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ABSTRACT
The report reviews 159 documents (1953-1982) on the role of the family in rehabilitation of persons with disabilities. The documents represent a cross section of ages as well as types and severity of disabilities and include journal articles, books, monographs, and other papers. In content, the documents fall into three major categories: psycho-social aspects (roles and concerns of family members, family reactions and dynamics); intervention with family systems (including counseling/social services and family education); and intervention by family systems (including advocacy activities and skill training). Cited in an analytical synopsis are studies dealing with family stress, counseling processes and outcomes, and change agentry. Literature is also analyzed in terms of type of research product (personal observation and data-based publications). The author concludes that there is a need for more rigorous empirical research and for research on families of older persons with disabilities. Twenty research questions are listed in areas including outcome factors of different approaches, siblings, and effective strategies. The annotated reference list following the synopsis is arranged alphabetically by author's last name and provides information on title, source, and date of publication as well as a brief summary. (CL)
THE ROLE OF THE FAMILY IN REHABILITATION

R. William English, Ph.D.
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THE ROLE OF THE FAMILY IN REHABILITATION

Analytical Synopsis
Annotated Reference List

Description of Principals

Topics in the REHABILITATION RESEARCH REVIEW Series
"...Synthetic research involves reviewing the research literature available in some defined area of interest and summarizing and integrating the results into tentative conclusions regarding the current state of knowledge..."

(Bolton, 1974, p.10)

The REHABILITATION RESEARCH REVIEW project originates from the National Rehabilitation Information Center's (NARIC) 1983, National Institute of Handicapped Research (NIHR) contract. To assure quality research and the maximum participation of professionals in the field of rehabilitation, NARIC invited the National Council on Rehabilitation Education (NCRE) to serve as the project's co-sponsor.

REHABILITATION RESEARCH REVIEWS were initiated to create state-of-the-art reviews on a variety of rehabilitation topics.

Each of the REVIEWS consists of two parts:

- an integrated, analytical literature synopsis, including the author's observations, conclusions, and recommendations for future research; and

- an annotated reference list, including annotated bibliographic entries.

Each REHABILITATION RESEARCH REVIEW represents the individual author's opinions and not necessarily those of NARIC, NCRE or NIHR.

However, this type of synoptic research provides professionals with an opportunity to reflect upon the strengths and weaknesses of the research available in each subject area, and thus, offers valuable feedback to NIHR as well as to the larger rehabilitation community.

This project also stands as a model of cooperative efforts. The co-sponsorship between NARIC and NCRE strengthened the substantive value of each of the final documents. The printing contribution by The Xerox Corporation greatly increased the dissemination possibilities for the entire project. Xerox's donation of services to REHABILITATION RESEARCH REVIEWS demonstrates the Corporation's continuing dedication to active involvement in public sector projects.

These collaborative efforts are important because of the intrinsic value of the project. Each REHABILITATION RESEARCH REVIEW takes a new step in the utilization of available research. The sheer volume of research studies conducted as well as the variety of publication sources can make the use of this information a complex and time-consuming process. By closing the gap between the producers and consumers of knowledge and technology, it is hoped that REHABILITATION RESEARCH REVIEWS will help to avoid duplication of research efforts and will significantly add to the possibility for innovative applications of research information.
The National Rehabilitation Information Center, NARIC, is a rehabilitation research library located at The Catholic University of America (CUA) and funded by The National Institute of Handicapped Research (NIHR), of the U.S. Department of Education. Established in 1977, NARIC's goals are to:

- Facilitate dissemination of rehabilitation information;
- Promote utilization of rehabilitation research;
- Serve as an archive for NIHR and Rehabilitation Services Administration (RSA) documents; and
- Make information on assistive devices available to professionals serving disabled persons, researchers, and disabled consumers.

In sponsoring the REHABILITATION RESEARCH REVIEW, NARIC's responsibilities included identifying and selecting authors; developing author guidelines; providing each author with topical bibliographic searches of REHABDATA and other relevant databases, as well as supplying a variety of supplemental resources. NARIC staff wrote citations and annotations and supplemental materials for each document in addition to serving as editor and publisher.

NARIC will house and distribute the REHABILITATION RESEARCH REVIEW documents.
The National Council on Rehabilitation Education (NCRE), is a professional organization composed of over 500 educators, trainers, and staff development specialists which represents over 180 academic training programs and research projects related to the field of rehabilitation education. NCRE is dedicated to quality services for persons with disabilities, ensured by high standards of pre-professional education, continuing education for practicing rehabilitationists, and ethical standards. The organization also lobbies on behalf of enabling legislation and supports mechanisms needed to maintain quality services such as accreditation, certification, professional literature, and the like.

Participation in the REHABILITATION RESEARCH REVIEW Project provided NCRE members an opportunity to further their organizational goal of "utilization and application of rehabilitation research." NCRE authors and members of the Advisory Committee volunteered their time and expertise to the project.

Dr. Kenneth W. Reagles, NCRE Advisory Committee Chair, assisted the NARIC REHABILITATION RESEARCH REVIEW Project Director with selection of topics and authors, as well as consulting with authors regarding substantive research issues. The NCRE Advisory Committee provided a peer review of the final documents.
THE NATIONAL INSTITUTE OF HANDICAPPED RESEARCH

The National Institute of Handicapped Research (NIHR), a part of the Office of Special Education and Rehabilitation Services of the U.S. Department of Education, provides leadership and support for a national and international program of comprehensive and coordinated research regarding the rehabilitation of disabled persons. The Institute's mission also encompasses the dissemination of information concerning developments in rehabilitation procedures, methods and devices to improve the lives of persons of all ages with physical and mental disabilities, especially those who are severely disabled.

The Institute carries out its mission through a variety of programs including:

- The Research and Demonstration Project
- The Research and Training Centers
- The Rehabilitation Engineering Centers

The REHABILITATION RESEARCH REVIEW project is a component part of the Institute's goal of transforming research knowledge into comprehensive documents for dissemination and utilization. Thus, NIHR funded NARIC to develop and implement the REVIEW project. NIHR staff specialists provided a review of the documents prior to publication. Additionally, in the continuing effort for coordination and cooperation among federal agencies, staff specialists from the Rehabilitation Services Administration (RSA) also participated in reviewing the documents.

