```
Abused children. See Child abuse and neglect
Academic progress, 194–199. See also Progress monitoring conferences
Accommodation for children with exceptionalities
      in assessment, 330-333
      planning for, 30–32
Accommodation in conflict resolution, 252
Active listening. See Listening
Adaptation programs, 140
Adolescence. See Youth and young adults with exceptionalities
Advocacy
      for elementary-age children and their families, 334-337
      in parent and family involvement model, 20, 21
      training in, for parents and families, 13, 15-16
      for young children and their families, 292, 294-296
      for youth and young adults and their families, 341-342
African Americans. See also Culturally and linguistically diverse students and families
      advanced placement examinations taken by, 43
      disability distribution among special education students, 38
      disciplinary actions and, 48-50
      educational challenges of, 42-43, 45, 47-49
      foster families among, 66
      grandparents as heads of households among, 65
      in high-poverty schools, 42
      income of, 40
      placement of, in special education, 47-49
      poverty of, and related social problems, 39-42
      risk index for disabilities among, 45
      single-mother-headed households among, 62
      values of, 55, 58
Age of majority, 344–345
American Indians. See Culturally and linguistically diverse students and families; Native
    Americans
Angry parents and family members, 231–233
Applied behavioral analysis, 166–168. See also Behavioral intervention strategies
Asian Americans. See also Culturally and linguistically diverse students and families
      communication with, 78
      community services for, 52
      disabilities among special education students, 38, 45
      diversity among, 36–37
      foster families among, 66
```

```
in high-poverty schools, 42
      income levels of, 40
      placement of, in special education, 45, 48
      rapport-building procedures with, 78
      risk index for disabilities among, 45
      values of, 58, 59
Assessment. See also Evaluation forms
      accommodation in, 330-333
      of culturally and linguistically diverse students with exceptionalities, 39, 43-44, 46
      curriculum-based measurement (CBM), 196, 197
      of elementary-age children, 330-333
      functional assessment for behavioral intervention strategies, 168-170, 176
      IDEA on, 44, 304-308
      informal procedures for, 196, 198
      information on, during initial contact and information exchange conferences,
      needs analysis of parents and families, 18-19
      parental input on, 306-308, 330-333
      parents' permission for, 306-307
      parents' requests for, 307–308
      prereferral assessment prior to special education services, 120–121
      procedures for, 138, 149
      during progress monitoring conferences, 195–198
      standardized assessment, 195-196, 330-331
      of student progress and communicating information to parents and families, 142,
         144-146
AT devices, 288-289
Autism, 38, 45, 286-287, 410-413, 420, 429-430
Behavior, 159. See also Behavioral intervention strategies
Behavior disorders (BD), 46, 406-409, 419, 427-429
Behavior Management Conference Evaluation Form, 421–425
Behavioral intervention strategies
      applied behavioral analysis, 166-168
      Behavior Management Conference Evaluation Form, 421–425
      charting and analysis of behavioral data, 165, 174–175
      definition of behavior, 159
      demonstration graph form for, 175
      establishment and implementation of intervention procedures and performance
          goals, 166, 175-182
      follow-up meetings with parents on, 166, 182
      forms for, 173, 175, 179, 421-425
      functional assessment for, 168-170, 176
      identification and operational definition of behavior or concern, 164-168
      identification of environments and situations including target behavior, 165, 168-
      identification of factors supporting target behavior, 165, 170
      manipulation of consequences and antecedent conditions, 170
```

```
measurement process for, 171-174
      positive or adaptive behaviors and, 168
      procedural plan sheet, 178-180
      procedural steps in, 165-166
      recording form for measurement of, 172-173
      recording target behavior, 165, 171-174
      reinforcement and, 176-177
      role-playing materials on, 419–425
