

# **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**

**Produced and Distributed by:  
Families As Allies Project  
Research and Training Center on Family Support  
and Children's Mental Health**

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

**August, 1992**

**Friesen, B.J. (1991). *Parent-professional collaboration content in professional education programs: A research report*. Portland, OR: Portland State University, Research and Training Center on Family Support and Children's Mental Health.**

**This publication was developed with funding from the National Institute on Disability and Rehabilitation Research, United States Department of Education, and the National Institute of Mental Health, United States Department of Health and Human Services (NIDRR grant number G0087C0222-88). The content of this publication does not necessarily reflect the views or policies of the funding agencies.**

## TABLE OF CONTENTS

SECTION I: MEDICINE .....	4
A. Courses and Programs .....	5
B. Articles, Chapters and Research Reports .....	6
SECTION II: SOCIAL WORK .....	8
A. Courses and Programs .....	9
B. Articles, Chapters and Research Reports .....	13
SECTION III: NURSING .....	15
A. Courses and Programs .....	16
B. Articles, Chapters and Research Reports .....	17
SECTION IV: PSYCHOLOGY .....	18
A. Courses and Programs .....	19
B. Articles, Chapters and Research Reports .....	21
SECTION V: SPECIAL EDUCATION .....	23
A. Courses and Programs .....	24
B. Articles, Chapters and Research Reports .....	34

## TABLE OF TABLES

<b>TABLE 1</b>	<b>Responses Regarding the Presence or Absence of Curriculum Dealing with Parent-Professional Collaboration by Type of Program.</b>	<b>..... 1</b>
<b>TABLE 2</b>	<b>Responses to Requests of Faculty Members for Parent-Professional Curriculum Materials by Type of Program.</b>	<b>..... 2</b>

**PARENT-PROFESSIONAL COLLABORATION CONTENT IN  
PROFESSIONAL EDUCATION PROGRAMS: A RESEARCH REPORT**

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

<u>Type of Graduate Program</u>	<u>Curriculum Addresses Collaboration?</u>			TOTAL	PERCENT POSITIVE	OVERALL RESPONSE RATE
	YES	NO	NO RESPONSE			
Social Work	26	24	39	89	43.3	56%
Special Education	149	78	241	468	65.6	49%
Psychiatric Nursing	10	14	22	46	41.7	52%
Clinical Psychology	24	60	123	207	28.6	41%
Child Psychiatry	16	22	89	127	42.1	30%
TOTAL	225	198	514	937	53.2	45%

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**

<u>Type of Graduate Program</u>	<u>Returned Written Course Materials?</u>			<u>TOTAL LETTERS SENT</u>	<u>OVERALL RESPONSE RATE</u>
	<u>YES</u>	<u>NO</u>	<u>NO RESPONSE</u>		
Social Work	6	1	29	36	16.3
Special Education	43	5	174	222	21.6
Psychiatric Nursing	3	0	11	14	21.4
Clinical Psychology	4	2	28	34	17.6
Child Psychiatry	3	4	12	19	36.8
	—	—	—	—	—
<b>TOTAL</b>	<b>59</b>	<b>12</b>	<b>254</b>	<b>325</b>	<b>21.8</b>

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:**

Greenberg, L., Fine, A.B., Cohen, C., Larson, K., Michaelson-Baily, A., Rubinton, P., & Glick, I.D. (1988). An interdisciplinary psychoeducation program for schizophrenic patients and their families in an acute care setting. *Hospital and Community Psychiatry, 39*(3), 277-282.

Greenberg, L., DeChillo, N., Miller, F., Cohen, C., Haiman, S., & Nininger, J. (no date). *A controlled investigation of a family psychoeducation workshop on schizophrenia*. NY: Cornell University Medical College.

**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:**

Frankel, F. & Simmons, J.Q. (1985). Behavioral treatment approaches to pathological unsocialized physical aggression in young children. *Journal of Child Psychology & Psychiatry, 26*(4), 525-551.

**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:**

Schopler, E., Mesibov, G.B., Shigley, R.H. & Bashford, A. (1984). Helping autistic children through their parents: the TEACCH model. In E. Schopler & G. Mesibov (Eds.) *The effects of autism on the family* (pp. 65-81). NY: Plenum Publishing.

