow, ID 83843
(208) 885-6159

ILLINOIS

Raymond Dembinski
Professor and Chair
Faculty of Special Education
Northern Illinois University
DeKalb, IL 60115-2854
(815) 753-0657

Donna deMonteurope
School of Nursing
Rush University
929 SSH
Chicago, IL 60612
(312) 942-6204

Richard Guerin
Department of Education
Saint Xavier College
103rd Central Park
Chicago, IL 60655
(312) 779-3300

William Meezan
Jane Addams College of Social Work
University of Illinois at Chicago
1040 West Harrison Street
Chicago, IL 60680
(312) 996-3219

Judith Karie
Department of Special Education
Eastern Illinois University
111 Buzzard Building
Charleston, IL 61920
(217) 581-5315

Thomas Shea, Professor
Department of Special Education
Southern Illinois University at Edwardsville
Box 47-A
Edwardsville, IL 62026
(618) 692-3896
ILLINOIS (Continued)

Vicki Stayton
Department of Special Education
Eastern Illinois University
112-D Buzzard Building
Charleston, IL 61920
(217) 581-5315

Mark Stein
Department of Psychiatry
University of Chicago
5841 South Maryland Avenue
Chicago, IL 60637
(312) 702-4453

Mary Ellen Wynne
School of Education
Loyola University of Chicago
6525 N. Sheridan Road
Chicago, IL 60626
(312) 670-3033

INDIANA

Victoria Patryla
Assistant Professor
Special Education Department
St. Francis College
2701 Spring Street
Fort Wayne, IN 46808
(219) 432-3551

Susan Shuster
Department of Special Education
Indiana University
Institute for the Study of Developmental Disabilities
2853 East Tenth Street
Bloomington, IN 47405
(812) 335-6508

IOWA (Continued)

Stewart Ehly
Associate Professor
University of Iowa
N 275 Lindquist Center
Iowa City, IA 52242
(319) 335-5335

KANSAS

Kenneth Burk, Professor
Communicative Disorders and Sciences
Wichita State University
Wichita, KS 67208
(316) 689-3240

Richard Donner
School of Social Welfare
University of Kansas
Twente Hall
Lawrence, KS 66045-2510
(913) 864-4720

Tes Mehring
Associate Chair
Coordinator of Special Education
Emporia State University
College of Education
Emporia, KS 66801
(316) 343-1200

Hugh Morrison
Department of Special Education
Pittsburg State University
School of Education
Pittsburg, KS 66762
(316) 231-7000

Rich Simpson
Department of Education
University of Kansas
Lawrence, KS 66045
(913) 864-3726

Ninia Smith
Program in Special Education
Fort Hays State University
Department of Education
Hayes, KS 67601
(913) 628-4000

IOWA

Lee Courtnage, Professor
Department of Special Education
University of Northern Iowa
Education Center
Cedar Falls, IA 50614
(319) 273-6061
KANSAS (Continued)

Linda Thurston
Special Education Consulting Project
Kansas State University
Bluemont Hall
Manhattan, KS 66506
(913) 532-5541

MARYLAND (Continued)

Lee Richmond
Professor of Education
Loyola College in Maryland
4501 North Charles Street
Baltimore, MD 21210-2699
(301) 323-1010

KENTUCKY

Nancy Howard, Director
Graduate Programs in Education
Bellarmine College
Newburg Road
Louisville, KY 40205
(502) 452-8211

James McLoughlin
School of Education
University of Louisville
Louisville, KY 40292
(502) 588-6411

MASSACHUSETTS

Jill Bohlin
Graduate School
Wheelock College
100 The Riverway
Boston, MA 02215-4176
(617) 734-5200

LOUISIANA

Sharon Dastugue
Cognitive and Behavioral Achievements, Inc.
421 Central Avenue
Jefferson, LA 70121
(504) 734-7119

Susan McBride
Graduate School
Wheelock College
200 The Riverway
Boston, MA 02215-4176
(617) 734-5200

MAINE

Lucille Zeph
Assistant Professor
Special Education Program
University of Maine
Shibles Hall
Orono, ME 04469-0121
(207) 581-2472

Carolyn Thomas
Graduate School of Social Work
Boston College
Chestnut Hill, MA 02167
(617) 552-4020