      training parents in, 16, 164-182, 295, 419-425
      underlying principles of, 159–161
      uses and benefits of, 160-161
Blacks. See African Americans; Culturally and linguistically diverse students and families
Blended families, 63–64, 113
CBM (curriculum-based measurement), 196, 197
Cell phone text messaging, 145
Center-based programs for young children, 280–281
Channel in communication process, 246
Child abuse and neglect, 8, 51, 65, 66
Children with exceptionalities. See Elementary-age children with exceptionalities; Young
    children with exceptionalities; Youth and young adults with exceptionalities
Civil Rights Project, Harvard University, 42–43
Clarifying responses and questions, 85-86
Classrooms. See also Educators
assignment completions, 201-203
      educational challenges of minority students, 42-43
      homework and, 333-334
      management of, and emotional-social intervention, 140-141
      philosophy and administration of, 140
      schedules of, 140
      unplanned conferences with parents during class time, 237–238
Collaborative problem solving. See also Conflict resolution, 252-257; Conferencing and
    collaboration
Communication. See also Conferencing and collaboration
      with angry parents and family members, 231–233
      channel in, 246
      conflict resolution and, 246-249, 255-259
      congruence of message, 246-247
      decoding in, 247-248
      with emotionally overwrought parents and family members, 233-235
      encoder in, 246
      feedback in, 248
      with garrulous parents and family members, 235–236
      home-school partnerships and, 76-77
      listening skills, 80-93, 255-259
      with minority parents and families, 77–80
      by minority students, 49
      in parent and family involvement model, 20, 21
```

```
with parents of limited English proficiency, 78–79
      process of, 246-248
      during progress monitoring conferences, 210–211
      on progress of students to parents and families, 142, 144–146
      rapport with families and, 77–80
      technology and, 93-94, 145-146, 230
      during unplanned conferences, 227-228
Communication journal, 93
Community schools, 52–53
Community services
      for minority students and their families, 50-53
      for nontraditional families, 70
Computer e-mail, 94, 145, 230
Conferencing and collaboration. See also Conflict resolution; Initial contact and infor-
   mation exchange conferences; Progress monitoring conferences; Unplanned confer-
      conflict resolution conferences, 241–268
      development of personalized conferencing philosophy and style, 21–22
      empathy and, 81–82
      establishing home-school partnerships, 75–77
      IEP conferences, 299-301, 310-322, 354-357
      initial contact and information exchange conferences, 119-154
      listening skills and, 80–93
      progress monitoring conferences, 191–221
      rapport with families and, 77–80
      responses to parents' questions and, 218
      technology and, 93-94, 230
      trust in, 97-115
      unplanned conferences, 223-239
      variables in, 249-251
      vignettes on, 75, 97-99, 119-120, 191-192, 223, 241-242
Confidentiality, 111–113
Conflict resolution
      accommodation in, 252
      approaches to, 251–257
      appropriate use of power for, 253-255
      assessment of educator's style of, 262-263
      availability of pertinent facts for, 253
      avoidance of conflict, 251
      collaborative problem solving for, 252-257
      communication skills and, 246-249, 255-259
      competition in, 252
      conflict as normal and healthy, 242-243
      constructive openness for, 256–257
      due process safeguards, 262, 264-268
      evaluating mutually agreed-on problem-solving strategy and making modifications,
         260 - 262
      evaluation form for conference on, 431-433
```

```
factors associated with development of unhealthy conflict, 243–245
      identifying and evaluating possible solutions for, 259–260
      implementing mutually agreed-on problem-solving strategy, 260
      institutional support for, 255
      model process for, 257–262
      nature of conflict and its perceived importance, 249-250
      potential for, 249
      prior relationship and rapport, 251
      role-playing materials on, 427-433
      setting conditions for, 257-259
      time and resources required for, 250
      variables associated with, 249-251
      vignette on, 241-242