Schopler, E. & Runck, B. (1979). Basic training for parents of psychotic children. *Families Today*, NIMH Science Monographs, DHEU Publication No. (ADM) 79-815, 767-809.

**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:**

Tarico, V., Low, B., Trupin, E. & Forsyth-Stephens, A. (no date). *CASSP system analysis: The parent perspective*. Seattle, WA: University of Washington Division of Community Psychiatry.

## **SECTION II**

### **SOCIAL WORK**

**A. Courses and Programs**

**B. Articles, Chapters and Research Reports**

## **A. COURSES AND PROGRAMS**

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

### **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.

<b>Name Of Course/Program:</b>	<b>Issues in Social Work: Foster Family Care</b>
<b>Level:</b>	<b>Graduate</b>
<b>Discipline:</b>	<b>Social Work</b>
<b>Institution:</b>	<b>University of Wisconsin - Madison</b>
<b>Instructor:</b>	<b>Rosemary Carbino</b>
<b>Address:</b>	<b>School of Social Work University of Wisconsin - Madison 425 Henry Mall Madison, WI 53706</b>
<b>Telephone:</b>	<b>(608) 263-3675</b>
<b>Parents Involved In Program?</b>	<b>Yes</b>
<b>Course Outline Available?</b>	<b>Yes</b>

**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.**

<b>Name Of Course/Program:</b>	<b>Working with Parents: Utilizing the Theories and Skills of Parenting</b>
<b>Level:</b>	<b>Graduate</b>
<b>Discipline:</b>	<b>Social Work</b>
<b>Institution:</b>	<b>George Warren Brown School of Social Work Washington University in St. Louis</b>
<b>Instructor:</b>	<b>Arlene Stiffman</b>
<b>Address:</b>	<b>George Warren Brown School of Social Work Washington University Campus Box 1196 One Brookings Drive St. Louis, MO 63130</b>
<b>Telephone:</b>	<b>(314) 889-6685</b>
<b>Parents Involved In Program?</b>	<b>No</b>
<b>Course Outline Available?</b>	<b>Yes</b>

**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.

<b>Name Of Course/Program:</b>	<b>Social Work Practice with Children</b>
<b>Level:</b>	<b>Graduate</b>
<b>Discipline:</b>	<b>Social Work</b>
<b>Institution:</b>	<b>University of Denver</b>
<b>Instructor:</b>	<b>William Bane</b>
<b>Address:</b>	<b>University of Denver Graduate School of Social Work University Park Denver, CO 80208-0274</b>
<b>Telephone:</b>	<b>(402) 559-5388</b>
<b>Parents Involved In Program?</b>	<b>Yes</b>
<b>Course Outline Available?</b>	<b>Yes</b>

**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:

Thomas, C.B. & Staver, N. (1986). Tandem treatment: A model for work with parents of troubled children. *Child and Adolescent Social Work*, 3(4), 222-234.

Contributor: Betty Welsh, Professor Emeritus

Discipline: Social Work

Institution: Wayne State University

Address: 4 Ashby Lane  
Dearborn, MI 48120

Telephone: (313) 577-4409

Resources:

Allen-Meares, P. & Welsh, B.L. (1987). *Social work services in schools*. Englewood Cliffs, NJ: Prentice-Hall.

Welsh, B.L. (1987). The individualized family plan: Bridge between the school and the family. *Social Work in Education*, 1(4), 230-239.

Welsh, B.L. and Goldberg, G. (1979). Insuring educational success for children-at-risk place in new learning environments. *School Social Work Quarterly*, 1(4).

Welsh, B.L. (1984). Preparation programs for school practice. *Social Work in Education*, 6(4), 279-284.

**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:**

Maluccio, A.N. (Ed.) (1986). *Promoting Competence in Clients*. Riverside, NJ: The Free Press.

Maluccio, A.N. (1984). Permanency planning: Implications for practice with natural parents. *Adoption & Fostering*, 8(4), 15-20.

