One in a series of over 50 similar listings related to exceptional children, both handicapped and gifted, the annotated bibliography contains 76 references dealing with the counseling of parents of exceptional children. Ranging across all handicapping conditions, physical and mental, and giftedness, the references treat such aspects of parent counseling as child rearing principles, family relationship, family counseling, group therapy, parent attitudes, parent role, parent-child relationship, and others. Entries, which include texts, journal articles, research reports, and other literature, were selected from Exceptional Child Education Abstracts. Given are bibliographic data, availability information, indexing and retrieval descriptors, and an abstract for each entry. Author and subject indexes are provided. (KW)
PARENT COUNSELING

A Selective Bibliography

February 1971

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.
The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc., for the field of special education. The Center functions as the clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also is a member center in the Instructional Materials Centers Network for Handicapped Children and Youth (IMCNHCY). In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The abstracts in this bibliography have been retrieved from the computer stored information of the CEC Information Center on Exceptional Children. Abstracts represent the Center's complete holdings on the topic as of the date indicated.

How to Read the Abstract

Each abstract contains three sections—bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in Exceptional Children Bibliography Series contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

For documents available from their publishers, information on price and address is included in the abstract.

Many documents may be purchased in microfiche (a 4" x 6" microfilm card containing up to 70 pages of information) and/or hard copy (readable size photo reproduced pages) reproduction from the ERIC Document Reproduction Service. For example, "EDRS mf" indicates the document may be purchased in microfiche reproduction and "EDRS mf, hc" indicates the document may be purchased in both microfiche and hard copy reproduction.

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Extending Clinical Services for Mentally Retarded Children at the Community Level.
Children's Hospital, Los Angeles, California

This project was designed to increase parent participation in the vocational rehabilitation of adolescent and young adult mentally handicapped persons, to develop methods of motivating parents to participate, and to investigate the relationship between parent participation and the retardate's vocational adjustment. During the first year, experimental and control groups of 78 parents each were selected and randomly assigned to subgroups based on the vocational placement of their children. An educational program of group lectures and discussions was provided for the experimental group. Because of poor attendance by parents during the first year, methods of motivating parents to participate in the program were studied. The second year, 28 sets of lower socioeconomic status (SES) parents were randomly assigned to incentive groups receiving an educational program. In addition, Group One received a $50 bonus. Group Two chose an incentive under $50 in value. Group Three participated in a television drawing, and Group Four received no incentive. An upper SES group received the educational program but no incentive. The third year sample was composed of parents of 165 retarded young adults assigned to a parent education group, a telephone group, or a control group. Clients and families continued to receive service from agencies but the two experimental groups were given the educational program. Pre- and post-observer ratings were used to assess the workshop participants at the beginning and end of the program. Results of all three studies were inconclusive. Parent participation in the educational program remained poor all 3 years. Incentive methods tried during the second year were ineffective at increasing attendance for the majority of parents of low SES status. Parent participation and vocational adjustment was rated during the third year. Retardates whose parents were contacted six or more times by telephone gained in work adjustment ratings and those whose parents attended seven or more participation group meetings deteriorated in the ratings. Pre- and post-ratings involved the use of different standards. The rating scales used in the study are included in the appendix. (VO)
The research study investigated how mothers of mentally retarded children perceived the retardation, how they made decisions in seeking and using help, and how they reacted to and valued services rendered. The 24 subjects were mothers whose retarded children were classified as brain injured (excluding mongoloid), had IQ's below 54, and were less than 10 years of age. A field study approach with a focused interview was employed. In addition, interview data, case records, related documents, and interviews with the clinic staff were analyzed. Information is included on (1) the children, the families, and the service program, (2) the mothers, and (3) the services of the clinic. Implications are drawn from the summary, findings, and conclusions of the study. Significant services now available and prospects for the future are discussed. Appendices give (1) characteristics of the families, (2) organization and classification of instructional groups, (3) data guide, and (4) recommendations of the President's Panel on Mental Retardation. A bibliography lists 151 entries. This book was published by Charles C Thomas, Bannister House, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, and is available for $7.50. (DF)

ABSTRACT 10388
EC 01 0388 ED 015 199
Publ. Date 64
Ross, Alan O.
The Exceptional Child in the Family I, Helping Parents of Exceptional Children.
EDRS not available

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); parent attitudes; parents; psychological needs; mothers; maternal adjustment; behavior; case records; children; family counseling; emotionally dis-
turbed: family involvement; family relationship; gifted; handicapped children; mentally handicapped; parent roles; physically handicapped; adopted children

Adjustments parents make when an exceptional child is included in the family structure is the focus of this book. The dynamics of family interaction are described. The family as a social system is defined, and roles of family members are discussed. Parental attitudes and behaviors are presented as closely related to adjustment of the exceptional child in the family. There are descriptions of some of the common psychological defenses used by parents as they attempt to adjust to a child with a defect. The aims and procedures of counseling parents of exceptional children and the principles and purposes which apply to interviewing parents and establishing an acceptable relationship between counselor and parents are explained. The influence of exceptional children (mentally retarded, sensory defective or physically handicapped, emotionally disturbed and mentally ill, developmentally delayed) on the family organization are presented. The final sections include a case history, an annotated bibliography of 21 selected guides for parents, and a 159-item reference list. This document is available from Grune and Stratton, Inc., 381 Park Avenue South, New York 16, New York, for $6.75. (UM)

**ABSTRACT 10442**
EC 01 0442
Publ. Date 63
Ratchick, Irving; Koenig, Frances G.
EDRS not available

Descriptors: exceptional child education; counseling; handicapped children; guidance; regular class placement; identification of handicapped; professional services; referral; teacher responsibility; ancillary services; classification; teacher role; parent role; student placement; enrichment

Chapters on identifying the handicapped, planning for the handicapped, the roles of parents and teachers, enrichment of educational programs through the arts, vocational planning, and sources of help for the handicapped are contained in this booklet. Appendixes provide (1) general clinical classification and definitions of various handicapping conditions, (2) a chart which gives basic facts about handicaps and is subdivided into various categories of classification, progress, description, and related information, (3) factors to consider when placing the handicapped, and (4) resources (government agencies, service clubs, agencies concerned with specific handicaps, general health agencies, youth groups, and veterans groups) which provide a variety of services for the handicapped. A 17-item bibliography is included. This document is available from Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60610. and is available for $1.50. (GB)

**ABSTRACT 10602**
EC 01 0602
Publ. Date 67
Arthur, Julietta K.
EDRS not available
Abingdon Press, 201 Eighth Avenue South, Nashville, Tennessee 32702 ($5.95).

Descriptors: exceptional child services; physically handicapped; vocationally rehabilitated; visually handicapped; orthopedically handicapped; federal aid; federal programs; employment; employment qualifications; employment potential; employment opportunity; government employees; job training, educational programs; college attendance; attitudes; homebound; self-employment; directories

Written to serve as a resource for the disabled, their parents, and employers, the book presents vocational information and advice. Topics considered are the nature of disability and its implications, sources of help, preparing to work, the process of college. meeting the employer halfway, whether or not to talk about one's disability when seeking employment, job training and job opportunities, opportunities in government service, a business of one's own, and on the job at home. A concluding section indicates where to get more information, and gives the names and addresses of organizations, agencies, periodicals, and other publications. (ID)

**ABSTRACT 10603**
EC 01 0603
Publ. Date 66
Varwig, Renate
Social Considerations in the Care of the Preschool Hearing Handicapped Child.
Health Center For Children, Vancouver, British Columbia, Social Service Department;
American Academy Of Pediatrics, Vancouver, British Columbia
EDRS not available
Audecibel; V15 N4 P143-4, 146-8 Fall 1966

Reprinted From The Vaola Review, June 1965; Paper Presented At A Symposium, Disorders Of Communication (Vancouver, British Columbia, 1962).