      willingness for participants to lose, 250–251
Conflict Resolution Conference Evaluation Form, 431–433
Congruence of message, 246–247
Constructive openness, 256–257
Consultation, 17
Continuous measurements, 171
Counseling, 17, 236–237, 294–295
Cultural capital, 49–50
Culturally and linguistically diverse students and families. See also Diversity assessment
    of, 39, 43-44, 46
      awareness of value differences of, 54-59
      community services and, 50-53
      definitions pertaining to, 36
      disability distribution of, for special education students, 38
      disciplinary actions and, 48-50
      educational challenges facing, 42-50
      in gifted and talented programs, 39, 45-46
      overrepresentation of, in special education, 37-39, 44-48
      partnerships with families of, 53–60
      placement of, in special education, 37-39, 44-48
      poverty of, 39-43, 47-51
      professionals' attitudes toward, 54-58
      rapport-building procedures with minority groups, 77–80
      risk index for specific racial and ethnic groups, 44–45
      transition planning and, 353-354
      trust and, 108
Culturally and linguistically diverse teachers, 46-47, 55
Culture, 36. See also Culturally and linguistically diverse students and families; Diversity
Curriculum-based measurement (CBM), 196, 197
Decoding in communication, 247–248
Developmental delay, 37, 38, 274
Developmental history of child, 125–132
Diagnostic information. See also Assessment
      during initial contact and information exchange conferences, 135-139
```

```
parents' responses to, 286–287
      during progress monitoring conferences, 195–196
Diploma, 347-348
Disabilities. See also Culturally and linguistically diverse students and families; Elemen-
    tary-age children with exceptionalities; Young children with exceptionalities; Youth
    and young adults with exceptionalities; and specific disabilities
      information regarding, during initial contact and information exchange confer-
         ences, 135-139, 146-148
      by race and ethnicity among special education students, 38
      risk index for, 44-45
Disciplinary actions, 48-50
Diversity
      assessment of minority students, 39, 43-44, 46
      community services and, 50-53
      cultural and linguistic diversity, 36-60
      disciplinary actions and minority students, 48-50
      educational challenges facing minority students, 42–50
      family-structure diversity, 60-72
      and "melting pot" analogy, 54-55, 72
      partnerships with minority families, 53-60
      placement in special education and, 44-48
      poverty and, 8, 39-43, 47-51
      professionals' attitudes toward minority groups, 54–58
      strategies appropriate to particular minorities, 58-60
      values of minority families, 54–59
      vignette on, 35-36
Divorce, 61-63, 71-72, 113
Doe v. Withers, 112-113
Domestic violence, 50
Door-opening statements, 85
Dropout rates, 42, 43
Drug abuse. See Substance abuse
Due process safeguards, 262, 264-268
Duration recording, 172
DVDs, 145-146
E-mail, 94, 145, 230
Early childhood special education. See Young children with exceptionalities
Educational conferencing. See Conferencing
Educators. See also Classrooms
      assertiveness of, during unplanned conferences, 226
      attitudes of, and strategies for unplanned conferences, 224-228
      attitudes of, toward minority families and students, 54-58
      attitudes of, toward nontraditional families, 71
      and consideration of needs of parents and families, 10–11
      culturally and linguistically diverse teachers, 46-47, 55
      difficulties of, with providing services to parents and families, 3–4
      parents' attitudes toward, 336
```

progress monitoring conferences and attitudes of, 210–211 qualifications for, 335–336 role of, in conferencing with parents and families, 11–12 Elementary-age children with exceptionalities. See also IDEA (Individuals with Disabilities Education Improvement Act) assessment of, 330–333 emotional support and understanding for parents of, 301-302 homework for, 333-334 IDEA on, 303-330 information exchange opportunities for parents and families of, 302-334 service and advocacy needs of children and their families, 334-337 vignette on, 299-301 Elementary and Secondary Education Act. See No Child Left Behind Act Emotional disturbance, 38, 45, 406–409, 419, 427–429 Emotional-social intervention, 140–141 Emotional support for parents and families, 283–286, 