## **SECTION III**

### **NURSING**

**A. Courses and Programs**

**B. Articles, Chapters and Research Reports**

## A. COURSES AND PROGRAMS

Name Of Course/Program:	Parent-Child Health Nursing
Level:	Graduate
Discipline:	Nursing
Institution:	College of Nursing and Health
Instructor:	Charlotte M. Spicher, R.N., Ph.D.
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."

## **B. ARTICLES, CHAPTERS AND RESEARCH REPORTS**

**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:**

Bramadat, I.V. & Melvin, C.L. (1987). Habilitation: Application of a concept. *Clinical Nurse Specialist, 1*(2), 76-79.

Johnson, M.S. (1988). Mental illness: A family member's perspective. *Impact, 17*(4), 10.

**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:

Clement, P.W. (1973). Children as behavior therapists. In A.M. Mitchell & C.D. Johnson (Eds.), *Therapeutic Techniques: Working Models for the Helping Professional*. Fullerton, CA: Personnel & Guidance Assoc.

Clement, P.W. (1971). Please, Mother, I'd rather you did it yourself: Training parents to treat their own children. *Journal of School Health*, *XLI*(2), 65-69.

**Name of Course/Program:** Filial Therapy

**Level:** Continuing Education

**Discipline:** Psychology

**Institution:** Pennsylvania State University

**Instructor:** Louise F. Guerney, Ph.D.

**Address:** Department of Individual and Family Studies  
College of Human Development  
Catharine Beecher House  
Pennsylvania State University  
University Park, PA 16802

**Telephone:** (814) 865-1751

**Parents Involved in Program?** Yes

**Course Outline Available?** No

**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:**

Guerney, B. (1964). Filial therapy: Description and rationale. *Journal of Consulting Psychology*, 28(4), 304-310.

Guerney, L.F. (1983). Introduction to filial therapy: Training parents as therapists. In P.A. Keller & L.G. Ritt (Eds.) *Innovations in Clinical Practice: A Source Book, Vol. 2*. Sarasota, FL: Professional Resource Exchange, Inc.

Guerney, L. (1978). Training and evaluation of students as consultants in an adult-child relationship enhancement program. *Professional Psychology*, May, 193-197.

Guerney, L.F. (1976). Filial therapy program. In D.H. Olson (Ed.) *Treating Relationships*. Lake Mills, Iowa: Graphic Publishing Co., pp. 67-91



## 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:

L'Abate, L. & Weinstein, S.E. (1986). *Structured enrichment programs for couples and families*.  
NY: Brunner/Mazel.

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.

**Contributor:** Sheila M. Eyberg

**Discipline:** Psychology

**Institution:** University of Florida

**Address:** Department of Clinical and Health Psychology  
University of Florida  
Gainesville, FL 32611

**Telephone:** (904) 392-4551

**Resource:**  
Eyberg, S. & Robinson, E.A. (1982). Parent-child interaction training: Effects on family functioning. *Journal of Clinical Child Psychology*, 11(2), 130-137.

**SECTION V**

**SPECIAL EDUCATION**

**A. Courses and Programs**

**B. Articles, Chapters and Research Reports**

## A. COURSES AND PROGRAMS

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

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:

Bissell, N. (1986). *Establishing relationships with parents: A university's response*. Paper presented at the Young Adult Institute National Conference, April 30-May 2, 1986, New York, NY.

**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 projects 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.

<b>Name Of Course/Program:</b>	<b>Counseling Parents of Exceptional Students</b>
<b>Level:</b>	<b>Undergraduate</b>
<b>Discipline:</b>	<b>Special Education</b>
<b>Institution:</b>	<b>Special Education Department Alabama A &amp; M University</b>
<b>Instructor:</b>	<b>Bess Hayden Parks, Ph.D.</b>
<b>Address:</b>	<b>P.O. Box 580 Normal, AL 35762</b>
<b>Telephone:</b>	<b>(205) 859-7368</b>
<b>Parents Involved In Program?</b>	<b>No</b>
<b>Course Outline Available?</b>	<b>Yes</b>

**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:**

Parks, B.H. (1979). *Parent-teacher interaction: A mutually supporting relationship*. Unpublished paper.