Descriptors: exceptional child services; visually handicapped; heariplry handicapped; family placement of handicapped; federally handicapped; children; emotionally disturbed; preschool children; parent attitudes; parent-child relationship; social problems; anti social behavior; parent counseling

Deaf children have a higher incidence of emotional disturbances and behavior deviations than do children with normal hearing. If a child's hearing loss is not recognized at an early age, his ability to respond may be interpreted as naughtiness or stubbornness. Parental attitudes towards deaf children range from overprotectiveness to denial of existence of the handicap. Complete indifference to the child, or frank hostility. Parents must have the opportunity to express questions and resolve their mixed feelings so that they may see their offspring as children first, instead of focusing on the handicap. Personality and environmental factors which determine the ability of parents to accept the handicapped child are emotional maturity, intellectual capacity, stability of marriage, and absence or presence of social handicaps. In some homes the presence of the hearing handicapped child is just one of many problems such as unemployment, ill health, and poor housing. Social and emotional problems put an added strain on parent-child relationships. The outcome of any training program depends on the parents' feelings toward the child and their ability to use constructively help offered by the clinic. Therefore, a psychosocial assessment is necessary, and the social worker is essential to the diagnostic-therapeutic team. (JB)

**ABSTRACT 10662**
EC 01 0662
Publ. Date (65)
Cegelka, Walter J.
Readings in Counseling Parents of Exceptional Children.
EDRS not available
Selected Academic Readings, Inc., College Division, 830 Broadway, New York, New York 10003.

Descriptors: exceptional child education; counseling; family (sociological unit); children; parent counseling; mentally handicapped; gifted; underachievers; emotionally disturbed; speech handicapped; visually handicapped; physically handicapped; minimally brain injured; deaf; blind; cerebral palsy; stuttering; learning disabilities

Eighteen articles, collected and reprinted from 10 different journals dating from 1945 to 1965, treat counseling procedures and problems in dealing with parents. Counseling of parents whose infants or older children may be retarded, gifted, underachievers, emotionally disturbed, stutterers, deaf, blind, cerebral palsied, or brain injured is discussed. Among methods mentioned are parent-teacher conferences, psychotherapy for parent, group counseling, therapy, and consultation. (DF)

**ABSTRACT 10566**
EC 01 0566
Publ. Date Feb 68
Casse, Robert M., Jr.
The Professional's Responsibility in Aiding Parental Adjustment.
Baton Rouge Association For Retarded Children, Louisiana
EDRS not available
Mental Retardation; V6 N1 P49-51 Feb 1968

Descriptors: exceptional child education; mentally handicapped; counseling; family (sociological unit); parents; parent counseling
A social worker considers adjustment by parents of a retarded child. Requirements for the initial interview are listed and defense mechanisms parents use in dealing with a crisis situation are described. The parents' need for professional help of obstetricians, pediatricians, nurses, and educators is delineated; ways to meet this need are explored. Suggestions are made for parental assessment and reassessment of their retarded child. (SN)

**ABSTRACT 10868**

Exceptional Child Bibliography Series

**EC 01 0688**

ED N.A.

PUBL. DATE 67

Figgisbotham, Jerry L.

Interpreting Mental Retardation to Parents of Children Having General Learning Disability

St. Louis Special School District, Missouri

EDRS NOT AVAILABLE

Special Education; V41 N3 P15-8 1967

Descriptors: exceptional child education; mentally handicapped; counseling; family (sociological unit); parents; parent counseling; parent child relationship; responsibility; children

The need for interpreting mental retardation and its implications to parents is discussed. Mentioned are the inadequacy of reporting diagnosis and recommending school placement and the importance of early and continuing counseling. The role of the team: general learning disability is proposed, and seven suggestions for followup counseling are offered. A bibliography cites eight items. (JD)

**ABSTRACT 10836**

EC 01 0836

ED 002 845

PUBL. DATE 59

Harris, Dale B.; Shechtman, Audrey

A Study of the Modification of Parental Attitudes toward an Understanding of Mentally Retarded Children

Minnesota University, Minneapolis, Institute Of Child Development

Office Of Education (DHEW), Washington, D. C.

EDRS MF, HC

OEC-SAE-7774

CRP-365

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); counseling; family counseling; mental retardation; family problems; parent attitudes; day care services; small group instruction; parent education; group therapy; trainable mentally handicapped

The effect of contact with personnel of a day care center was compared with various methods of counseling in assisting parents of trainable retarded children to adjust to the family problem created by the retardation. Major objectives were as follows: to compare attitude change among parents who obtain counseling through incidental contacts with personnel on a day care center and through a small group discussion meeting held regularly at the day care center; to compare attitude change among students whose parents were subjected to the varying counseling patterns; to compare factual information gained among the three parent groups; and to analyze the change among parents in the three groups in relation to the personality of the parent, the parent's level of education, and the severity and type of defect of the child. The findings were essentially negative. No evidence could be developed that the method was superior to others, or, indeed, that any group showed significant gain in any information, attitude, or skill variable. Nevertheless, the indirect evidence acquired seemed significant. Parents seemed to benefit in self feeling and self attitude through agency contact. More lengthy contact between agencies and parents was therefore recommended. (UL)

**ABSTRACT 10852**

EC 01 0852

ED 005 526

PUBL. DATE 63

Klein, Malcolm W.

An Experimental Evaluation of Audio-Visual Methods: Changing Attitudes Toward Education

John Tracy Clinic, Los Angeles, California

EDRS MF, HC

OEG-704002

Descriptors: exceptional child research; aurally handicapped; audiovisual instruction; family (sociological unit); deaf; hard of hearing; children; parent attitudes; parent education; parent conferences; questionnaires; participant characteristics; evaluation; instructional materials

The basic objective of this research was to evaluate the effectiveness of a particular audiovisual program on the attitudes and information levels of parents of young deaf and hard of hearing children. The program was composed of one longer introductory film and record and 18 film-record units in two series, i.e., the information series in which a didactic approach was used to teach the concepts and techniques used in the John Tracy Clinic, and the parent attitude series in which the Clinic's concepts of child rearing and family relations were illustrated by examples. The parent attitude series (the star version) was narrated by well known movie and television personalities, while the information series (the expert version) used fictitious professionals as narrators, for 10 weeks, on a nationwide basis, 47 self-organized groups of parents (average number was less than 10) met each week to view two films, listen to two records, and discuss the materials. The materials were presented in four modes, all of one series before the other, or with one another. The research further asked whether differences in self-organizational skills of these materials would differentially affect levels of information and attitude change, and whether levels of information and attitude change would prove to be a function of prior experience and personality characteristics. Instruments were four parent-completed questionnaires (group assignment, before, after, and delayed after). Findings indicated that the materials successfully increased information levels and affected some positive change in attitudinal positions, though in the case of the latter a certain amount of background variables were evident. However, type of narration and order of presentation did not differentially affect these changes. Attendance and selected background characteristics proved to be significantly related to the observed attitude and information change. The mechanics of making the audiovisual materials, questionnaires used, descriptions of the films, and the results (seven tables, 10 figures) are included. (GD)

**ABSTRACT 10857**

EC 01 0857

ED 019 772

PUBL. DATE 65

Gowan, John Curtis, Ed.; Demos, George D., Ed.