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THE ROLE OF THE FAMILY IN REHABILITATION
INTRODUCTION

The purpose of this REHABILITATION RESEARCH REVIEW is to provide an analytical synopsis and annotated reference list for the professional literature on the role of the family in rehabilitation.* By providing an extensive synthesis of the research literature on the topic of the family of persons with disabilities, it is hoped this REVIEW will contribute to improving the quality of rehabilitative services and rehabilitation education and research.

Description of Content

For this paper, a profile is provided on the focus areas and disciplines that are reflected in the literature; the focus of the

*The author wishes to acknowledge and state his appreciation to Alice Gardner and Ann Neulicht from the University of Oregon Rehabilitation Research and Training Center in Mental Retardation, and to the staff of NARIC for their contributions in abstracting the literature for this bibliography.
content and published products is summarized; and observations and recommendations are made related to future research. The content of the documents indicated the following categories:

- Psycho-Social Aspects (including family reactions; roles of family members; concerns of family members and dynamics within families);
- Intervention with Family Systems (including counseling/social services, involvement in the child's education; family education, and models of intervention);
- Intervention by Family Systems (including advocacy activities and skill training).

A total of 159 documents are cited in the annotated reference list. Represented in this collection are 130 journal articles, 20 books or monographs, 6 chapters from books and 3 other papers.

A comprehensive approach was taken in selecting publications. This consisted of using the various computer retrieval sources available from National Rehabilitation Information Center (NARIC), identifying publications to include, and researching the secondary references from these publications for further screening. The 159 sources included are a cross-section of what the author considers to be the best material available. Attempts were made to include literature that focused on the role of the family of persons of all ages, types of disabilities, and varying severity of disability. In addition, emphasis was placed on the inclusion of "retrievable literature," such as journal articles and books.
Over time several thousand products have appeared on the topic of the family of persons with disabilities although many of these products are unpublished papers. Some of the publications that review this literature from various content perspectives are: Aspen (1981); Banta (1979); Faerstein (1981); Murphy (1982); Paul & Beckman (1981); Price-Bonham (1978); Rehabilitation Brief (1978); and Zucman (1982).
The majority of the publications that comprise the reference list are journal articles (81%), with books (13%) representing the second major type of publication. A thumbnail sketch of the emphasis that has been made in resource books and monographs on families of persons with disabilities is provided in Table 1. The reference citations for these books appear at the beginning of reference list and twenty of the books/monographs are abstracted in the reference list. Table 2 provides a similar insight into the emphasis that various professional disciplines have placed on writing about the family of disabled persons in referred periodicals.

Resource books on families of persons with disabilities appear to represent five areas of focus: (a) parent education, emphasizing how to be a responsible parent of a disabled person; (b) skill training, focusing on instructing parents and siblings in the physical and behavioral management of a disabled family member; (c) advocacy for disabled persons; (d) individual, family, and group counseling; and (e) books on specific disabilities, the large majority of which deal with families of persons who are mentally retarded.
### Table 1

**Resource Books on the Families of Persons with Disabilities**

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>#</th>
<th>%</th>
<th>Primary</th>
<th>Audience</th>
<th>Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Education</td>
<td>16</td>
<td>43%</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Skill Training</td>
<td>5</td>
<td>14%</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Advocacy</td>
<td>4</td>
<td>11%</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>4</td>
<td>11%</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Specific Disabilities</td>
<td>8</td>
<td>21%</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>37</td>
<td>100%</td>
<td>16</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

### Table 2

**Clusters of Journals That Have Been Published on Family**

<table>
<thead>
<tr>
<th>Cluster Areas</th>
<th># Journals</th>
<th># Articles</th>
<th>% Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child and Adolescent Development</td>
<td>11</td>
<td>19</td>
<td>15%</td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>5</td>
<td>13</td>
<td>10%</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>3</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Family Support Systems</td>
<td>3</td>
<td>5</td>
<td>4%</td>
</tr>
<tr>
<td>Physical Medicine and Rehabilitation</td>
<td>9</td>
<td>18</td>
<td>14%</td>
</tr>
<tr>
<td>Psychology and Psychiatry</td>
<td>13</td>
<td>15</td>
<td>11%</td>
</tr>
<tr>
<td>Social Work/Sociology</td>
<td>4</td>
<td>8</td>
<td>6%</td>
</tr>
<tr>
<td>Special Education</td>
<td>14</td>
<td>49</td>
<td>38%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>62</td>
<td>130</td>
<td>100%</td>
</tr>
</tbody>
</table>
Although a number of books have been written on the subject, by far the largest proportion in this reference list (43%) represent the focus of parent education, which emphasizes "how to" books on parenting an exceptional child. All published books and monographs reviewed can be used by other family members or professionals, but each book is slanted more to one of these two audiences. One of two books/monographs in each focus area especially lend themselves to use by both parents and professionals. Most of the books cited (75%) have been published since 1975. About half of them appear to be geared towards a primary audience of parents and half towards professional service providers.

An examination of the various journals that have contained articles on the families of persons with disabilities (Table 2) reveals that the topic has been of concern to professionals in many related disciplines. The 130 articles included in this tabulation were published in 62 different journals and represent 8 different areas of professional service to disabled persons.

Many professional areas allied with rehabilitation -- especially special education -- have obviously chosen to publish research on the families of disabled persons. Given that special efforts were made to include studies from rehabilitation journals in this bibliography, and that no more than 14% of the citations are actually from rehabilitation journals, it is reasonable to infer that relative to other disciplines, the field of rehabilitation has chosen to pay little attention to the primary support system of its consumers.

Two other dimensions that were used to derive a profile of the
journal literature on the families of persons with disabilities were time and disability. In terms of time, the substantial majority of journal articles on the family are of recent origin. Sixty-six percent of the publications included in the reference list were published since 1978.

In terms of disability, the author believes the following about the articles cited: 47%, about half, do not place a focus on disability per se; 26% deal with mental retardation; 11% involve two or more disability groups; 11% focus on communication disorders; and 5% with other specific disability groups (Spinal bifida, spinal cord injury, cerebral palsy, and learning disabilities).

