This report describes materials identified during a study of professional training curricula in schools of social work, psychiatric nursing, clinical psychology, special education, and child psychiatry throughout the United States. The purpose of the project was to locate innovative course curricula and other materials designed to promote parent-professional partnerships on behalf of children with severe emotional disturbances and other disabilities. After an initial survey of deans of such programs to locate faculty currently working with such curricula, responses from 71 faculty members provided the descriptions of programs, individual courses, and in some cases published materials that make up the bulk of this bibliography. The materials identified are presented in five sections headed, respectively, Medicine, Social Work, Nursing, Psychology, and Special Education, and names and addresses of respondents are provided to facilitate direct contact by interested readers. Some respondents also sent copies of articles and papers related to parent-professional partnerships; these citations are listed at the end of each section. An appendix lists respondents by state. (PB)
Parent-Professional Collaboration
Content in Professional Education Programs:
A Research Report

Research and Training Center on Family Support
and Children's Mental Health
Portland State University

This publication was developed with funding from the National Institute on Disability and Rehabilitation Research, United States Department of Education, and the National Institute of Mental Health, United States Department of Health and Human Services (NIDRR grant number G0087C0222-88). The content of this publication does not necessarily reflect the views or policies of the funding agencies.
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TABLE 1  Responses Regarding the Presence or Absence of Curriculum Dealing with Parent-Professional Collaboration by Type of Program.

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

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

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

<table>
<thead>
<tr>
<th>Type of Graduate Program</th>
<th>YES</th>
<th>NO</th>
<th>NO RESPONSE</th>
<th>TOTAL</th>
<th>PERCENT POSITIVE</th>
<th>OVERALL RESPONSE RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work</td>
<td>26</td>
<td>24</td>
<td>39</td>
<td>89</td>
<td>43.3</td>
<td>56%</td>
</tr>
<tr>
<td>Special Education</td>
<td>149</td>
<td>78</td>
<td>241</td>
<td>468</td>
<td>65.6</td>
<td>49%</td>
</tr>
<tr>
<td>Psychiatric Nursing</td>
<td>10</td>
<td>14</td>
<td>22</td>
<td>46</td>
<td>41.7</td>
<td>52%</td>
</tr>
<tr>
<td>Clinical Psychology</td>
<td>24</td>
<td>60</td>
<td>123</td>
<td>207</td>
<td>28.6</td>
<td>41%</td>
</tr>
<tr>
<td>Child Psychiatry</td>
<td>16</td>
<td>22</td>
<td>89</td>
<td>127</td>
<td>42.1</td>
<td>30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>225</td>
<td>198</td>
<td>514</td>
<td>937</td>
<td>53.2</td>
<td>45%</td>
</tr>
</tbody>
</table>
More than half of the deans who responded reported that their programs contained curriculum designed to promote parent-professional collaboration. This positive response was distributed unevenly across professional schools, however, with deans of special education programs being most likely (65.6 percent of those responding) to report that they included parent-professional collaboration in their programs. Deans of clinical psychology programs were the least likely (28.6 percent) to indicate that they trained current or future professionals to work with parents as partners.

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

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

<table>
<thead>
<tr>
<th>Type of Graduate Program</th>
<th>YES</th>
<th>NO RESPONSE</th>
<th>TOTAL LETTERS SENT</th>
<th>OVERALL RESPONSE RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work</td>
<td>6</td>
<td>29</td>
<td>36</td>
<td>16.3</td>
</tr>
<tr>
<td>Special Education</td>
<td>43</td>
<td>174</td>
<td>222</td>
<td>21.6</td>
</tr>
<tr>
<td>Psychiatric Nursing</td>
<td>3</td>
<td>11</td>
<td>14</td>
<td>21.4</td>
</tr>
<tr>
<td>Clinical Psychology</td>
<td>4</td>
<td>28</td>
<td>34</td>
<td>17.6</td>
</tr>
<tr>
<td>Child Psychiatry</td>
<td>3</td>
<td>12</td>
<td>19</td>
<td>36.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>59</td>
<td>254</td>
<td>325</td>
<td>21.8</td>
</tr>
</tbody>
</table>

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

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

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

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

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

MEDICINE

A. Courses and Programs

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

Name of Course/Program: Counseling Skills for Residents
Level: Graduate
Discipline: Medicine (Pediatric/Family Practice)
Institution: University of Nebraska Medical Center
Instructor: Gregg Wright, M.D.
Address: C. Louis Meyer Children's Rehabilitation Institute
University of Nebraska Medical Center
444 South 44th Street
Omaha, NE 68131-3795
Telephone: (402) 559-5388
Parents Involved In Program? Yes
Course Outline Available? Yes

Program Description:

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

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

Contributor: Linda Greenberg

Discipline: Medicine

Institution: Cornell Medical College

Address: Payne Whitney Clinic
1300 York Avenue
New York, NY 10021

Telephone: (212) 472-5454

Resources:


Contributor: Fred Frankel

Discipline: Medicine

Institution: University of California at Los Angeles

Address: Department of Psychiatry
UCLA Neuropsychiatric Institute
Center for the Health Sciences
760 Westwood Plaza
Los Angeles, CA 90024

Telephone: (213) 794-1195

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

Resources:


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

Resource:
SECTION II

SOCIAL WORK

A. Courses and Programs

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

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

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

Level: Graduate

Discipline: Social Work

Institution: University of Wisconsin - Madison

Instructor: Rosemary Carbino

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

Telephone: (608) 263-3675

Parents Involved In Program? Yes

Course Outline Available? Yes

Program Description:

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

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

Program Description:

The stated purpose of this course is to help social workers learn how to enhance parents' childrearing practices. Although it does not have an explicit focus on parent-professional collaboration, the skills taught in the course appear to be based on a foundation of family-centered (start with the needs of the family) practice. In addition, the instructor provides a number of recommended readings that address topics such as the parents' view of the service system, helping parents to become organized in mutual aid and advocacy groups, and related topics.
This course is one of a three-course sequence dealing with children, youth, and families. The instructor states, "as a part of each of the three courses presently being taught . . . we place a great deal of emphasis on the essential role of families and discussion of such issues as family-based services, development of parent and family support groups, and working with families as allies."

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

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

Resource:

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

Resources:


Contributor: Anthony N. Maluccio

Discipline: Social Work

Institution: University of Connecticut

Address: University of Connecticut
School of Social Work
1798 Asylum Avenue
W. Hartford, CT 06117

Telephone: (203) 241-4737

Resources:

SECTION III

NURSING

A. Courses and Programs

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

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

**Program Description:**

This program is designed to train nurses to work with children and families. It consists of 18 courses and clinical experience. Dr. Spicher writes, "I have included all the course outlines for our program. It may be difficult to determine the extent of our philosophy regarding nurse/parent collaboration but, I assure you, that is the guiding principle for parent child health nursing here at the college."
B. ARTICLES, CHAPTERS AND RESEARCH REPORTS

Contributor: Malia S. Johnson, Ed.D.
Discipline: Nursing
Institution: University of Texas at Austin
Address: School of Nursing
University of Texas at Austin
1700 Red River
Austin, TX 78701-1499
Telephone: (512) 471-7311

Resources:

SECTION IV

PSYCHOLOGY

A. Courses and Programs

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

Name Of Course/Program: Clinical Psychology D: Related articles

Level: Graduate

Discipline: Psychology

Institution: Graduate School of Psychology
Fuller Theological Seminar

Instructor: Paul Clement

Address: Fuller Theological Seminary
Pasadena, CA 91101

Telephone: (818) 584-5505

Parents Involved In Program?: Yes

Course Outline Available?: Yes

Program Description:

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

Resources:


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

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

Resources:


B. ARTICLES, CHAPTERS AND RESEARCH REPORTS

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

Resource:
NY: Brunner/Mazel.

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

Resource:
Baker, J.N. (August 1987). *Therapeutic foster parent: Professional or emotionally involved parent?* Workshop presentation at 1st North American on Treatment Foster Care, Minneapolis, MN.
Contributor: Sheila M. Eyberg
Discipline: Psychology
Institution: University of Florida
Address: Department of Clinical and Health Psychology
          University of Florida
          Gainesville, FL 32611
Telephone: (904) 392-4551

Resource:
SECTION V

SPECIAL EDUCATION

A. Courses and Programs

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

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

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

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

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

Resource:

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

Level: Undergraduate and Graduate

Discipline: Special Education

Institution: San Diego State University

Instructor: Patricia Thomas Cegelka, Project Director

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

Telephone: (619) 265-6665

Parents Involved In Program? Yes

Course Outline Available? Yes, and other related materials

Program Description:

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

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

Undergraduate

Special Education

Special Education Department

Alabama A & M University

Bess Hayden Parks, Ph.D.

P.O. Box 580

Normal, AL 35762

(205) 859-7368

No

Yes

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

Resources:

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

Level: Undergraduate

Discipline: Special Education

Institution: Bemidji State University

Instructor: David B. Benson, Ph.D.

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

Telephone: (218) 755-3781

Parents Involved In Program? Yes

Course Outline Available? Yes

Program Description:

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

Resources:

Name Of Course/Program: Family Systems and Services for Young Disabled Children
Level: Graduate
Discipline: Special Education
Institution: San Francisco State University
Instructor: Ann Halvorsen, Ph.D.
Address: Department of Special Education
San Francisco State University
San Francisco, CA 94132
Telephone: (415) 469-1161
Parents Involved In Program? Yes
Course Outline Available? Yes

Program Description:

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

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

Resources:

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

Program Description:

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

Program Description:

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

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

Level: Graduate

Discipline: Special Education

Institution: Indiana University

Instructor: Susan Shuster

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

Telephone: (812) 335-6508

Parents Involved In Program? Yes

Course Outline Available? Yes

Program Description:

This course has as its objectives:

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

This course uses the following required texts:


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


Name Of Course/Program: Collaborative Programming in Special Education

Level: Graduate

Discipline: Special Education

Institution: School of Continuing Studies The Johns Hopkins University

Instructor: Dr. Christine Manlove

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

Telephone: (301) 338-8273

Parents Involved In Program?: Yes

Course Outline Available?: Yes

Program Description:

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

Level: Graduate

Discipline: Special Education

Institution: Kansas State University

Instructor: Linda P. Thurston, Ph.D.

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

Telephone: (913) 532-5541

Parents Involved In Program?: Yes

Course Outline Available?: Yes

Program Description:

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

Specific objectives for the course are that students will:

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

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

The text for this course is:

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