The Guidance of Exceptional Children, A Book of Readings

EDRS NOT AVAILABLE


Descriptors: exceptional child research; counseling; vocational rehabilitation; guidance; gifted; orientation; emotionally disturbed; mentally handicapped; blind; deaf; speech handicapped; hard of hearing; physically handicapped; special health problems; self concept; behavior change; cerebral palsy; vocational counseling; identification; sheltered workshops; research projects; academic achievement; parent attitudes; student attitudes; psychoeducational processes; slow learners

A compilation of 62 readings, the book considers the guidance of exceptional children. An overview section presents papers dealing with self concept, vocational rehabilitation, behavior modification, and the guidance counselor. Included in a section on gifted children are articles about career requirements of gifted children and parents, counseling and guidance, and academic achievement. A section on underachievers discusses the underachieving gifted child, achievement, and nonachievement and counseling. Emotionally disturbed children are discussed in terms of identification, vocational counseling, psychoeducational processes, and a directed activity program. Articles about the mentally retarded deal with counseling, vocational evaluation, vocational planning, curriculum, tutorial counseling, and parent group meetings. The section on rehabilitation of mentally retarded youth provides readings about placement, sheltered workshops, determining employability, and philosophy and recommendations of the President's Panel on Mental Retardation. Readings about the blind discuss help for the physically disabled blind, predicting manual work success, counseling, and placement. The section on the deaf and speech handicapped presents readings about the relationship of parental attitudes to speech problems, predicting school achievement in deaf children, counseling (including the hard of hearing), and a talk with parents. The miscellaneous physically handicapped
ABSTRACT 10823
EC 01 0928 EXPT 026 772
Luterman, David M.
Emerson College, Boston, Massachusetts
Office Of Education (DHEW), Washington, D.C., Bureau Of Research
EDRS mf, hc
OEG-1-6-062069-1591
BR-6-2069
Descriptors: exceptional child research; aurally handicapped; parent education; preschool children; parent participation; hearing therapy; language development; deaf; group discussion; tutoring; behavior change; parent attitudes; speech instruction; staff orientation; evaluation of counseling; discover new techniques, and impart a sense of importance to parent effort are advantages to the center. The question of the frequency duration pattern of home visits for maximum efficiency is discussed and the program's solution given. The problems of a home visit program considered include lack of standards, obtaining personnel trained for home visits, and funding. (SN)

ABSTRACT 11257
EC 01 1257 ED N.A.
Publ. Date Jun 69 4p.
Terdal, Leif; Buell, Joan
Parent Education in Managing Retarded Children and Behavior Difficulties and Inappropriate Behaviors.
Oregon University Medical School, Portland, Crippled Children's Division
EDRS not available
Mental Retardation: V7 N3 P10-3 Jun 1969
Descriptors: Exceptional child education; mentally handicapped; partially handicapped; parent education; behavior problems; home visits; parent participation; clinical diagnosis; reinforcement; behavior change
This article describes a behavioral program in which parents are taught to provide a special environment for their handicapped children. In each case goals are individualized to fit the problems and needs of the child and family. The parent is first encouraged to identify goals. These may include eliminating inappropriate behaviors and/or developing skills in their child. Through demonstration and work with their own child, parents observe and practice principles of reinforcement and shaping. (Author)

ABSTRACT 11329
EC 01 1329 ED 024 162
Publ. Date 60 74p.
Farber, Bernard and Others
Family Crisis and the Decision to Institutionalize the Retarded Child.
CCE Research Monograph, Series A, Number 1.
Illinois University, Urbana, Institute For Research On Exceptional Children; Illinois University, Urbana, Department Of Sociology;
Council For Exceptional Children, Peach Street, Psychiatric Training And Research Fund
EDRS mf, hc
The Council For Exceptional Children, NEA, 1201 Sixteenth Street, N.W., Washington, D. C. 20036 ($2.00).
Descriptors: Exceptional child research; mentally handicapped; family (sociological unit); attitudes; trainable mentally handicapped; family background; custodial mentally handicapped; family structure; parent attitudes; parent reaction; marital status; educational background; socioeconomic status; placement; decision making; ecological factors; religious factors; social status; siblings; cultural factors
A case study was made by interviewing 268 couples who had at home a child they considered severely mentally retarded (IQ 50 or below, age 15 or below). Three kinds of effect were investigated, including general effect, effect of social setting (variables being social-psychological, social-organizational, and demographic-ecological), and joint effect. Results on the nature of family crisis indicated that in families with high early marital integration, the greater the initial impact of retardation on the husband was inversely related to the current degree of integration, and in the remaining families no such relationship was found; mothers were more willing to place a retarded boy who was an only child than one who was an only child; retarded boys had a greater impact on fathers initially and on mothers currently; and, especially for husbands, current impact tended to vary directly with initial impact. Results concerning the parents' willingness to institutionalize the child revealed that the higher the social status, the greater the relative willingness of the husband as compared with that of the wife; in high status families, willingness varied directly with the number of normal children in the family; and the lower the social status, the greater the relative willingness of mothers of retarded boys as compared with mothers of retarded girls. (JD)

ABSTRACT 11339
EC 01 1339 ED 019 808
Publ. Date Nov 66 4p.
Galloway, Robert P.
A Bibliography on Mental Retardation, Family Attitudes, Number II, Colorado State College, Greeley, Rocky Mountain SELMC
EDRS mf, hc
Descriptors: Exceptional child education; mentally handicapped; family (sociological unit); family relationship; family attitudes; parent attitudes; parent reaction; research projects; bibliographies; mental retardation
Thirty-eight books and articles are cited in this bibliography on family attitudes toward mental retardation. Dating from 1938 to 1965, the items listed consider parent adjustment and acceptance in the family crisis of mental retardation. Several entries treat marital interaction, sibling relationships, institutionalization, and home care. A companion bibliography of 105 items on the general topic of mental retardation is also available. (JD)

**ABSTRACT 11346**

EC 01 1346  ED 002 804  Publ. Date Apr 62  148p.
Leichman, Nathan S.; Willenberg, Ernest P.

*Parent Attitudes in Rearing Mentally Retarded Children.*
California State Department Of Education, Sacramento Office Of Education (DHEW), Washington, D. C. 20402 ($0.25). OEC-SAE-7146 CRP-175

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); parent attitudes; mental retardation; children; parent-child relationship; parent responsibility; child rearing; family problems; factor analysis; motivation techniques; rewards; parent education; interviews; educable mentally handicapped; trainable mentally handicapped; parent school relationship; self-evaluation; attitudes

Positive and negative aspects of rearing mental retardates were identified and measured during this study by examinations of parental attitudes and how these attitudes often affect the daily behavior and learning readiness of children while in school. Behavioral factors of the individual child were analyzed and compared with statistics covering family status and ability, and both considerations were investigated as relative contributors to parental attitude. The sample was drawn from parents of 400 mentally retarded children, varying in mental ability and family-school environments and representing a wide range of social, economic, and cultural influences. The data were gathered through direct interviews with the parents. Findings indicated that most pertinent in an index of family acceptance or integration were those qualities in the parents themselves related to high self esteem, low child rearing anxiety, low sex anxiety, high husband-wife agreement on child rearing techniques, low feelings of self blame, and high affectional interchange between the child and both parents. Further research was indicated in the areas of parent counseling and parent-school interaction and cooperation. (OH)

**ABSTRACT 11368**

EC 01 1368  ED N.A.  Publ. Date 63  195p.
Davis, Fred

*Passage Through Crisis; Polio Victims and Their Families.* An Advanced Study in Sociology.

EDRS not available


Descriptors: exceptional child research; physically handicapped; family (sociological unit); attitudes; adjustment (to environment); family attitudes; family life; family problems; parent-child relationships; orthopedically handicapped; diseases; clinics; physical therapy; adjustment problems; social attitudes; parent attitudes; stress variables; medical evaluation; psychological patterns; hospitalized children; poliomyelitis

Fourteen families were studied in a psychiatric setting during the period when one of their children was adjusting to a serious illness of poliomyelitis and the families were experiencing the social-psychological impact of the illness. The children (eight boys and six girls, aged 4 to 12) and the families were studied longitudinally for 18 to 27 months with a variety of medical, psychological, and sociological methods. Stages of the crisis experience common to all cases and delineated through parental anecdotes were prelude, warning, impact, and inventory. Parental perspectives on recovery of the child shifted from a highly optimistic short-term outlook to a longer perspective that permitted conceptions short of full recovery. Parents were often not informed or misinformed about the amount of irreducible residual paralysis; sustenance of parental optimism after the child came home depended on the child's physical and functional progress. Role performances and relationships within the family were studied; and despite stress, the families did not profoundly change their life schemes but clung to sameness. Coping with negative meanings imputed to visible physical handicaps in society took two forms, either making light of these meanings or withdrawing from social contacts. (DF)

**ABSTRACT 11382**

EC 01 1382  ED N.A.  Publ. Date 66  56p.
Kramm, Elizabeth R.