301–302, 345–346 Emotionally overwrought parents and family members, 233–235 Empathy, 81–82 Employment of youth and young adults, 352 Empowerment, 16, 21, 296 Encoder in communication process, 246 Enrichment programs, 140 Ethnicity, 36. See also Culturally and linguistically diverse students and families; Diversity Evaluation forms. See also Assessment Analyzing Your [Conflict Resolution] Style, 262, 263 Behavior Management Conference Evaluation Form, 421–425 Conflict Resolution Conference Evaluation Form, 431–433 IEP Conference Evaluation Form, 320-321 Initial Conference Evaluation Form, 414-417 Progress Report Conference Evaluation Form, 215-217 Event-recording techniques, 171–172 Exceptionalities. See Culturally and linguistically diverse students and families; Disabilities; Elementary-age children with exceptionalities; Young children with exceptionalities; Youth and young adults with exceptionalities; and specific disabilities Extended-service schools, 52-53 Families. See Parents and families Family-centered services for young children, 274–278, 295–296 Family Educational Rights and Privacy Act (FERPA), 111–112 Family-school partnerships. See Home-school partnerships Family-structure diversity. See also Diversity; Parents and families blended families, 63-64, 113 divorce and, 61-63, 71-72, 113 evaluation of, during initial contact and information exchange conferences, 152 foster families, 66-68 gay and lesbian parents, 68-69 grandparents as heads of families, 8, 64-66 priority concerns of nontraditional families, 70

```
professionals' attitudes toward, 71
      resources and services for nontraditional families, 70
      single-parent families, 60-62
      time, energy, and financial restrictions of nontraditional parents, 71
      working with nontraditional families, 69–72
Family systems model, 28–30
FAPE (free and appropriate education), 304
FERPA (Family Educational Rights and Privacy Act), 111–112
Fighting at school, 8
Foster families, 66-68
Free and appropriate education (FAPE), 304
Full-inclusion movement, 322-330
Full-service schools, 52-53
Functional assessment, 168-170, 176. See also Assessment
Functional communication training, 295
Garrulous parents and family members, 235–236
Gay and lesbian parents, 68-69
Getting to Know Your Child questionnaire, 292, 293-294
Gifted and talented students, 39, 45–46, 405–409, 419, 427–429
Grandparents, 8, 64-66
Group conferences, 146–149. See also IEP Conferences
Head Start, 280
Health insurance, 8, 51
High school diploma, 347-348
Hispanics. See also Culturally and linguistically diverse students and families
      advanced placement examinations taken by, 43
      communication with, 79
      disability distribution among special education students, 38
      diversity among, 36
      educational challenges of, 42, 45, 48
      foster families among, 66
      grandparents as heads of households among, 65
      in high-poverty schools, 42
      home language of, 8
      placement of, in special education, 45, 48
      population of, 8
      poverty of, and related social problems, 39–42
      rapport-building procedures with, 79
      risk index for disabilities among, 45
      values of, 59
Home-based programs for young children, 279-280
Home-school notebook, 93
Home-school partnerships. See also Conferencing and collaboration
      communication and, 76-77
      defining features of, 76
      establishment of, 75–77
```

```
Home visits, 292
Homelessness, 41, 79–80
Homework, 333-334
Hospital-based programs for young children, 278–279
IDEA (Individuals with Disabilities Education Improvement Act)
      on age of majority, 344-345
      on assessment, 44, 304-308
      on AT devices, 288
      confidentiality and, 111-112
      on developmental delay, 274
      on due process safeguards, 264-267
      on free and appropriate education (FAPE), 304
      on IEPs and IEP conferences, 309-322
      importance of generally, 303-304
      and individual needs of students with disabilities, 19-20
      on individualized family service plans (IFSPs), 276–277, 289, 291
      on least restrictive environment and inclusion, 322–330
      on natural environments, 282
      on parental access to records, 308
      parents' knowledge of requirements of, 360
      on procedural safeguards, 308–309
      on progress monitoring, 196, 198
      provisions of, 304–330
      reporting requirements for race and ethnicity data under, 37