Overview of the Content and Product Focus of Family Research

Since 81% of the documents reviewed are journal articles, the summary that follows focuses on periodicals. Table 3 summarizes this information. It shows that, in the author's opinion, the research on the family of disabled persons predominately relates to three areas of content focus: (a) Psycho-Social Aspects of Disability; (b) Intervention With Family Systems; and (c) Intervention By Family Systems. Table 3 also shows that, in the author's opinion, the journal literature represents three types of research products: (a) personal observations; (b) data based research; and (c) literature reviews.
### TABLE 3

Content and Products of Journal Literature on the Family

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Personal Observation</th>
<th>Data Based</th>
<th>Literature Review</th>
<th>Overall #</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>l. Psycho-Social Aspects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Family Members Reactions</td>
<td>9</td>
<td>8</td>
<td>0</td>
<td>17</td>
<td>26%</td>
</tr>
<tr>
<td>B. Roles of Family Members</td>
<td>5</td>
<td>12</td>
<td>3</td>
<td>20</td>
<td>30%</td>
</tr>
<tr>
<td>C. Concerns of Family Members</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>9</td>
<td>14%</td>
</tr>
<tr>
<td>D. Dynamics within Families</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>20</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>26</strong></td>
<td><strong>31</strong></td>
<td><strong>9</strong></td>
<td><strong>66</strong></td>
<td><strong>51%</strong></td>
</tr>
<tr>
<td>II. Intervention with Family Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Counseling/Social Services</td>
<td>14</td>
<td>7</td>
<td>0</td>
<td>21</td>
<td>44%</td>
</tr>
<tr>
<td>B. Involvement in Child's Education</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>11</td>
<td>23%</td>
</tr>
<tr>
<td>C. Family Education</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>9</td>
<td>19%</td>
</tr>
<tr>
<td>D. Models of Intervention</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>36</strong></td>
<td><strong>12</strong></td>
<td><strong>0</strong></td>
<td><strong>48</strong></td>
<td><strong>37%</strong></td>
</tr>
<tr>
<td>III. Intervention by Family Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Advocacy Activities</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>31%</td>
</tr>
<tr>
<td>B. Skill Training</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>11</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>8</strong></td>
<td><strong>8</strong></td>
<td><strong>0</strong></td>
<td><strong>16</strong></td>
<td><strong>12%</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
<td><strong>51</strong></td>
<td><strong>9</strong></td>
<td><strong>130</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td><strong>Overall Percent</strong></td>
<td><strong>54%</strong></td>
<td><strong>39%</strong></td>
<td><strong>7%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Psycho-Social Aspects of Disabilities

The 65 journal publications on psycho-social aspects of disability tend to relate to the reactions, roles and concerns of family members, as well as interpersonal dynamics within families. All four of these dimensions are well represented in the literature, although proportionately less emphasis is placed on studying the concerns or needs of family members. An examination of the articles in this REVIEW shows that the greatest proportion of manuscripts (51%) deal with the focus area of psycho-social disability. In addition, research has been done in this area over the longest period of time and by persons from the widest spectrum of professional affiliations.

Specific journal articles reflect different themes regarding psycho-social aspects of disability. The most global theme is that one person's disability has a profound and lasting impact on nuclear family units and often on extended family systems as well. Implicit in all this research, and explicit in some, is the concept that disabled persons' families are disabled as well and often in need of assistance. Moreover, much of the research reflects the concept that the health and well-being of persons with disabilities is directly related to the well-being of their nuclear family.

The reactions of family members to a disabling condition was the primary focus of 17 articles (26%) dealing with psycho-social aspects of disability. As logic would suggest, a disability is almost always perceived negatively by family members and represents an obstacle to be coped with, integrated, and overcome. A portion of this literature
deals with adjustment of family members, initially and over a period of

time (Kanner, 1953; Olshansky, 1962; and Wikler, 1981). Another major

focus is research on stress. A number of studies document that a

person's disability is a major life stressor for parents (Friedrich &

Friedrich, 1981; Holroyd, 1974; and Tavormina, Boll, Dunn, Luscomb &

Taylor, 1981). Stress appears to be greatest for mothers and for the

oldest female sibling (Cleveland & Miller, 1977; Gath, 1974; and Price-

Bonham & Addison, 1978), and where there is a discrepancy between

expectations for a child's achievement and his/her actual performance

(Meadow & Meadow, 1971; and Searle, 1978).

Research on the roles of family members is the focus of 20 documents

(30%) in the accompanying bibliography. Some studies suggest that

parenting roles were often modified to address the needs that the

disabled child or youth might have for physical assistance, direction,

monitoring, and nurturing (Bernt, 1971; Meadow & Meadow, 1971; and

Tavormina, 1981). In addition, it appears that parents (English &

Olson, 1978; and Wikler, 1981), siblings (Klein, 1972), and grandparents

(McPhee, 1982) often have to work through feelings of shame, guilt,

embarrassment, anger, authoritarianism, and overprotectiveness. Insights

on stress among mothers is provided by Holroyd (1979), Price-Bonham

(1978) and Tavormina (1981), while stress reactions by fathers is

reflected in the manuscripts by English & Olson (1978), and Tallman

(1965). Studies of sibling stress reaction is shown in research by

The "concerns/needs of family" members was the central focus of 9 of the manuscripts abstracted (14%). Six deal with the concerns of parents of mentally retarded children (Alcorn, 1974; Carr, 1959; Cunningham & Sloper, 1977; English & Jones, 1978; and Murray, 1959), one with parents of a child with cerebral palsy (Knott, 1979), and 3 articles concentrated on parents of deaf or blind children (Fairchild, 1979; Large, 1982; and Leigh, 1979).

The fourth focus area within the category of psycho-social aspects of disability deals with the interpersonal dynamics within family systems when a family member is disabled. Twenty articles (30%), from the subtopic of interpersonal dynamics, dealt with two different themes. One theme is that a disability frequently contributes substantially to an altered family lifestyle (Cohen, 1962; Doernberg, 1978; Kogan & Tyler, 1973; and Lucca & Settles, 1981). A second theme deals with stress in cases where a person's disability is described as a major ongoing stressor for families (Cohen, 1965; Doernberg, 1978; Murphy, 1982; and Taw, 1977) which can substantially contribute to failure in rehabilitation (Versluys, 1980).

**Intervention with Family Stress**

Forty-nine journal publications cited in the REVIEW, 37% of all journal articles included, dealt with the topic of intervention or service delivery with family systems. The largest proportion of articles within this category dealt with the provision of counseling and social services to families (43%). Proportionately less representation
is on parent involvement in the disabled child's education (25%), family education (18%), and models of intervention (14%).