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:**

Berger, E.H. (1987). *Parents as partners in education*. Columbus, OH: Merrill Publishing Co.

Turnbull, H.R. & Turnbull, A.P. (1986). *Parents speak out: Then and now*. Columbus, OH: Merrill Publishing Co.

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:**

- Schulz, J.B. (1987). *Parents and professionals in special education*. Boston, MA: Allyn & Bacon, Inc.
- Turnbull, H.R. & Turnbull, A.P. (1986). *Parents speak out: Then and now*. Columbus, OH: Merrill Publishing Co.



<b>Name Of Course/Program:</b>	<b>Practicum in Special Education</b>
<b>Level:</b>	<b>Graduate</b>
<b>Discipline:</b>	<b>Special Education</b>
<b>Institution:</b>	<b>California State University, San Bernardino</b>
<b>Instructor:</b>	<b>Thomas Wojciehowski</b>
<b>Address:</b>	<b>Lucy E. Siegrist School 15922 Willow Street Hesperia, CA 92345</b>
<b>Telephone:</b>	<b>(619) 244-6131</b>
<b>Parents Involved In Program?</b>	<b>Yes</b>
<b>Course Outline Available?</b>	<b>Yes</b>

**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.**

<b>Name Of Course/Program:</b>	<b>Families of Hearing-Impaired Children</b>
<b>Level:</b>	<b>Graduate</b>
<b>Discipline:</b>	<b>Special Education</b>
<b>Institution:</b>	<b>Gallaudet University</b>
<b>Instructor:</b>	<b>Barbara Bodner-Johnson, Ph.D.</b>
<b>Address:</b>	<b>Special Education Department of Education Gallaudet University Washington, D.C. 20002</b>
<b>Telephone:</b>	<b>(202) 651-5530 (Voice or TDD)</b>
<b>Parents Involved In Program?</b>	<b>Yes</b>
<b>Course Outline Available?</b>	<b>Yes</b>

**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:

Gallagher, J.J. & Vietze, P.M. (1986). *Families of handicapped persons: Research, programs, and policy issues*. Baltimore, MD: Brookes.

Schleifer, M., & Klein, S. (1985). *The disabled child and the family: An exceptional parent reader*. Boston: The Exceptional Parent Press.

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

*The IEP in Indiana: A Manual for Parents*. (1988). Bloomington, IN: Institute for the Study of Developmental Disabilities, Indiana University.

Shuster, S.K., Groman, C., and Shelton, G. (1982). Special families and professionals: Establishing relationships. *The Indiana Home Teaching System, 2nd edition*. Bloomington, IN: Indiana University Developmental Training Center.

<b>Name Of Course/Program:</b>	<b>Collaborative Programming in Special Education</b>
<b>Level:</b>	<b>Graduate</b>
<b>Discipline:</b>	<b>Special Education</b>
<b>Institution:</b>	<b>School of Continuing Studies The Johns Hopkins University</b>
<b>Instructor:</b>	<b>Dr. Christine Manlove</b>
<b>Address:</b>	<b>School of Continuing Studies Johns Hopkins University Baltimore, MD 21218</b>
<b>Telephone:</b>	<b>(301) 338-8273</b>
<b>Parents Involved In Program?</b>	<b>Yes</b>
<b>Course Outline Available?</b>	<b>Yes</b>

**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.**

**Name Of Course/Program:** Special Education Programming/Parent Involvement

**Level:** Graduate

**Discipline:** Special Education

**Institution:** Kansas State University

**Instructor:** Linda P. Thurston, Ph.D.

**Address:** Special Education Consulting Project  
Department of Administration & Foundations  
College of Education  
Bluemont Hall  
Manhattan, KS 66506

**Telephone:** (913) 532-5541

**Parents Involved In Program?** Yes

**Course Outline Available?** Yes

**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:

Ehly, S.W., Conoley, J.C., and Rosenthal, D. (1985). *Working with Parents of Exceptional Children*. St. Louis: Times Mirror/Mosby College Publishing.

## **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  
handicapped children. *Techniques: A Journal for Remedial Education and Counseling*, 2, 268-  
277.