MARYLAND

Christine Manlove
Department of Special Education
The Johns Hopkins University
School of Continuing Studies
Baltimore, MD 21218
(301) 338-8273

Dale Rice, Professor
Department of Special Education
Rackham School
Ypsilanti, MI 48197
(313) 487-3300
MICHIGAN (Continued)

Betty Welsh
Professor Emeritus
Wayne State University
4 Ashby Lane
Dearborn, MI 48120
(313) 577-4409

MINNESOTA

David Benson
Program in Special Education
Bemidji State University
Department of Professional Education
Bemidji, MN 56601
(218) 755-3781

Robert Bruininks
School of Education
University of Minnesota
University Affiliated Program
Minneapolis, MN 55455
(612) 625-5000

Mary Hubbard Linz
School of Education
University of Minnesota
University Affiliated Program
Minneapolis, MN 55455
(612) 625-5000

Evelyn Lynch
School of Education
Moorhead State University
Moorhead, MN 56560
(606) 783-2859

Frank Wood
Department of Education
University of Minnesota
226 Burton Hall
178 Pillsbury Dr., S.E.
Minneapolis, MN 55455
(612) 624-4178

MISSISSIPPI

Ann Riall
University Affiliated Program
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406
(601) 266-5030

MISSOURI

Sheila Morse
Early Childhood Special Education
Maryville College
St. Louis, MO 63141
(314) 576-9467

Arlene Stiffman
George Warren Brown School of Social Work
Washington University
Campus Box 1196
One Brookings Drive
St. Louis, MO 63130
(314) 889-6685

NEBRASKA

Gregg Wright
C. Louis Meyer Children's Rehabilitation Institute
University of Nebraska Medical Center
444 South 44th Street
Omaha, NE 68131-3795
(402) 559-5388

NEVADA

Bill Wagonseller
Department of Special Education
University of Nevada, Las Vegas
4505 Maryland Parkway
Las Vegas, NV 89154
(702) 739-3205
NEW HAMPSHIRE

Georgia Kerns
Department of Education
University of New Hampshire
Durham, NH 03824
(603) 862-1234

William Lax
Department of Professional Psychology
Antioch/New England Graduate School
Keene, NH 03431
(603) 357-3122

Bruce Mallory
Department of Education
University of New Hampshire
Durham, NH 03824
(603) 862-1234

Margaret Rogers
Special Education Division
Keene State College
Keene, NH 03431
(603) 352-1909

NEW JERSEY

Donna Hathaway
Associate Professor of Special Education
Glassboro State College
Glassboro, NJ 08028-1751
(609) 863-7091

Gerald Ognibene
Special Educational Services/Instruction
Glassboro State College
Glassboro, NJ 08028-1751
(609) 863-7091

Jerome Rosenberg
Associate Professor of Special Education
Glassboro State College
Glassboro, NJ 08028-1751
(609) 863-7091

Phyllis Weisberg
Department of Special Education
Trenton State College
Hillwood Lakes, CN 4700
Trenton, NJ 08650-4700
(609) 771-2308

NEW MEXICO

Jeannie Heacock
Department of Special Education
Eastern New Mexico University
School of Education
Portales, NM 88130
(505) 562-2491

NEW YORK

Linda Greenberg
Payne Whitney Clinic
Cornell Medical College
1300 York Avenue
New York, NY 10021
(212) 472-5454

Sheila Hollander
Special Education
Adelphi University
Institute for Teaching and Education Studies
Garden City, Long Island, NY 11530
(516) 294-8700

Ron Lehrer
School of Education
Brooklyn College
City University of New York
2307A James Hall
Bedford and Avenue H
Brooklyn, NY 11210
(718) 780-5214

Bob Nathanson
Division of Education
Long Island University
Brooklyn Campus
University Plaza
Brooklyn, NY 11201
(718) 403-1044

Susan Polirstok
Department of Specialized Services
Lehman College
City University of New York
Division of Professional Studies
Bedford Park Blvd., West
Bronx, NY 10468-1589
(212) 960-8173
NEW YORK (Continued)