One global theme cuts across the discrete areas of family intervention. This is the notion that service providers in habilitation and rehabilitation must understand, be involved in, and sometimes intervene with non-disabled family members, and occasionally even with entire family systems if they wish to maximize their effectiveness in rehabilitating disabled individuals. The reality that exists in an alarming number of instances, perhaps a majority, is that rehabilitation practitioners rarely extend their intervention efforts beyond the disabled consumer.

Journal literature on intervention with the family systems of persons with disabilities through counseling tends to cluster in three areas: (a) counseling processes with parents; (b) counseling processes with siblings; and (c) counseling outcomes. The substantial majority of articles on counseling, 9 of 14, concern counseling processes with parents. Examples are the work of Begab (1956) that addressed factors which lead parents to enter counseling; articles on the affective and content focus of parent counseling (Christensen & DeBlassie, 1980; and Matheny & Vernick 1968); and writings about general principles of counseling with parents of disabled children (Doll, 1953; Green, 1978; and Webster, 1968). Completing the reference abstracts of literature on counseling intervention are articles that dealt with principles and practices of counseling with family members (Chinitz, 1981; and Kaplan & Fox, 1968), and outcomes of counseling with family members (Baum, 1981;
Massenzio, 1979; and Weingold & Hormuth, 1953).

A second area of literature on intervention with disabled person's family system has to do with the involvement of parents in planning and evaluating the child's public education program. The 11 articles in this subarea were published between 1978 and 1982, which indicates that this is a relatively new knowledge base and one that was given impetus by the passage of Public Law 94-142.

Literature cited for this REVIEW and that deals with the family's involvement in the education of the disabled person tends to be either process or outcome oriented. Process focused literature is illustrated in articles by Dimeo & Pasquarelli (1981); Mallory (1981); Morgan (1982); Peary (1981); Turnbull (1978); and Wolf & Troup (1980). Two outcome studies that focus directly on the impact of Public Law 94-142 are by Halpern (1982) and Polifka (1981).

The third area of literature on intervention with family systems, represented by 9 articles, is that of family education. All but one of these articles are process oriented. Included is research on common feelings of parents (Behmer, 1976), assertiveness training for parents (Markel & Greenbaum, 1981), and research on practical principles and procedures for establishing and conducting family education groups (Simpson, 1982; Weingold & Hormuth, 1952). The one outcome piece of research on this topic is a study by Firth (1982) which examined the effectiveness of a parent education group experience. A central theme of literature in this area is the notion that families will become stronger and more vital as members avail themselves of opportunities to
gain new knowledge about disabilities and participate more in supportive experiences with other persons who are family members to a disabled individual.

The fourth and final area of journal literature on intervention with family systems deals with models of service delivery to the families of persons who are disabled. The 7 abstracts included on treatment models, all represent the personal observation approach to research. All emphasize concepts for service delivery and all consider the family, as well as the disabled member, as potential consumers of habilitative-rehabilitative services. Specific disabilities are not emphasized in most of these articles.

Two themes are emphasized in this literature on family intervention models. One theme is that service delivery to the family should be logically planned, based on a functional assessment of the family (Bray, 1980; Foster, Berger & McLean, 1981; O'Hara, Chaiklen & Mosher, 1980; and Westin & Reiss, 1979). The second is that of individualizing services to relate to the unique needs of different families. Conceptual research aimed at individualizing educational and counseling services for families is reflected in the work of Abrams & Kaslow (1977), and Adamson (1972), while a conceptualization for individualizing respite care services is provided by Cohen (1982).

Intervention by Family Systems

The third category of the literature reviewed deals with abstracts of research on the family as an agent of change with its own disabled
family and with others. Because research on change agentry by the family is of recent origin, it is not surprising that there are proportionately fewer publications in this area than in psycho-social aspects of disability or intervention with family systems. The 16 abstracts deal with two major aspects of change: (a) advocacy activities and (b) skill training. Because both represent treatment or intervention processes aimed at change, it is reasonable that this body of literature tends not to focus on families of persons with specific disabilities.

Three of the 5 journal abstracts on advocacy are recommendation statements, mainly aimed at parents, about "how to" go about advocating for disabled persons (Massenzio, 1981; Kean, 1975; and Daniels, 1982). The other two articles on advocacy deal with continuing education. Muir, et al. (1982), describe the components of an advocacy education program and Wikler (1979) reports the results of a successful effort in using parents to teach graduate students skills for interviewing parents of disabled persons.

The second dimension to intervention by family systems represented is skill training, which is the process of training persons in the acquisition, retention, and generalization of specific behavioral skills. Skill training rates a strong endorsement based on an examination of the seven articles included in this REVIEW. Not only have mothers demonstrated competency in skill training (Hansen, et al., 1981; Morse, 1979; and Timm & Rule, 1981), but skill training represents an area where fathers and siblings can help "good old mom" contribute to

Types of Research Products

Besides coding the literature in terms of content focus, this author has also examined each publication in terms of the type of research or product it represents. This information is summarized in Table 3. It clearly shows that, proportionately, a majority of publications represented in this REVIEW are of a personal observation type (54%) and, as such, emphasize the qualitative, non-empirical presentation of concepts along with experiential descriptions. Many of the authors of these research contributions are practicing service providers or parent consumers.

Data-based research represents a second major type of product (39%). In recent years increasingly more publications have involved some form of data collection and analysis. While proportionately the various content areas included in the REVIEW are fairly balanced between the personal observation versus data-based research products there are exceptions. For instance, substantially more data-based publications are included that deal with the roles of family members and with skill training. In turn, proportionately more research is represented of the personal observation type that focuses on counseling intervention with families, family education, models of intervention, and parent advocacy.

The 9 literature reviews that are abstracted from periodicals, all focus on a dimension of psycho-social aspects of disability. Many of
these reviews are disability specific in that they emphasize the psycho-
social aspects of family systems of persons with specific disabilities.
The paucity of research reviews on aspects of interventions with and by
families is a notable weakness of the state-of-the-art of research on
the families of disabled persons.
OBSERVATIONS AND RECOMMENDATIONS

Observations

A review of the publications chosen for inclusion suggests a number of general observations about the literature. First, it is clear that research on the family of persons with disabilities is generally of recent origin. This observation reflects these facts: A large proportion of this literature is very recent; it emphasizes early impact and early intervention; and these publications tend to be philosophical, qualitative, and nonempirical. Secondly, far greater emphasis should be placed in future years on publishing more rigorous empirical research. Studies involving comparisons of study groups and methods of intervention with and by family systems are particularly needed. Third, a preponderance of the existing literature emphasizes the families of disabled persons who are young, generally infants or adolescents. In future research, more emphasis needs to be given to families of older persons with disabilities, including persons in young adult, adult midlife and aging life cycles. Fourth, the various professional disciplines do not appear to have placed proportionate emphasis on publishing articles in periodicals that deal with the family. Data from Table 2 suggests that educational psychology, social work and rehabilitation are disciplines that could devote more attention to the families of disabled persons. Because these disciplines -- especially rehabilitation -- deal more with older persons with disabilities, some of the unevenness in the literature would be corrected by more
publications on the family in these fields. Fifth, this author observes that there is a rich opportunity for interdisciplinary collaborations in research on the family, as well as for partnerships between professionals and family members. More imaginative, rigorous, and relevant research is likely to emerge from such endeavors.