*Families of Mongoloid Children.* Welfare Administration (DHEW), Washington, D. C., Children's Bureau EDRS not available CB-401-1963


Descriptors: exceptional child research; mentally handicapped; family (sociological unit); mental retardation; parent counseling; family life; family problems; boarding homes; self concept; religious factors; child development; counseling; social services; day care services; institutions; financial support; community attitudes; changing attitudes; public opinion; family unity; family growth

Fourteen papers in English, French, or German, each with a summary in all three languages, consider mental retardation and family stress. Papers on the following are provided: breaking the news, developmental stresses on families of the mentally handicapped, problems of the retarded when their parents age, and attitudes of the retarded person toward himself. Also considered are respect for life, spiritual welfare, counseling, social provision, financial help, public acceptance of the mentally retarded child, the role of parent associations, and research and the future. A conference introduction, summary, and conclusion are included. (JD)

**ABSTRACT 11432**

EC 01 1432  ED N.A.  Publ. Date 69  8p.
Marshall, Nancy R.; Goldstein, Steven G.

*Imparting Diagnostic Information to Mothers: A Comparison of Methodologies.* Oregon University Medical School, Portland EDRS not available Journal Of Speech And Hearing Research; V12 N1 P65-72 Mar 1969

*Exceptional Child Bibliography Series*
This study sought to evaluate maternal understanding of information obtained during a diagnostic consultation by mothers of speech-handicapped children as a result of two replay procedures: Video Tape Replay (VTR) and Audio Tape Relay (ATR). A 35-item list (Communication Behavior Scale; CBS) of development levels in speech and language was constructed and validated. It consisted of items classified under the following variables: verbal comprehension, verbal communication, articulation ability, and intelligibility of speech. One hundred twenty mothers of speech-handicapped children were divided into three groups of 40 each. All subjects completed the CBS before and after they were seen by the diagnostian, a speech pathologist. Group I received only the diagnostic consultation again by tape recording. Statistical significant differences were found for all four variables between control and experimental groups. With one exception, no differences were found between the experimental groups. The implications of mechanical feedback and its utility in the diagnostic or research setting are discussed. (Author)

ABSTRACT 11470
EC 01 1470 ED N.A.
Publ. Date Jan 68
Baldwin, Joseph W.
Troubled Child, Troubled Family.
EDRS not available
Elementary School Journal; V68 N4
P172-9 Jan 1968

Descriptors: exceptional child services; emotionally disturbed; family problems; family counseling; group therapy; family relationship; communication (thought transfer); parent attitudes; behavior problems

Reasons for the school behavior of disturbed children are discussed as is the value of assessing family communication for improved understanding of such behavior. Also considered are conjoint family diagnosis and treatment, the school's obligation, and the student as symptom carrier. The family is described in terms of its guiding rules, its communication process, and nonverbal communication and the history of its behavior. The student's school behavior is explained as having both message and meaning, being interleaved with that of his family, and functioning as a symptom of blocked growth. (JD)

ABSTRACT 11477
EC 01 1477 ED N.A.
Publ. Date Dec 67
2p.
Gust, Tim
Concerns of Parents of Handicapped College Students: A Scale; EDRS not available

Descriptors: exceptional child research; speech, handicapped; parent counseling; mothers; speech evaluation; clinical diagnosis; feedback; audiovisual aids

Exceptional Children: V34 N4 P275-6
Dec 1967

Descriptors: exceptional child research; handicapped children; parent attitudes; parent counseling; educational facilities; college students; college environment; peer acceptance; employment opportunities

A questionnaire completed by 39 sets of parents of handicapped college students indicated that the parents were most concerned with the following: architecturally modified facilities and their children's physical ability to move about; acceptance their children would find in educational, social and employment activities; and their children's unsupervised, independent functioning and equal employment opportunities. The findings thus suggested that professional workers dealing with parents of handicapped students and their children should give the parents more information in these areas and in parent child relationships. (LE)

ABSTRACT 11492
EC 01 1492 ED N.A.
Publ. Date Jun 68
6p.
Zook, Linn; Unko, Charles
Areas of Concern for the Counselor in a Diagnostic Clinic for Mentally Retarded Children.
Lucas County Diagnostic and Evaluation Clinic For Retarded Children, Ohio; Florida Technological University, Orlando, Department Of Sociology
EDRS not available

Mental Retardation; V6 N3 P19-24 Jun 1968

Descriptors: exceptional child services; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; clinical diagnosis; parent counseling; counseling; effectiveness; parent reaction; learning characteristics; custodial mentally handicapped

The necessity for counselors to discuss the nature and extent of a child's retardation while assisting the child's parents to accept its reality so that they can take effective action is discussed. The possibility of building to acceptance of retardation by misinformation or misunderstanding is mentioned and concrete information and explanation is advised to avoid selective perception which distorts diagnostic interpretations. Definitions of developmental levels and techniques used in presenting them to the parent are given. Use of mental age is discussed and a chart of a child functioning at half the normal level is provided which illustrates the decrease of functional level versus normal chronological age with increase of age. Use of brief, nonstructured observations of parent-child interaction are described as an advantageous use of limited time and a useful supplement to conventional information collection techniques better to know how to present findings and advice in child rearing to parents. Selected illustrative case reports are presented and three references given. (TL)

ABSTRACT 11519
EC 01 1519 ED 029 419
Publ. Date Jul 68
33p.
Lowell, Edgar L.
John Tracy Clinic, Los Angeles, California
Office of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS m.f.hc
OEG-32-14-0000-1014
BR-5-0362

Descriptors: exceptional child research; aurally handicapped; parent education; teaching methods; program evaluation; preschool children; deaf; language instruction; rating scales; tutoring; parent attitudes; language development; speech clinics; Boone Infant Speech and Language Development Scale; John Tracy Clinic

To explore and evaluate the feasibility of providing language instruction to parents of young deaf children in a homelike environment, demonstration home was established at a clinic. Parents were invited to attend weekly meetings which were reduced to 1/2 hour in length during the course of the project. Parents could bring other siblings, family members, and materials from their own home. A single tutor worked with each family in separate rooms in language building activities. Fifty-two families who visited the demonstration home for 10 weekly visits were compared with 25 families who were enrolled in the John Tracy Clinic traditional service program. Language development in the children was assessed with the Boone Scale and changes in the parents' information and attitudes were assessed by scales previously developed at the Clinic. The language scales were too unreliable to be satisfactory, but all showed substantial gains for the demonstration home children. The parent information scores showed that the demonstration home parents did slightly better than the control group of parents. There was no change in the parent attitude scales. Experience with the program was judged so satisfactory by the staff of John Tracy Clinic that the program is being continued as a Clinic function after the expiration of federal grant and has been extended to two similar branch programs. (RJ)

ABSTRACT 11540
EC 01 1540 ED 029 442
Publ. Date Dec 68
227p.
Walker, Leopold O. And Others
Institute For Behavioral Research, Inc., Silver Spring, Maryland
Office Of Education (DHEW), Washington, D. C.
EDRS m.f.hc
OEG-32-30-7515-5024
P-III
BR-5-0402
ABSTRACT 11757
EC 01 1775
Wildman, Peggy Riggs
A Parent Education Program for Parents of Cerebral Palsied Children.
EDRS not available
Cerebral Palsy Journal; V28 N1 P9-14
Jan-Feb 1967
Descriptors: exceptional child education; physically handicapped; mentally handicapped; cerebral palsy; course organization; community programs; parent education; etiology; child rearing; child development; behavior change; community services; school programs; recreation; adults; religion; discipline; psychological needs
A course outline for an education program for parents of cerebral palsied children includes nine units on causes and effects of cerebral palsy, emotional needs of the child, techniques of habit training, developmental stages of normal and mentally retarded children, discipline of the retarded, the school program, recreation and religion, facilities available within the community and adult needs and prospects for the cerebral palsied. Each unit suggests methods of presentation and questions for small group discussion, and also lists teaching aids and resource materials. The need for yearly evaluation of the program is noted. (GB)