Sarita Rein
Department of Educational Studies
College of Staten Island
City University of New York
Program in Special Education
150 Stuyvesant Place
Staten Island, NY 10301
(718) 390-7980

Chris Salisbury
Program in Special Education
State University of New York at Binghamton
Division in Professional Education
Binghamton, NY 13901
(607) 777-6770

Wolf Wolfensberger
Division of Special Education and Rehabilitation
Syracuse University
School of Education
Syracuse, NY 13210
(315) 423-4264

Thomas Zane
Assistant Professor
Education Department
Russell Sage College
Troy, NY 12180
(518) 270-2347

NORTH CAROLINA

Eric Schopler
Division of TEACCH
University of North Carolina at Chapel Hill
School of Medicine
310 Medical School
Wing E, 222H
Chapel Hill, NC 27514
(919) 966-2173

Jane Schulz
Professor of Special Education
Western Carolina University
School of Education and Psychology
Department of Human Services
Cullowhee, NC 28723
(704) 227-7207

OHIO

Barbaranne Benjamin
College of Education and Allied Professions
University of Toledo
Department of Special Education Services
2801 W. Bancroft St.
Toledo, OH 43606
(419) 537-2039

Norman Bissell
College of Education
University of Cincinnati
330 Teachers College
Cincinnati, OH 45221-0002
(513) 475-4542

Patricia Estok
School of Nursing
Kent State University
Kent, OH 44242-0001
(216) 672-7930

Ruth Lindecker
Department of Special Education Services
College of Education and Allied Professions
University of Toledo
2801 W. Bancroft St.
Toledo, OH 43606
(419) 537-4316

Scott Sparks
School of Curriculum and Instruction
Ohio University
Box 86, McCracken Hall
Athens, OH 45701
(614) 594-6931

Charlotte Spicher
College of Nursing and Health
University of Cincinnati
Cincinnati, OH 45221
(513) 872-5501

Michael Williams
Program in Special Education
Wright State University
Department of Education
Dayton, OH 45435
(513) 873-3283
OKLAHOMA

Vicki Green
Department of Psychology
Oklahoma State University
Stillwater, OK 74078
(405) 744-6027

OREGON

Dvenna Duncan
Department of Education
University of Portland
5000 N. Willamette Blvd.
Portland, OR 97203
(503) 283-7135

Pam Hellings
School of Nursing
Oregon Health Sciences University
Emma Jones Hall 207
1381 S. W. Sam Jackson Park Rd.
Portland, OR 97201
(503) 225-8382

Ken Kosko
Department of Special Education
Western Oregon State College
School of Education
Monmouth, OR 97361
(503) 838-1220

Matthew Modrcin
Graduate School of Social Work
Portland State University
P.O. Box 751
Portland, OR 97217
(503) 725-4712

Elizabeth Schaughency
Department of Psychology
University of Oregon
College of Arts and Sciences
Eugene, OR 97403-1227
(503) 686-4954

PENNSYLVANIA

Carol Anderson
Department of Psychiatry
University of Pittsburgh
3811 O’Hara Street
Pittsburgh, PA 15213
(412) 624-2353

Bill Casile
School of Education
Duquesne University
Pittsburgh, PA 15282
(412) 434-6118

Louise Guerney
College of Human Development
Pennsylvania State University
Department of Individual and Family Studies
Catharine Beecher House
University Park, PA 16802
(814) 865-1751

Laura Hayman
School of Nursing
University of Pennsylvania
Nursing Education Building
Philadelphia, PA 19104-6096
(215) 898-4729

Ravic Ringlaben
Department of Special Education and Rehabilitation
East Stroudsburg University
East Stroudsburg, PA 18301
(717) 424-3558

SOUTH DAKOTA

Donald Potter
Curriculum/Instruction Division
University of South Dakota
School of Education
414 East Clark
Vermillion, SD 47069-2390
(605) 677-5437

John Sivesind
Department of Education
Augustana College
Sioux Falls, SD 57106
(605) 336-1840
TENNESSEE

Samuel Odom
George Peabody College for Teachers
Vanderbilt University
West End Avenue
Nashville, TN 37240
(615) 322-8150

Sally Savelle
George Peabody College for Teachers
Vanderbilt University
West End Avenue
Nashville, TN 37240
(615) 322-8181