Recommendations

Substantially more research is still needed on the family of disabled persons. Recommendations for some potential studies are suggested by the following list of 20 research questions:

1. What are the outcome effects of using family members to teach independent living skills to disabled persons?
2. What are the outcome effects of using family members as educators of both professionals and the general community?
3. How does the disability strengthen family members and family systems?
4. What kind of transition occurs when parents are replaced by different significant others (e.g., siblings) as the primary benefactor to the person with a disability?
5. What are the outcomes of different approaches, individual and group, to counseling family members?
6. What are the effects of different educational approaches with family members?
7. What are the components of an adequate support system for adults who are disabled?
8. What results occur from replications of research studies on the family?

9. How do rehabilitation needs differ for contrasting family systems?

10. What are the rehabilitation needs for families whose members are at different significant points in a life cycle?

11. How does the rehabilitation process differ with families who range along a continuum of cooperativeness and competency?

12. How does the rehabilitation process differ with families who live in rural versus urban areas?

13. What strategies have been effective in increasing rehabilitative involvement by fathers and grandfathers?

14. What strategies have been effective in helping family members to be supportive, realistic, and facilitative helpers to disabled persons?

15. What features characterize exemplary programs of intervention with families and by families of persons who are disabled?

16. What are the major concerns of siblings of persons with disabilities?

17. How do families deal with stigma by association?

18. What do parents and rehabilitation professionals consider to be the agony and the ecstasy of parent-professional interactions?

19. What are the outcomes of implementing rehabilitation plans where there have been contrasting levels of parent involvement?

20. Does continuous involvement of parents in IEP and IWRP development result in more successful rehabilitation outcomes?
38 RESOURCE BOOKS ON THE FAMILY OF PERSONS WITH DISABILITIES

General "Parent Education" (17 Books)


"Skill Training" (5 Books)


"Advocacy" (4 Books)


"Counseling" (4 Books)


"Specific Disabilities" (8 Books)


Joel, G. S. *So your child has cerebral palsy.* Albuquerque: University of New Mexico Press, 1975.


Note: Most of these books were published recently: 27 of the 37 (75%) since 1975.
ANNOTATED REFERENCE LIST
Family Members Reactions


Analysis of data from case histories of 46 families with severely disabled children. Interviews record gradual process by which the status of children diagnosed as severely disabled changes from normal to disabled. Outlines the social aspect accompanying clinical education and diagnosis.


To manage a courtesy stigma parents should recognize its situational variability which allows emulation of conventional behavior. Examines the adaptations of mothers of mentally retarded children through their relationships with family, friends and other parents of retarded children.


Presents results of an analysis attempting to delineate attitudes of mothers of selected groups of disabled children using a model defined by two attitudinal dimensions: authoritarian family ideology and conventionality-anxiety.


Manuscript based on edited verbatim responses of parents to questions about their earliest experiences with their disabled child. The parent group consisted of two men and three women chosen
from a larger parenting group formed through their child's involvement in an on-campus early intervention preschool program. Disabilities of the children included Down's syndrome, cerebral palsy, learning disability, and epilepsy.


Measurement of stress and stress-mediating variables in parents of 34 disabled children for comparison to a control sample of parents of nondisabled children.


Analysis of conflicts between parents of normal, disturbed, and learning disabled children with regard to values and attitudes of acceptance or rejection of children.


Discussion of approaches to promote adjustment to life with a disabled family member.

Holroyd, J. The questionnaire on resources and stress: An instrument to measure family response to a handicapped member. Journal of Community Psychology, 1974, 2, 92-94.

Describes a multidimensional, objective, self-administered test for measurement of degree and variety of response to a physically or mentally disabled family member.


Results of interviews with parents of Down's syndrome infants shortly after diagnosis.

Theorizes that chronic sorrow, a form of periodic grief, is a natural phenomenon that affects most parents of mentally retarded persons.


Exploration of ways in which hospital social workers can help parents deal with the crisis reaction, grief, and mourning therapy attending the birth of a disabled child. Includes table identifying stages in grief process.


Investigates the relationship between attitudes and behavior of parents toward their mentally retarded child and attitudes and behavior of the child. Case study material includes social history; school, training, physical, and psychological data; Fels Parent and Child Behavior Scales, and a rating scale for child-concept.


Focuses on the influence of family reaction to mentally defective child on the child's behavior. Study uses Fels Parent Behavior Scales.


Paper arguing that various stresses emerge periodically over time in families of developmentally disabled children where discrepancies between expectations and performance of the child provoke this chronic cycle.


Assessment of coping strategies employed by 133 mothers and 93
fathers of children with diabetes, asthma, cystic fibrosis, and hearing impairment. Includes evaluation of psychosocial effects on parents of raising a physically disabled child.


Analysis of problems parents of disabled children face in encounters with others outside the immediate family and the strategies parents adopt to manage these problems.

Waisbren, S. E. Parents' reactions after the birth of a developmentally disabled child. *American Journal of Mental Deficiency, 1980, 84(4), 345-351.*

Comparison of 30 families of a developmentally disabled child less than 1.5 years old with 30 families of a nondisabled child. Half of the families live in California and half Denmark.

References not Annotated


Roles of Family Members


Description of a survey developed to match foster parents with disabled children. Addresses specific tasks and demands of this type of foster care.

Brief review of literature on effects of the deaf-blind child on the family and siblings.


Discussion of grandparents' reactions to the birth of a disabled child. Suggests ways grandparents can help the child develop and overcome resentment, embarrassment, and overprotective reactions they may experience.


Study of families of pediatric patients with cystic fibrosis, cerebral palsy, myelodysplasia, and multiple handicaps to discover relationship between sibling disability and psychological functioning of normal siblings.