ABSTRACT 11754
EC 01 1794
Abbot, Gwen
The Young Deaf Child as Part of the Family Unit.
London University, England, Institute Of Education
EDRS not available
Descriptors: exceptional child services; aurally handicapped; parent counseling; family problems; parent attitudes; teacher role; child rearing
Patterns and characteristics discovered in the homes of deaf children through visits by peripatetic teachers of the deaf are discussed. Problems mentioned are the following: the strain and pressure the family experiences in caring for the handicapped child; over-protection of the deaf member; rejection of the deaf child; over anxious parents who give the child preferential treatment; and neglect of hearing siblings who often resent the special attention given the deaf child or who are forced to "sneak" the deaf child from the other family members. The suggestion is made that these family units are likely to need expert help and guidance which can be provided by the peripatetic teachers. (GD)

ABSTRACT 11843
EC 01 1843
Jordan, Elizabeth C.
The Role of the Teacher in the Rehabilitation of the Atypical Child: Presentation.
EDRS not available
Devereux Schools Forum; V4 N1 P42-4
Spr-Sum 1967
Descriptors: exceptional child education; mentally handicapped; parent teacher conferences; parent counseling; parent attitudes
Packets discussed are making the preliminary and social evaluation, scheduling the child and his parents for regular visits to the Center, and teaching parents and children through demonstration and participation how everyday activities can be utilized for the benefit of the child's language development. Also considered are periodic evaluation by audiologists of the child's sensitivity and discrimination levels, the importance of early detection and assessment of the hearing impairment, and the use of the normal sequence of listening experiences and natural language development. The participating children and their parents, and the success of the program are described. (JH)

ABSTRACT 11660
EC 01 1660
Seal Development Center, Milwaukee, Wisconsin
National Institute Of Mental Health (NIH), Bethesda, Maryland
EDRS not available
National Institute Of Mental Health (NIH), Bethesda, Maryland.
ABSTRACT 11843
EC 01 1843
Jordan, Elizabeth C.
The Role of the Teacher in the Rehabilitation of the Atypical Child: Presentation.
EDRS not available
Devereux Schools Forum; V4 N1 P42-4
Spr-Sum 1967
Descriptors: exceptional child education; mentally handicapped; parent teacher conferences; parent counseling; parent attitudes
Packets discussed are making the preliminary and social evaluation, scheduling the child and his parents for regular visits to the Center, and teaching parents and children through demonstration and participation how everyday activities can be utilized for the benefit of the child's language development. Also considered are periodic evaluation by audiologists of the child's sensitivity and discrimination levels, the importance of early detection and assessment of the hearing impairment, and the use of the normal sequence of listening experiences and natural language development. The participating children and their parents, and the success of the program are described. (JH)
An interview between a special class teacher and the parents of a mentally handicapped student is related. The parents' questions and lack of acceptance are described as are the teacher's understanding and reframing of the parents to the school social worker or to other therapists. (SN)

ABSTRACT 11894
EC 01 1894    ED N.A.
Publ. Date Jan 67  7p.
Meyerowitz, Joseph H.
Parental Awareness of Retardation.
EDRS not available
American Journal Of Mental Deficiency; V71 N4 P637-43 Jan 1967
Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; parent attitudes; parental aspiration; regular class placement; special classes; parent reaction; identification
One hundred twenty educable mentally handicapped children (IQ's 60 to 85) were randomly placed in either regular first grade or special education classrooms. Sixty normal first graders (IQ's 90 to 110), matched by family socioeconomic status, served as controls. Questions asked of parents at three points during the child's first 2 school years focused upon awareness of mental deficiency and its implications for the child's future. Parents of retarded children indicated that their children had responded in an immature manner to the task of the child; they may tend to overestimate the child's capabilities, attribute all pathology to the blindness, and offer unwise sympathy and false hopes. The parents and the source of referral, which frequently are the same, are viewed as elements which often desire evidence from an evaluation to support conclusions they would like reached. Five references are given. (KH)

ABSTRACT 20041
EC 02 0041    ED 002 992
Publ. Date 64  95p.
Ohslen, M. M.
Appraisal of Group Counseling for Underachieving Bright Fifth Graders and Their Parents.
EDRS not available
University of Illinois, Urbana, College Of Education Office Of Education (DHEW), Washington, D. C.
Descriptors: exceptional child education; gifted; counseling; achievement; group relations; group dynamics; program evaluation; underachievers; experimental programs; group counseling; family relationship; parent child relationship
A method of principal actor role classification was used to examine the interaction of a group of bright, underachieving fifth graders. In this method, the person who was the center of the group's attention at any given time (by either verbal or nonverbal behavior) was termed the principal actor. Observers classified the verbal contributions of the principal actor in 28 principal actor roles and the responses of group members in four response categories. Analysis of the interaction record provided an indication of response patterns of individuals both to principal actor roles and to other individuals. Parents of the children also met for group counseling. The majority of the predicted changes in the students did not occur, unsolicited reports from group participants indicated significant improvement in family relations which resulted in significant improvement in some of the children. The classification process was investigated further to determine the accuracy of verbal classifications made from tape recordings of the group sessions by comparison with classification based on kinescopes of the sessions. (AL)

ABSTRACT 20102
EC 02 0102    ED N.A.
Publ. Date Aug 66  3p.
Ohlansky, Simon
Issue at Point; Parent Responses to a Mentally Defective Child.
EDRS not available
Mental Retardation; V4 N4 P21-3 Aug 1966
Descriptors: exceptional child services; mentally handicapped; community programs; parent counseling; community services; parent attitudes; parent child relationship; parent reaction; professional personnel; professional services; residential care
The problem of mental deficiency is considered in relation to the values of American culture; the family tragedy of mental deficiency is discussed; and the resulting chronic sorrow is described. Consultation is then given to the role of the professional, of concrete services, of scapegoats, and of institutionalization. (JD)

ABSTRACT 20114
EC 02 0114    ED N.A.
Publ. Date Dec 65  3p.
Wildman, Peggy Riggs
A Parent Education Program for Parents of Mentally Retarded Children.
EDRS not available
Mental Retardation; V3 N6 P17-9 Dec 1965
Descriptors: exceptional child education; mentally handicapped; parent education; etiology; emotional adjustment; child development; discipline; educational programs; recreation; religious education; community services; self care skills
A suggested course of study for an education program for parents of retarded children includes units on the following: causes and effects of retardation, emotional needs of the child, habit training, developmental stages of normal and mentally retarded children, discipline, the school program, recreation and religion, community facilities, and the future. (Author)

ABSTRACT 20384
EC 02 0394    ED N.A.
Publ. Date Sep 69  2p.
Fellendorf, George W.; Harrow, Icie
If I Had It to Do Over.....
EDRS not available
Exceptional Children; V36 N1 P43-4 Sept 1969
Descriptors: exceptional child research; aurally handicapped; parent attitudes; identification; parental aspiration
Questionnaires were mailed to 550 parents of hearing impaired children; 260
were returned. Sixty-five percent said that a good education was their biggest concern for their child at the time while 30% said their biggest concern was good speech. When asked about their biggest concern in the future, only 40% said a good education; 40% desired acceptance by others while 10% replied a good job and 10% stated good speech. Fifty-one percent indicated they felt satisfied after their first interview with a medical specialist concerning diagnosis; 81% were convinced they had a hearing handicapped child after seeing from one to three specialists; and more than 16% said a specialist had first called attention to the possible impairment vs 5% who said the first suspicion was by a medical person. Conclusions were that parents need someone to whom they can talk about their concerns and needs. (RJ)

ABSTRACT 20398
EC 02 0396 ED N.A.
Publ. Date Dec 69 6p.
Radin, Norma
The Impact of a Kindergarten Home Counseling Program. EDRS not available
Exceptional Children; V36 N4 P251-6 Dec 1969
Descriptors: exceptional child research; disadvantaged youth; kindergarten; preschool programs; parent counseling; intelligence level; able students; parent participation; supplementary education; Supplementary Kindergarten Intervention Program
Three matched groups of 12 disadvantaged, high ability students who had previously participated in a preschool program underwent differential kindergarten experiences. The variable producing both superior performance by the children on cognitive measures and a more stimulating home environment was found to be a parent counseling program. The youngsters showing the greatest gains on the Binet were those whose mothers had been intensely involved in the educative process at both the preschool and kindergarten level. (Author)