**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:**  
Williams, A.L. & Bitter, J.R. (1984). A sociopsychological approach to parent involvement in  
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  
Herberst H. Lehman College  
The City University of New York  
Bronx, NY 10468  
**Telephone:** (212) 960-8173

**Resource:**

Hurwitz, B. & Polirstok, S.R. (1985). Collaborative models for training parents of the handicapped. *Techniques: A Journal for Remedial Education and Counseling*, 1, 311-319.

**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:**

Morrison, G. (1987). *Early Childhood Education Today*, 4th Edition. Columbus, OH. Merrill Publishing Company.

Morrison, G. (1988). *Education and Development of Infants, Toddlers, and Pre-schoolers*. Glenview, IL: Scott, Foresman & Co.

**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:**

Davis, S.T. & Hathaway, D.J. (1987). Preparing for your child's assessment: A guide for the pre-school parent. *Exceptional Parent*, 17(4), 36-40.

Hathaway, D.J. & Davis, S.T. (1987). Tips for testing tots. *Academic Therapy*, 22(4), 399-404.

**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:**

Price, B.J. & Marsh, G.E. (1985). Practical suggestions for planning and conducting parent conferences. *Teaching Exceptional Children*, 17(4), 274-278.

Marion, R.L. (1980). Communicating with parents of culturally diverse exceptional children. *Exceptional Children*, 46(8), 616-623.



**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:**

Ehly, S.W., Conoley, J.C. & Rosenthal, D. (1985). *Working with parents of exceptional children*. St. Louis: Times Mirror/Mosby College Publishing.

**Contributor:** Evelyn Lynch  
**Discipline:** Education  
**Institution:** Moorhead State University  
**Address:** School of Education  
Moorhead State University  
Moorhead, MN 56560  
**Telephone:** (606) 783-2859

**Resource:**

Lynch, E.C., Widley, R.R. & DiCola, J.M. (1986). Clay County coordinated preschool program: A rural interagency approach to individualizing decision-making for families with young children with handicaps. In J. Hurth, E. Lynch, & J. Olson (Eds.) *Individualizing for Families*. Monograph 4, (37-49): Moscow, ID: University of Idaho.

**Contributor:** Kent Gerlach  
**Discipline:** Education  
**Institution:** Pacific Lutheran University  
**Address:** School of Education  
Pacific Lutheran University  
Tacoma, WA 98447  
**Telephone:** (206) 535-7272

**Resource:**  
Gerlach, K. (1991). *Working with parents of special needs children*. Seattle, WA: Pacific Training Associates, 5461 Lake Washington Blvd. South, Seattle, WA, 98118, (206) 723-1110.

**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:**  
Sparks, S., et al (1986). *Family educator rural curriculum*. Athens, OH: Ohio University.

**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:**

McPhail, J.M. & Eiss, N.J. (1984). *Interpersonal communication and professional consultation skills: A training model*. Radford, VA: Radford University Foundation.

McPhail, J.M. & Eiss, N.J. (1986). *The management of conflict and controversy: A training manual*. Radford, VA: Radford University Foundation.

**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:**

Shea, T. & Bauer, A.M. (1991). *Parents and teachers of children with exceptionalities: A handbook for collaboration*. New York: Allyn and Bacon

Bauer, A.M. & Shea, T.M. (1987). An integrative perspective on adaptation to the birth or diagnosis of an exceptional child. *Social Work in Education*, 9(4), 240-252.

Bauer, A.M. & Shea, T.M. (1985). Parent involvement: The developmental capital of special education. *Techniques: A Journal for Remedial Education and Counseling*, 1, 239-244.

Shea, T.M. & Bauer, A.M. (1985). *Parents and teachers of exceptional students: A handbook for involvement*. New York: Allyn and Bacon.

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:  
Tynan, D.D. & Fritsch, R.E. (1987). *Stress associated with handicapped children: Guidelines for family management*. Submitted to ERIC.

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:  
Weisberg, P.G. (Oct. 1986). *Breaking the barriers to involve minority parents*. Paper presented at the CEC/DEC National Early Childhood Conference on Children with Special Needs, Louisville, KY.