Investigates relationships between spinal cord injury in fathers and subsequent adjustment patterns of children.


Study to determine if life commitments of normal adult siblings had been influenced by having a mentally retarded sibling.


Study examining how a disabled child affects the psychological functioning of the father.

Investigation of sibling reaction to presence of a Down’s syndrome child in the home. Parents and teachers completed behavioral rating scales on 89 sisters and 85 brothers of 104 Down’s syndrome children.


Edited transcript of a 2-hour interview with four college students discussing experiences as siblings of a disabled person. Disabilities of siblings included physical impairment, hearing loss, brain damage, autism, and severe mental retardation.


Results of a comprehensive study of families of pediatric patients with cystic fibrosis, cerebral palsy, myelodysplasia, and multiple disabilities being treated at two Cleveland teaching hospitals.


A grandmother’s story of gradual acceptance of her severely disabled grandson from initial anger and hostility to recognition of the child as a person.


An aid to professionals helping parents of a disabled child. Focuses on understanding the socialization process parents must undergo in terms of both technical and emotional aspects of the parental role.


Review of literature on siblings of disabled children. Emphasis
on inadequate attention paid to the role of siblings in the family process.


Review of literature published from 1960-1978 which focused on mentally retarded children and their fathers. Addresses problems and challenges including finances, emotional tension, professional services, and long-term care.


Discussion of siblings of retarded children as a population frequently seen at child psychiatric clinics and likely to have emotional problems.


Review of literature addressing bidirectional effects in sibling relationships involving disabled children.


Aspects of Parson-Bale's theory of socialization were used as conceptual framework for hypotheses about the role of parents of severely retarded children. Data supports prediction that fathers would be less skillful than mothers in coping with a retarded child.


Emphasis on importance of including the entire family in the diagnostic process and of considering the effects of a disabled child on a normal sibling.

A discussion of the clinical implications of parents of developmentally disabled children who reported that this parenting experience had made them stronger. The authors suggest that more clinical emphasis should be placed on the strengths rather than the negative aspects of the family life.

Concerns of Family Members


Survey conducted among parent members of a state association for the retarded to explore certain aspects of sexuality in trainable mentally retarded individuals and attitudes of parents toward sex education and management of the retarded individuals.


Guidance for the parents of disabled children in developing and maintaining desirable foundations for their child's personality and in making necessary adjustments in their own personalities.


Results of detailed interviews with parents of Down's syndrome infants soon after diagnosis. Study investigates extent to which proposed recommendations were practiced.


Text of a speech given by a hearing impaired child, who served as Acting Director of the International Association of Parents of the Deaf (IAPD). Emphasis on typical concerns of parents with hearing-impaired or deaf children.

Hersh, A., Carlson, R. W., & Lossino, D. A. Normalized interaction with
families of the mentally retarded--To introduce attitude and behavior change in students in a professional discipline. Mental Retardation, 1977, 15(1), 32-33.

Investigation of effects on students of social work of supplemental experience with families having a retarded member.


Findings based on interviews of parents of 171 community-labeled mentally retarded persons regarding problems with the children and the resources used to deal with them. Perceived availability and effectiveness of personal, public, and private resources examined.


Major premise of this literature review is that parents of children with cerebral palsy have multiple needs. Findings indicate professionals should consider parents and children in a holistic manner.

Large, T. Effects of attitudes upon the blind: A reexamination. Journal of Rehabilitation, 1982, 48(2), 33-34; 45 (NARIC Call No. J1162.)

Study of 16 successful blind people to identify effects attitudes of other people have on rehabilitation and adjustment of blind people. Includes case studies and bibliography.


A deaf professional who is the parent of both a hearing and a deaf child shares views on attitudes of professionals toward families with hearing-impaired children.


A parent of a retarded child and president of Virginia Association for Retarded Children discusses special considerations, problems,
and experiences which influence life functioning of families with retarded children.

**Dynamics within Families**


Emulating traditional parenting is one method to aid in managing a child with mental retardation. The mother's role performance may be skewed, but routine domestic life is possible as long as normal-appearing activity is available.


Stages of client adjustment to severe disability are related to client's family adjustment process. Implications for counseling and intervention are addressed.


Observations based on experiences of the Family Service of the Cincinnati Area in leading family life education groups for parents of disabled children and providing direct casework services to families who seek help in raising disabled children.


Identification of additional stresses that treatment of disabled children places on families. Recommendations for more sensitivity among service professionals to pressures and disruption of family support systems and more restructuring of service delivery patterns to minimize these effects.


Study of 404 families with a developmentally disabled child to identify problems and stresses created by such children. Includes
families' perceptions of supportive services needed to meet demands of disabled children.


Review of literature on adaptive and maladaptive coping reactions experienced by parents of disabled children.


Review of research and informal written observations on problems emerging with the presence of a severely mentally retarded child in the family. Summarizes literature on family problems and coping strategies.


Explores the functional connections between young disabled children and their extended families, especially grandparents. Discusses intervention programs that include extended family components such as the Family, Infant, Toddler Project at Vanderbilt University.


Analysis of characteristic disturbances of interactions and relationships in families with a disabled adolescent member.


Report on initial phase of an ongoing longitudinal program of direct observation of social interaction patterns between 10 preschool-age physically disabled children and their mothers in play and therapy.

Using an interview technique to collect data, researcher's studied the amount of time mothers of disabled children spent in primary physical care of family members and in self-care. Analysis of data from 59 Delaware families revealed, among other things, significant differences in the amount of personal care time available to the primary care giver and the disability classification of the child.


Examination of support services and sources available to families of disabled children.


Discussion of family as the context for a child's disability. Aspects of the family of the hearing-impaired child are explored such as the roles of the father and siblings and relationship of mental health to hearing impairment.


Review of literature treating the impact of a disabled child on the family system.


Parent of Down's syndrome child discusses three factors particularly influential in parental adjustment: severity of handicap, disability support systems in the family, and external support systems.

The chapter examines parental reactions to the identification of mental retardation in the family; the strains on family roles and relationships, and the problems confronting families having a retarded member.


Analysis of data from a mail survey questionnaire completed by 330 parents of mentally retarded children. Results indicate how parents' use of personal and professional support networks varies over the life cycle of mentally retarded children.


Reports on research indicating the families of rehabilitation clients may assist in treatment and reinforce client rehabilitative behavior.