ABSTRACT 20495
EC 02 0495 ED N.A.
Publ. Date Mar 67 7p.
Ramsey, Glenn V.
Review of Group Methods with Parents of the Mentally Retarded. EDRS not available
American Journal of Mental Deficiency; V71 N5 P357-63 Mar 1967
Descriptors: exceptional child research; mentally handicapped; research reviews (publications); research needs; counseling; group counseling; parent counseling; group structure; research methodology; research design; research problems
Fifteen studies of the use of various group methods to help parents of retarded children are reviewed. The analysis covers recruitment and composition of groups, selection criteria for membership, group structure, type of leaders employed, size of groups, frequency and duration of session, problems considered, and reports of outcomes. Criticism is directed toward the design of most of the studies, especially the criteria for group membership, evaluation of results, and lack of control groups or followup studies. Suggestions are made for gathering information for future studies on taxonomic description of the population variables, group structure leaders, effective timing, and increased objectivity in measurement. Possible use of tape recordings, control groups, and followup studies are proposed. (TL)

ABSTRACT 20501
EC 02 0501 ED N.A.
Publ. Date 64 15p.
Wolff, Ilse S.
Nursing Role in Counseling Parents of Mentally Retarded Children. Welfare Administration (DHEW), Washington, D. C., Children's Bureau EDRS not available
Presented At The Third Biennial Meeting Of Public Health Nurses Working In Maternal And Child Health Programs For The Mentally Retarded (Children's Hospital, Los Angeles, California, May 27, 28, And 29, 1963).
Descriptors: exceptional child services; mentally handicapped; health personnel; adult counseling; parent attitudes;
Various aspects of parent counseling from the viewpoint of a public health nurse in home contacts are considered. Definitions of counseling are presented along with a rationale for approaching the problems of parents of mentally retarded children. The role of the nurse in relation to these problems is discussed and support promoting communication, reassurance, supporting decisions, and the sharing of frailty are mentioned. (LL)

ABSTRACT 20628
EC 02 0628 ED 002 791 EDDRS not available
Publ. Date 60 588p.
Fliegler, Louis A.; Hebeler, Jean
Syracuse University, New York, New York, Research Institute Office Of Education (DHEW), Washington, D. C. EDRS on the OEC-SAE-6408 CRP-018-VOL-1
Descriptors: exceptional child research; mentally handicapped; counseling; attitudes; family (sociological unit); educable mentally handicapped; parent attitudes; counseling programs; personality change; child rearing; changing attitudes; group counseling; parent counseling; personal adjustment
The attitudes of parents of educable mentally retarded children were studied, and the effectiveness of altering parental attitudes through time sequences of counseling was assessed. The project studied 60 fathers and 60 mothers who were divided into four groups, each group consisting of 15 fathers and 15 mothers. One group received intensive counseling for 1 week, one group participated in counseling once a month for 3 months, and one group participated in counseling for 6 months. The attitudes of parents involved in the study were measured by attitude tests, interviews, and personality tests administered before and after group sessions. Positive patterns of child rearing were found and parents tended to be more adjusted to the handicap and to educational goals than to community or neighborhood reaction to the child. Counseling seemed to have the effect of liberalizing attitudes toward retardation and personal adjustment. The longer the counseling period the more ideas on the general subject changed while short periods brought more changes on specific points. Although results showed great variability conclusions were reached that counseling has a selected effect on the attitudes and personality structure of parents and that group counseling can be beneficial. (JL)

ABSTRACT 20671
EC 02 0671 ED N.A.
Publ. Date Dec 63 152p.
Mental Retardation: A Family Crisis; The Therapeutic Role of the Physician. Group For The Advancement Of Psychiatry, New York, New York, Committee On Mental Retardation EDRS not available
Descriptors: exceptional child services; mentally handicapped; family (sociological unit); adjustment (to environment); parent counseling; physicians; counselor acceptance; emotional adjustment; family problems
Discussed in the text are the parents' emotional reactions to mental retardation, the physician's own reaction and his role in helping the parents to accept the diagnosis, and the child's emotional needs. Levels of retardation are defined. Appendices include classifications, an 18-item reading list for physicians, and a 14-item reading list for parents. (LE)

ABSTRACT 20677
EC 02 0677 ED N.A.
Publ. Date May 69 3p.
Jacobs, M.; Goric A.
The Professional Viewpoint: A Demonstration Home Program for Very Young Hearing Impaired Children. EDRS not available
National Hearing Aid Journal; V22 N7 P11, 34-5 May 1969

Exceptional Child Bibliography Series
Descriptors: exceptional child services; aurally handicapped; preschool children; preschool programs; hearing clinics; speech clinics; speech therapy; language instruction; parent participation

A demonstration home program is discussed which was developed so that parents and their preschool hearing impaired children could come into an informal homelike atmosphere for instruction. The program's purposes are presented: to aid in the early detection of auditory disorders; to help the child, by means of parent training, to develop communication skills; and to provide early training of residual hearing and evaluation of auditory acuity. Activities in the demonstration home are considered: utilization by the teacher of daily activities and routines as the basis for language experiences and demonstrations for parents of ways to help their child relate events of his environment to the spoken word. The provision of evening lectures which provide parents with information regarding hearing impairment is mentioned. (JD)

ABSTRACT 20952
EC 02 0952
ED 033 492
Publ. Date 69
37p.
Emerick, Lon
The Parent Interview; Guidelines for Student and Practicing Speech Clinicians.
EDRS not available

Descriptors: exceptional child services; speech handicapped; parents; interviews; speech therapy; parent counseling; speech therapists; communication problems; clinical diagnosis

The importance and nature of the speech clinician's diagnostic interview with his client's parents are discussed; also discussed are factors preventing establishment of effective communication, including the clinician's fears and attitudes toward parents. An approach to interviewing is presented in terms of the goals of obtaining and giving information and providing release and support. Ways to improve interviewing are also suggested. (JD)

ABSTRACT 21164
EC 02 1164
ED N.A.
Publ. Date Jan 70
7p.
Fellendr/ff, George W.; Harrow, Icie
Parent Counseling 1961-1968. EDRS not available
Volta Review; V72 N1 P51-7 Jan 1970

Descriptors: exceptional child research; aurally handicapped; parent attitudes; parent counseling; surveys; questionnaires; hearing clinics; specialists; physicians; identification

The results of questionnaires, answered by parents of deaf children, are presented examining the direction followed in detecting their children's loss, confirmation of their suspicions by professionals, and the number of medical or paramedical personnel contacted. Negative experiences are indicated by many parents, and a need for increased quality and availability of parent counseling services is emphasized. (Author/RE)

ABSTRACT 21404
EC 02 1404
ED N.A.
Publ. Date Dec 69
3p.
Stephens, Wyatt E.
Interpreting Mental Retardation to Parents in a Multi-Discipline Diagnostic Clinic.
EDRS not available
Mental Retardation; V7 N6 P57-9 Dec 1969

Based On A Paper Presented At The International Conference Of The Council For Exceptional Children (New York City).