**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:**

Kysela, G.M., McDonald, L., Reddon, J. & Gobeil-Dwyer, F. (1988). Stress and supports to families with a handicapped child. In K. Marfo (Ed.) *Parent-child interaction and developmental disabilities*, (pp. 273-289). NY: Praeger.

**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:**

Carlson, B.C. (1987). *Steps to independence: A resource guide for parents of young children*. Honolulu, HI: Hawaii State Department of Education.

**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:**

Kagan, N. (1984). Interpersonal process recall: Basic methods and recent research. In Larsen, D. (Ed.) *Teaching psychological skills*, 229-244. Monterey, CA: Brooks Cole.

**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:**

Gentry, D. & Olson, J. (Eds.) (1986). *The parent/family support network series*. Moscow, ID: University of Idaho.

**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:**  
McLoughlin, J.A. (1981). Training together to work together. *Tease*, 4(4), 45-54.

**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:**  
Benjamin, B.J. (1985). *A special child in the family: A guide for parents*. San Marcos, TX:  
Southwest Texas State University.

**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:**

Vincent, L.J., Laten, S., Salisbury, C., Brown, P. & Baumgart, D. (1981). Family involvement in the educational processes of severely handicapped students: State of the art and directions for the future. In B. Wilcox & R. York (Eds.) *Quality Educational Services for the Severely Handicapped: The Federal Perspective*. Washington, DC: U.S. Department of Education, Division of Innovation and Development.

Brown, P. & Vincent, L.J. (1986). *Impact of having a child with a disability on the family*. Madison, WI: University of Wisconsin.

Vincent, L., Davis, J., Brown, P., Broome, K., Funkhouser, K., Miller, J. & Gruenewald, L. (1986). *Parent Inventory of child development in nonschool environments*. Madison, WI: University of Wisconsin.



**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:**

Moran, A. (1985). Families in early intervention: Effects of program variables. *Zero to three*, 5(5), 11-14.

Myers-Walls, J.A., Hinkley, K.R. & Reid, W.H. (1982). *Encouraging positive self-concepts in children*. West Lafayette, IN: Purdue University, Cooperative Extension Service.

Millar, T.P. (1983). How do you give a child self-esteem? *Children Today*, 2(3)

**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:**  
Schulz, J.B. (1987). *Parents and professionals in special education*. NY: Allyn & Bacon, Inc.

**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:**  
Lombardi, T., Johnson, A., Morley, D., Randolph, D. & Stout, R. (1986). Rural special education programs: Parents' opinions and involvement. *Rural Special Education Quarterly*, 6(4), 50-51.

# **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 37562  
(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) 833-2370

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 Wojciehowski  
(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 McKillop  
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 deMonterice  
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 Ivarie  
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**

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

**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

**KANSAS (Continued)**

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

**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

**LOUISIANA**

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

**MAINE**

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

**MARYLAND**

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

**MARYLAND (Continued)**

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

**MASSACHUSETTS**

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

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

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

**MICHIGAN**

Susan Brown  
Department of Teacher Education and  
Professional Development  
Central Michigan University  
Ronan Hall 307  
Mt. Pleasant, MI 48859  
(517) 774-3975

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  
130 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 57069-2390  
(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  
University of Wisconsin-Madison  
Department of Rehabilitation  
Room 319, University Club  
432 N. Murray St.  
Madison, WI 53706-1760  
(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

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

**EVALUATION FORM**

1. Who used the research report? (Check all that apply.)

Parent

Educator

Child Welfare Worker

Juvenile Justice Worker

Mental Health Professional

Other (Please Specify) \_\_\_\_\_

2. Please describe the purpose(s) for which you used the report:

\_\_\_\_\_  
\_\_\_\_\_

3. Would you recommend use of the report to others? (Circle one)

Definitely

Maybe

Conditionally

Under No Circumstances

Comments: \_\_\_\_\_

4. Overall, I thought the report was: (Circle one)

Excellent

Average

Poor

Comments: \_\_\_\_\_

5. Please offer suggestions for the improvement of subsequent editions of this report:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We appreciate your comments and suggestions. Your feedback will assist us in our effort to provide relevant and helpful materials. Thank you.

Please fold, staple and return this self-mailer to the address listed on the reverse side.