Examination of relationship between failure in rehabilitation and disordered family dynamics, family alienation, or family collapse under overwhelming stress.


Overview of stresses in families of mentally retarded children. Discussion of chronic stress theory and implications.

Examination of structural and functional changes in modern families which render them ill-equipped to care for chronically disabled members.


Critical analysis of principal currents of foreign thought during the past 10 years on such topics as parental behaviors and child development, effects of disability on family life, and aids to parents of disabled children.
INTERVENTION WITH FAMILY SYSTEMS

Counseling/Social Services


This book is a collection of readings on counseling parents of exceptional children. Part I consists of 11 papers looking at historical and theoretical aspects. Part II contains 26 papers addressing specific exceptionalities including learning disability, mental retardation, behavioral disability, speech or sensory disability and orthopedic disability.


Suggests framework for counseling including strategies and areas of counselor awareness useful in counseling families with deaf members.


Presentation of a variety of approaches to education and upbringing of deaf children and to practical counseling for families of the deaf. Aimed at the audience of inexperienced counselors and parents.


Exploration of factors which influence counseling of parents of retarded children, the understanding of which is vital to rehabilitation or adjustment of the retarded child and/or the parents.

Author challenges doctors, psychologists, counselors, educators, physical and occupational therapists, social workers, and psychiatrists to be more cognizant of the need for competent, realistic guidance experienced by disabled persons and their families. Includes bibliography and reading list.


Description of a therapeutic group of 7-to-14 year old siblings of disabled children meeting for 8 weeks at the Bronx Center of United Cerebral Palsy.


Examination of problems faced by parents of disabled adolescents and role of counseling in helping the parents cope.


Classic article on counseling parents of mentally retarded children describes typical questions parents ask as well as different professional strategies and attitudes for intervention and care.


Commentary of two physicians describing certain "dilemmas of care" faced by the doctor who diagnoses a disabled child, including social and transactional situations which affect the initial and ongoing treatment of child and family.


Guidelines for counselors who work with parents of hearing-impaired children.

Description of the first phase of a study of adolescent siblings of retarded children. Discussion includes project development, functioning, and technical problems, as well as issues raised in group meetings.


Discussion of parental assertiveness as an aid in educational planning for disabled children.


Study of effects of a support group experience on mothers of severely retarded children in decreasing mothers' loneliness and increasing acceptance of retarded children.


Examination of the effects of an informational educational approach for providing help to parents of retarded children.


Recommendations for doctors dealing with diagnosis and family counseling related to mentally disabled children.


Discusses the role of the counselor in understanding parental reactions to mental retardation and in helping families live successfully with their mentally retarded child.

Recommendations for counselors in - or outside hospitals who work with families of children born with birth defects.


Comments of a parent of a mentally retarded child on the importance of skillful professional handling of initial counseling.


Study of the effects of physician counseling techniques on parent reactions to diagnosis of mental retardation. Interviews with 26 mothers of mentally retarded children helped identify circumstances and counseling techniques that parents considered most influential.


This article was written to enlighten professionals working with deaf children about Mendelian laws of inheritance and the principles of genetic counseling. It presents a brief history of early research into deafness and heredity, modes of inheritance, well known syndromes and aspects of genetic counseling.


Comparison of the effectiveness of behavioral and reflective group counseling for parents of mentally retarded children. Focus on teaching parents how to apply principles of learning theory to child-rearing problems.

A variety of counseling approaches and methodologies for training counseling students or improving counseling practice.


An approach to counseling parents of children with communication disorders is presented with guidelines for implementation by groups of parents.


Suggestions for clinical use of group discussion and role-playing with parents of persons with speech and hearing disabilities.

Weingold, J. T. Parents' groups and the problem of mental retardation. *American Journal of Mental Deficiency, January 1952*, 56, 484-492.

Discussion of the phenomenon of parent group formation to share experience and cope with their mentally retarded children. Issues, obstacles, and goals are examined.


Discusses need for group guidance of parents of mentally retarded children. Child and family are seen as part of the community in which attitudes of acceptance may lead to success in life achievement.


Comprehensive compilation of 120 articles written by professionals who work with families and individuals affected by mental retardation. Intended to improve management skills of those working with families of retarded individuals, to orient students or workers to pertinent insights into successful management techniques, and to provide a sense of history and continuity through this presentation of literature.
References not Annotated


Involvement in Child'S Education


Recommendations are presented to promote more interaction between parents and special educators at team or individualized education program meetings.


Findings of a two-year study examining the impact of P.L. 94-142, the Education for All Handicapped Children Act of 1975 on a sample of disabled children and their families. Focus on institutional responses and consequences for families.

Mallory, B. L. The impact of public policies on families with young handicapped children. Topics in Early Childhood Special Education, 1981, 1(3), 77-86.

Examination of trends in policymaking that affect young disabled children and their families and may create conflict between societal needs expressed through governmental policies and individual needs of families with disabled children.


Legal aspects of parental participation in education of disabled children. Focus on involvement in the IEP (Individualized Education Program) mandated by P.L. 94-142.

Guidelines for optimizing usefulness of conferences between educators and parents of exceptional children.


Discussion of responses of 655 parents of children in special education to a questionnaire related to compliance with P.L. 94-142 (Education for All Handicapped Children Act).


A guide in self-instructional format for analysis of parental role in development of IEPs for disabled children.


Identification of advocacy roles and responsibilities of parents of disabled children and discussion of impacts on school psychologists.


Examination of procedural guidelines for development and implementation of IEPs for disabled children.


Exploration of training alternatives for parents and professionals involved in developing IEPs for disabled children.

Observes that more parents attended IEP meetings when informal invitations were followed-up, than when only one message was sent.


A look at educational decision-making problems faced by parents of disabled children and suggestions for additional research.

References not Annotated


Family Education


A mother identifies basic principles for coping with raising an exceptional child.


This is a manual for a nine-step treatment process designed to teach parents about understanding their child's behavior and working with new strategies that may positively impact behavior changes in the child or other family members.


Handbook for educators, mental health professionals, and others who work with parents and children. Addresses sociological changes in family interaction and structure.

Discussion of the value of workshops to help parents teach new skills and habits to their mentally disabled children.


Pilot parent program based on hypothesis that greater parental acceptance of a child boosts the child's self-esteem. Six parents of children with sensory integrative dysfunction participated for six weeks.