Descriptors: exceptional child services; mentally handicapped; parent counselor; special services; parent participation; clinics; counseling services

Two methods of reporting diagnostic findings of mental retardation to parents are described. The so called virtuous model employs much professional language and displays data mainly at the professional community and may submerge the parent in jargon and concern. The interaction model emphasizes the needs of the parent and child using several sessions and question and answer methods rather than detailed laboratory reports. The contention is that the interaction method is best since it satisfies the deepest parental concerns. (JM)

ABSTRACT 21412
EC 02 1412
ED N.A.
Publ. Date Dec 69
5p.
Warnick, Lillian
The Effect upon a Family of a Child with a Handicap.
EDRS not available
New Outlook For The Blind; V63 N10 P299-8 Dec 1969

Descriptors: exceptional child services; parent reaction; parent counseling; handicapped children; emotional adjustment; stress variables; family problems

The effects on a family of a child with a handicap are discussed. The main areas of concern are family reaction to early identification, periods of stress for the family, and parental counseling. Attention is paid to the availability of services to the family, the criteria that strike, the attributes of a good counselor, parental preferences in counseling, group counseling, and parent groups. (JM)

ABSTRACT 21449
EC 02 1449
ED 034 328
Publ. Date 62
40p.
Aiden, Jerome; Johnese, Adaline
These Are Not Children; A Play About Opportunities for the Mentally Retarded.
Family Service Association Of America, New York, Plays For Living Rehabilitation Services Administration (DHEW), Washington, D.C.
EDRS mfr,hc

Descriptors: exceptional child services; mentally handicapped; adjustment (to environment); vocational rehabilitation; drama; public education; family relationships; parent attitudes; skills

The play, which involves a mentally retarded youth, his parent, and a rehabilitation counselor, gives dramatic emphasis to the youth's problems in adjusting to the outside world and to the adjustment problems of the parents. The character of Joey is used to demonstrate that the retarded can be helped to lead useful and productive lives and to gain feelings of status and pride. A discussion guide is included. (LE)

ABSTRACT 21483
EC 02 1483
ED 034 361
Publ. Date 69
135p.
Jacobs, Jerry
The Search for Help: A Study of the Retarded Child in the Community.
EDRS not available
Brunner/Mazel, Publishers, 80 East 11th Street, New York, New York 10003 ($5.95).

Descriptors: exceptional child education; mentally handicapped; identification; educational programs; parent reaction; family relationship; preschool programs; teacher attitudes; mongolism; family problems; physicians; parent attitudes

The problems of diagnosis and prognosis of mental retardation are discussed and include the doctor parent interaction, its nature and consequences, and current outlooks as self-fulfilling prophesies. Aspects of educational programs treated are referral to available facilities, parent and child background, preschool programs, the retarded as teachers, education after preschool, evaluation of the preschool program by parents, teaching methods, administrative concerns, teacher preparedness, and teacher education. Attention is also given to the child's effect on the family: infanticide, institutional care, daily problems, adolescence and adulthood of the child upon the death of the parents, and effects on the parents and siblings. (JM)

ABSTRACT 21512
EC 02 1512
ED 027 550
Publ. Date (67)
16p.
Lurie, Abraham; Harold, Ron
Multiple Group Counseling with Discharged Schizophrenic Adolescents and Their Parents.
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS mfr,hc

Descriptors: exceptional child research; emotionally disturbed; adolescents; communication skills; creative activities; discussion groups; family counseling; group activities; group counseling; group dynamics; role playing; schizophrenia; parent child relationship

Discharged adolescent schizophrenics (17) and their families participated in a pilot program of multiple group counseling, planned to help patients reintegrate into the community. Patients were selected prior to discharge and randomly divided into three multiple-family
Effects of Three Consultation Procedures on Maternal Understanding of Diagnostic Information.

Descriptors: exceptional child research; multiply handicapped; consultation procedures; maternal understanding; diagnostic information.

Abstract: The study examined a three-pronged consultation model for use with parents of retarded children. The consultant met with mother and child, provided materials and handouts, and met with the professional staff. Each method of consultation was evaluated through the use of communication behavior scales and communication profiles on the children. The three procedures (routine consultation, pre- and postconsultation communication) were compared on several criteria. The results indicated that the pre- and postconsultation methods were more effective in improving maternal understanding of the child's problems and in increasing the mother's understanding of the child's communication abilities. The routine consultation method was found to be least effective. (MS)
their social network. The open-ended interview schedule is included in the paper. (Author)

ABSTRACT 22135
EC 02 2135 ED N.A. Publ. Date Jan 70 Bricklin, Patricia M.
Counseling Parents of Children with Learning Disabilities.
EDRS not available
Reading Teacher; V23 N4 P331-8 Jan 1970
Descriptors: learning disabilities; parent counseling; group counseling
The reasons for providing parent counseling at the Parkway Day School are set forth; the sessions provide information on learning disabilities, provide a liaison between home and school, and help parents to understand the behavior and feelings of their children. The focus on getting parents to develop a total approach to the child's behavior is discussed, and an example of working through a problem is presented. Similar reactions to the counseling by parents and teachers are listed; both felt that the ability to see the child from different perspectives was helpful. (RJ)

ABSTRACT 22710
EC 02 2710 ED 039 652 Publ. Date 67 Zarnari, Olga
Group Work with Parents of Mentally Retarded Children.
Center For Mental Health And Research, Athens, Greece
EDRS mf, hc
Descriptors: exceptional child services; mentally handicapped; parent counseling; group counseling; family counseling; behavior problems; foreign countries; G$C$C
Topics include the role of the family in the development and growth of the mentally handicapped (MH) child, the psychological impact of the MH child on the family, parental attitudes, and the need for guidance and counseling of parents of MH children. Also of concern are the agency framework, the goals aimed at by the group guidance program, the method of their work, and the organization of the groups. Also discussed are the problem of mental handicaps, the effect of MH on behavior, attitudes and feelings of parents, and the organization of the Greek Association of Parents of Mentally Retarded Children. (JM)

ABSTRACT 22730
EC 02 2730 ED 039 672 Publ. Date 66 24p.
The Church and the Mentally Retarded Person.
Canadian Council Of Churches, Toronto (Ontario);
Canadian Association For The Mentally Retarded, Toronto (Ontario)
EDRS not available
Canadian Association For The Mentally Retarded, 149 Alcorn Avenue, Toronto 7, Ontario, Canada (SO.50).
Descriptors: mentally handicapped; church role; church programs; religious education; family counseling; Canada
Directed to ministers and lay church leaders, the booklet describes the mentally retarded and discusses how the church can minister to them and to their families. An appendix reviews what is currently being done in Canadian churches. (JD)

ABSTRACT 22755
EC 02 2755 ED 039 697 Publ. Date Mar 70 Fils, David H.; Atwell, Arthur A.
Counseling Parents of Mentally Retarded Children and Youth.
Los Angeles County Superintendent Of Public Schools, California Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS m, hc
OE Gill-1000-02511942
Descriptors: exceptional child services; mentally handicapped; parent counseling; parent education; parent child relationship; parent association
Written in question and answer form, the guide for parents of mentally handicapped children provides information in the areas of health and medical concerns, assessment of the child's mental ability, parent-child-family relationships, education, psychological and psychiatric adjustments of both child and parent, improving communication, and recreation. Also included are aspects of vocational training, legal and social security provisions, community responsibilities, agencies and parent organizations, developmental landmarks for normal and Down Syndrome children, selected reading references, age factors of calorie needs, and a nutrition chart. (RD)

ABSTRACT 22766
EC 02 2766 ED N.A. Publ. Date 63 Jones, John Walker
The Visually Handicapped Child at Home and School.
Office Of Education (DHEW), Washington, D. C.
EDRS not available
Descriptors: exceptional child education; visually handicapped; administration; program planning; educational needs; family environment; identification; school role; school planning; instructional aids; instructional materials; self care skills; information sources
Discussion of the visually handicapped child at home includes the parent counseling program, levels of expectation, enriching and supplementing school experiences, and the older child. An analysis of the child at school presents information on vision screening, identification, what the school should know about the child, trial placement, and basic instructional needs. Development of a school program includes a definition of the role of the state department of education, organizational plans, qualifications of the special teacher, and factors affecting program planning. Also discussed are sources of special books and aids, distribution of educational aids, and low-vision optical aids. Charts give numbers of school systems with special programs, visually handicapped school children, and readers of braille. Appendices include sources of professional literature, an eye examination report form, and acknowledgements. (LE)