TEXAS

Malia Johnson
School of Nursing
University of Texas at Austin
1700 Red River
Austin, TX 78701-1499
(512) 471-7311

Norman Kagan
Department of Educational Psychology
University of Houston
College of Education
University Park
Houston, TX 77004
(713) 749-7621

Philip Swicegood
Teacher Education Center
Sam Houston State University
Huntsville, TX 77341
(409) 294-1114

Carol Thomas
Department of Education
Texas Woman's University
College of Education
P.O. Box 23029
Denton, TX 76204
(817) 898-2271

TEXAS (Continued)

Donna Tynan
Department of Special Education
Texas Woman's University
College of Education
P.O. Box 23029
Denton, TX 76204
(817) 898-2271

UTAH

Mary Cadez
Department of Special Education
Utah State University
Logan, UT 84321
(801) 750-3238

Elwin Nielsen
Department of Psychology
Utah State University
Logan, UT 84322
(801) 750-4800

VIRGINIA

Nancy Eiss
College of Education and Human Development
Radford University
Department of Human Services
Radford, VA 24142
(703) 831-5214

Gertrude Henry, Director
Mainstreaming Outreach Services
Hampton University
Hampton, VA 23668
(804) 727-5751

WASHINGTON

Carol Carrothers
Special Education
Central Washington University
Ellensburg, WA 98926
(509) 963-2071
WASHINGTON (Continued)

Pamela Day
School of Social Work
University of Washington
4101 15th Avenue, N.E.
Seattle, WA 98195
(206) 543-5734

Rebecca Fewell
Child Development and Mental Retardation Center
University of Washington
Experimental Education Unit, WJ-10
Seattle, WA 98195
(206) 543-4011

Kent Gerlach
Associate Professor
Special Education
Pacific Lutheran University
School of Education
Tacoma, WA 98447
(206) 535-7272

Alan Hilton, Coordinator
Special Education Program
Seattle University
School of Education
Seattle, WA 98122
(206) 626-5416

Debra Prigge
School of Education
Central Washington University
Ellensburg, WA 98926
(509) 963-2255

Robert Rich
Inland Empire School of Social Work and Human Services
Eastern Washington University
MS 19 Senior Hall
Cheney, WA 99004
(509) 359-2282

Eric Trupin
Division of Community Psychiatry
University of Washington
RP-10
Seattle, WA 98195
(206) 543-1060

WEST VIRGINIA

Thomas Lombardi
Department of Special Education
West Virginia University
504 Allen Hall
Morgantown, WV 26506
(304) 293-3450

WISCONSIN

Mary Bross
College of Education
University of Wisconsin-Whitewater
800 West Main Street
Whitewater, WI 53190-1790
(414) 472-4831

Rosemary Carbino
School of Social Work
University of Wisconsin-Madison
425 Henry Mall
Madison, WI 53706
(608) 263-3675

Paul Lauritzen
Department of Special Education
University of Wisconsin-Whitewater
800 West Main Street
Whitewater, WI 53190-1790
(414) 472-1660

Betsy McDougall
Special Education Department
University of Wisconsin-Eau Claire
Eau Claire, WI 54701
(715) 836-5184

Susan Sperry Smith
Department of Education
Cardinal Stritch College
Milwaukee, WI 53217
(414) 352-5400

Lisbeth Vincent
Psychology and Special Education
Department of Special Education
University of Wisconsin-Madison
Room 319, University Club
432 N. Murray St.
Madison, WI 53706
(608) 263-5860
CANADA

Linda McDonald  
Department of Educational Psychology  
University of Alberta Edmonton  
6-102 Education North  
Edmonton, Alberta, CANADA T7G 2G5  
(403) 432-5245

Colleen Robinson  
Department of Speech Pathology and Audiology  
University of Alberta  
400 Garneau Professional Centre  
11044-82 Avenue  
Edmonton, Alberta, CANADA T5G 0T2  
(403) 432-5990

Michael Rodda  
Department of Speech Pathology and Audiology  
University of Alberta  
400 Garneau Professional Centre  
11044-82 Avenue  
Edmonton, Alberta, CANADA T5G 0T2  
(403) 432-5990
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