Discusses parents' concerns about disabled children at home and how families cope with stress, prevent child abuse, and contribute to the child's education at home and in school.


Resources for parents, direct care staff, and language professionals who wish to expand knowledge of speech and language development among developmentally disabled individuals.


Prepared by the Family and Community Services, Montgomery County (MD) Association for Retarded Citizens, this guide provides suggestions and approaches intended to help members of the extended community family in which there is a child with a disability.

Experiences of therapists at Developmental Evaluation Clinic of Children's Hospital in Boston in helping young children learn how to get involved in their brother/sister's treatment program.


Identification of issues in training educators and parents for effective parental participation in educational programs of their disabled children.


Collection of 14 articles by parents of children with various disabilities expressing disapproval and resentment toward treatment methods and attitudes of professionals supposed to help them. However, authors are also professional educators, psychologists, physicians, counselors, and others offering additional perspectives.

References not Annotated


Models of Intervention

Explanation of types of treatment available to families of learning disabled children, depending on family dynamics.


Outline of a three-dimensional approach to assisting parents of learning-disabled children.


Presentation of techniques to facilitate implementation of programs to involve the client's family in the rehabilitation process to improve client's chances for successful rehabilitation.


Ten papers presented at a 1979 conference on services for families of developmentally disabled persons. Includes summary of conference proceedings and analysis of relevant public policy options.


Discussion of various aspects and benefits of respite care to help families of severely disabled persons administer primary care.


Theories and principles of effective family resource management for adults trying to solve individual and family living problems.

An argument, based on review of premises under which parent involvement became an essential part of intervention programs for young disabled children, for the value of adopting a new theoretical framework for parent involvement—a family systems perspective.


Offers an instrument developed by Mosher and O'Hara to help identify life cycle needs and tasks of developmentally disabled individuals and their families along with suggestions for integrating information obtained into social work.


With the families of retarded persons and professionals working with retarded persons in mind, the author addresses a variety of topics including human dignity, sexual development, and family systems.


Twelve professionals in child development, pediatrics, psychology, social work, special education, speech pathology, and audiology discuss working with parents of disabled children.

Westin, M. T., & Reiss, D. The family's role in rehabilitation: Early warning system. *Journal of Rehabilitation, 1979, 45*(1), 26-29.

Overview of research project to test classification systems and laboratory methods designed to predict a family's involvement in a patient's rehabilitation program.


Family in the Rehabilitation of the Physically Disabled, aimed at audience of health professionals interested in effective intervention techniques for rehabilitation of disabled family members.
Advocacy Activities


Examination of issues frequently arising between parents and maturing disabled children who are gradually relying less on parents and more on themselves as advocates.


Manual for parents of disabled children and their helpers on establishing and maintaining an effective advocacy organization.


A mother's view of the parental role in education of exceptional children.

Massenzio, S. Internal advocacy guidelines for rehabilitation professionals, parents and disabled adults advocating for the rights of all individuals with special needs. *American Archives of Rehabilitation Therapy*, 1981, 29(1), 1-5. (NARIC Call No. J0011)

Identifies knowledge and skills required for effective parental advocacy including techniques for informal as well as formal internal agency advocacy.


Offers specific strategies parents of disabled children can employ to get assistance from educational, governmental, and religious institutions.

Description of an educational project for parents of handicapped children. Parental advocacy skills are taught to aid parents in dealing with various institutions and agencies affecting welfare of their children.


Annotated list of documents on advocacy for children, elderly, mental patients, abused women, and developmentally disabled persons.


Investigation of direct consumer involvement in training of social work students including exploration of approaches for incorporating consumer perspective into professional training.

References not Annotated


Skill Training


Analysis of the training of parents of a 6-year-old severely developmentally delayed son in child management techniques.

Exploration of father involvement in parent training focusing on prevalence of participation, outcome of treatment as a function of involvement or noninvolvement, and research questions remaining to be addressed.


Study employing questionnaire to measure support or nonsupport by teachers of disabled children for various kinds of parent involvement from traditional home support to current ideas of home-school partnership.


The focus of this article is the technology of training parents in behavior therapy. It discusses basic assumptions regarding parent training and therapy, reviews the related literature, presents training methods and procedures, and raises some evaluation issues. Includes references.


Description of the San Francisco Infant Program, providing a variety of services to an ethnically and culturally diverse community with emphasis on parent involvement.


Description of experiences with two families in which siblings as well as parents were taught to use simple procedures to encourage desired behaviors in a disturbed brother or sister.


This article discusses the potential benefits of including siblings in behavior therapy with children, when traditionally only parents might be included. The principle is represented by a family case history and a discussion of the practical considerations in treatment with siblings.

Morse, J. A. Program for family management of the multiply handicapped child: TEMPO as a clinical model. Rehabilitation Literature, 1979 ©, 40(5-6), 134-145.

Presentation of a model of service delivery to families employing a professional team approach to handle treatment factors including evaluation, counseling, training, advocacy, and referrals for parents.


Evaluation of a reinforcement program in which three mothers earned lottery tickets and won prizes when their preschool disabled children made progress during home-based intervention.


Discusses development of social skills by physically disabled adolescents including development of adult intimate relationships and effects of cerebral palsy on sexuality.


Introduction to a Regional Intervention Program (RIP) for parents of young disabled children. RIP relies on parents as primary
therapists, trainers of fellow parents, and implementors of program daily operation.


The use of parent programming to promote educational objectives for disabled students is discussed. Content, methodology, and results of initial study of parent programming are included.


Report of a summer camp program to train 18 siblings of retarded children as behavior modifiers. Training included basic learning theory, observations of operant techniques and supervised application of prescribed procedures.
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REHABILITATION RESEARCH REVIEW
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The Role of the Family in Rehabilitation
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Process, Issues, and Needs in Private-for-Profit Rehabilitation
Performance Appraisal of Rehabilitation Professionals
Benefit Cost Analysis
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Consumerism and Advocacy in Vocational Rehabilitation
Rehabilitation and Adults with Learning Disabilities
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Applications of Telecommunications Technology to Services for Individuals with Disabilities
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Computers in Vocational Rehabilitation: Current Trends and Future Applications
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Principles and Practices of Vocational Rehabilitation with Persons with Hidden Disabilities
Low Cost Technology and its Application to U.S. Rehabilitation Practices
Rehabilitation Education and Training
Client Vocational Assessment

NOTE: Future Role of Rehabilitation Workshops
(Annotated Reference List)