ABSTRACT 22849
EC 02 2849 ED N.A. Publ. Date Apr 66 Amend, Edith L.
A Parent Education Program in a Child's Hospital.
EDRS not available
Nursing Outlook; V14 N4 Apr 1966
Descriptors: exceptional child services; hospitalized children; parent education; parent conferences
A parent education program developed to provide emotional security for the parent, the patient and the nurse is discussed. The four areas of greatest impact are described as pre-surgery conferences with parent and child, instructions in post-hospital care, a change in visiting schedule to open hours, and the teaching program for the nursing staff. Group conferences of 45- to 60-minute duration covering every known detail of hospitalization are held for parents of children with related diseases. Individual supportive conferences are held with parents of critically ill children. Home visits are made by public health nurses to discharged patients with myelomeningocele. A policy of open visiting hours was found to be beneficial to both parent and child. Better use was made of parents' and patients' needs were promoted through patient-centered conferences with the staff. (FS)

ABSTRACT 23010
EC 02 3010 ED N.A. Publ. Date 63 Oberman, J. William
The Physician and Parents of the Retarded Child.
EDRS not available
Children; V10 N3 P109-13 May-Jun 1963
Descriptors: exceptional child services; mentally handicapped; physicians; parent counseling; clinical diagnosis; parent attitudes; preschool children; infancy; counseling
The role of the family physician or pediatrician in fostering desirable personality development of the retarded preschool child and in helping parents adjust to their child's retardation and his developmental needs is discussed. Confrontation and counseling regarding parents' feelings of denial, guilt, and anxiety...
is shown to be a necessary task of the physician because he is often the only professional sought during the crucial early years of development. Certain booklets may be helpful to parents. It is pointed out that the actual evaluation should be both a learning and therapeutic experience for parents, and that the most important factor in the ability of parents to plan realistically for their child is time, during which parents observe the normal but delayed sequence of developmental stages. Services of a public health nurse and flexibility in the physician's plans for the child are recommended. (JM)

**ABSTRACT 23011**
EC 02 3011 ED N.A. Publ. Date 62 5p. Parmele, Arthur H., Jr. The Doctor and the Handicapped Child. EDRS not available Children; V9 N5 P189-93 Sep-Oct 1962 Descriptors: exceptional child services; physically handicapped; parent child relationship; physicians; clinical diagnosis; communication; parent attitudes; infants

The important role of the physician in telling parents about their child's handicapping condition is focused upon, emphasizing the effects of both how he tells them and how he and staff act toward the child and his parents. Doctors' feelings about impairments and anomalies may hamper communication when parents are trying to cope with the initial crisis of accepting the presence of a permanent disability. The impact is different for handicaps noted at birth than for those noted later. Goals for the physician and the entire clinic or hospital staff to pursue in their relationship with the handicapped child and with the parents are delineated. (DF)

**ABSTRACT 23193**
EC 02 3193 ED N.A. Publ. Date 67 6p. Curfman, Hope G.; Arnold, Carol B. A Homebound Therapy Program for Severely Retarded Children. EDRS not available Children; V14 N2 P63-8 Mar-Apr 1967 Descriptors: exceptional child services; mentally handicapped; home instruction; educational therapy; occupational therapy; social work; family counseling; program descriptions

Described is a homebound therapy program in Denver sponsored by the Sewall Easter Seal Rehabilitation Center to help severely retarded children and their parents. The goals of the program (to assess and develop potentials of each child, and to help the family understand the child and contribute more to his development) are met by the services of a social worker and an occupational therapist. The occupational therapist concentrates on the child while the social worker helps the family. The individual aims for each child include teaching of skills for performing activities of daily living, help in using toys constructively, help in improving motor and perceptual development, and preparation of the child for further training suitable to his ability. In addition to services in the home, the center also holds eight weekly one-hour counseling sessions for the mothers. While the mothers are with the social worker, the occupational therapist conducts a program for the children divided into free play, snack time, and project time. The goals of the group program for the mothers are: to provide help in living and dealing with feelings, to create an environment in which feelings can be aired, to provide specific help with problems of management, to help minimize the feeling of isolation, and to encourage the use of services of the center and other community organizations. The center has found that the entire needs of the family with a retarded child are best met by the combined services of the occupational therapist and the social worker rather than each working independently. (FS)

**ABSTRACT 23288**

The physician's attitude toward treating the dying child and his efforts to make death bearable for the family, and to salvage the family, are discussed as compassionate skills which the physician must learn to handle. Techniques are suggested for informing the family of a fatal illness directly and honestly, yet allowing them some small hope (of freedom from pain, of medical research progress). It is felt that the physician should anticipate and help to assuage guilt feelings, suggest outside confirmation of the diagnosis for assurance, and counsel the family in maintaining normalcy to insure the security and happiness of the child. The physician's actions and relationship with the family during the course of the disease, in the terminal stage, and at death are discussed. Day-to-day living to counteract disappointment can be encouraged by the physician. Treatment in the final days is his decision, it is felt, and should stem from his philosophy. (KW)

**ABSTRACT 23387**
EC 02 3387 ED N.A. Publ. Date May 70 6p. Abrams, Jules C. Parental Dynamics-Their Role in Learning Disabilities. EDRS not available Reading Teacher; V23 N8 P751-60 May 1970 Descriptors: exceptional child research; learning disability; parent role; parent child relationship; parent attitudes; dyslexia; case records; minimally brain injured; parent education; parent counseling

The perceptions of parents toward a child with severe learning disabilities but no obvious physical problems is discussed. Reactions of parents in two case studies involving brain-damaged and dyslexic children are described. It is noted that the mother of a brain-damaged child frequently perceives him as a threat to her own narcissism, and that infinite fantasies and guilt are common for both parents. Resulting behaviors of parents include over-protection, over-indulgence, denial, and projection. The importance of teaching parents about the nature of the disability is stressed. It is concluded that parental dynamics play a very important role in the formulation or exacerbation of any learning disability, and in understanding children whose disabilities have no specific psychogenic etiology. (GD)

**ABSTRACT 23430**
EC 02 3430 ED N.A. Publ. Date 66 5p. Northcott, Winifred Language Development Through Parent Counseling and Guidance. EDRS not available Volta Review; V68 N5 P356-60 May 1966 Descriptors: exceptional child education; aurally handicapped; language development; preschool children; parent role; parent counseling

Preschool education for the deaf through a guidance and counseling program for parents is discussed. Parent needs, counselor qualifications, conducting the first interview, additional visits, and developing language comprehension are considered. An illustration of a method to develop language, a rationale, application to concepts of linguistic development, and specific goals for the child are also mentioned. (RJ)

**ABSTRACT 23438**

Treatment in a closed, short-term group for parents of mentally retarded children is described in terms of suggested goals; group dynamics including concerns of
time, location, size and composition of group; the role of the group leader; and the problems of group management. Four general patterns of group behavior, and typical topics and concerns of group members are presented. (RD)
Social Workers 10305.
Socially Deviant Behavior 10603.
Socioeconomic Background 10224.
Socioeconomic Status 10363, 11329.
Special Classes 11894.
Special Health Problems 10857.
Speech Clinics 11519, 20677.
Speech Evaluation 11432.
Speech Handicapped 10662, 10857, 11432, 20952, 21614.
Speech Therapists 20952.
Speech Therapy 10171, 10928, 20677, 20952.
Staff Orientation 10928.

Stress Variables 11368, 21412.
Student Attitudes 10857.
Student Placement 10442.
Stuttering 10662.
Supplementary Kindergarten Intervention Program 20396.
Surveys 21164.
Teacher Attitudes 21483.
Teacher Role 10442, 11794.
Teaching Methods 10171, 11519.
Tracy Correspondence Course 10928.
Trainable Mentally Handicapped 10836, 11329, 11346, 11492.

Tutoring 10928, 11519.
Underachievers 10662, 10857, 20041.
Video Tape Recordings 11540.
Virginia 21843.
Visually Handicapped 10602, 10662, 12001, 22766.
Vocational Adjustment 10057.
Vocational Counseling 10857.
Vocational Education 10057.
Vocational Rehabilitation 10057, 10602, 10857, 21449.
Work Attitudes 10057.
Young Adults 10057.