      on reporting student progress to parents, 144
      school reform and, 6
      on special educators' qualifications, 335-336
      on surrogate parents, 66, 308
      on transition plan and services, 351-352
      on young children with exceptionalities, 273-274, 276-277
IEP Conference Evaluation Form, 320–321
IEP conferences, 299-301, 310-322, 354-357
IEPs (Individualized Education Programs)
      access to information in, by school personnel, 112
      components of, 309-310
      and due process safeguards, 266
      educational performance section of, 196
      evaluation form for IEP conference, 320-321
      goals and objectives in, 144, 187, 192, 309, 311, 313
      implementation of, 112-113
      indicators of effective IEP meetings, 311-312
      intimidation experienced by parents regarding, 318–319, 322
      language and, 318
      notification of, 206
      parental participation in, 5, 15, 67, 93, 121, 123, 299-301, 310, 313, 314-322, 357
      progress monitoring and, 196, 198
      progress monitoring conferences and, 212
```

```
rapport established with parents prior to IEP meeting, 123
      transition planning and, 354-356
      trust and, 314, 318
      vignette on, 299-301
      youth and young adults' participation in, 343, 354-356
IFSPs (individualized family service plans), 254, 276–278, 289, 291
Inclusion, 322-330
Individualized Education Programs. See IEPs (Individualized Education Programs)
Individualized family service plans (IFSPs), 254, 276-278, 289, 291
Individuals with Disabilities Education Improvement Act. See IDEA (Individuals with
   Disabilities Education Improvement Act)
Information exchange. See also Initial contact and information exchange conferences
      on assessment, 330-333
      on educational programming for youth and young adults, 348-351
      for elementary-age children's parents, 302-334
      on high school diploma, 347-348
      on homework, 333-334
      on IDEA, 303-330
      in parent and family involvement model, 13, 14–15
      on programs for students ages 18 to 21, 358-359
      on transition for youth and young adults, 351-358
      for young children's parents, 286–289
      for youth and young adults' parents, 347–359
Initial Conference Evaluation Form, 414–417
Initial contact and information exchange conferences
      assessment and diagnostic information provided during, 135–139
      developmental history during, 125–132
      educational program description provided during, 139–142, 148–149
      evaluating parents and families during, 149–154
      evaluating student progress and disseminating this information, 142, 144–146
      evaluation form for, 414-417
      evaluation procedures description during, 149
      family functions evaluated during, 153
      family interactions evaluated during, 152-153
      family life cycles evaluated during, 153-154
      family structure evaluated during, 152
      group conferences for, 146-149
      inclusive nature of, 120-122
      information regarding exceptionality during, 135-139, 146-148
      medical history during, 129-130
      obtaining information from parents and families during, 124–134
      parental goals and expectations during, 133–134
      parents' analysis of child's attitudes and preferences, 126, 132-133
      parents' statement of issues during, 125, 128–129
      parents' strengths and weaknesses evaluated during, 150–152
      preferral assessment before, 120–121
      problem-solving alternatives information during, 149
      providing information to parents and families during, 134–149
      purposes of, 122–154
```

```
rapport established during, 122–124
       role-playing materials, 405-417
       school history during, 131, 133
       sociological information during, 134
       vignette on, 119-120
Institute for Community Inclusion, 137
Integration, 325
Internet, 146
Interpreters, 78-79
Interval-recording systems, 172
Intervention by parents. See Treatment and intervention by parents
Language differences. See Culturally and linguistically diverse students and families
Latinos. See Culturally and linguistically diverse students and families; Hispanics
Learning disabilities (LD), 38, 45, 46, 48, 261–262
Least restrictive environment, 322-330
Lesbian parents. See Gay and lesbian parents
Linguistic diversity. See Culturally and linguistically diverse students and families; Di-
    versity
Listening
       active listening, 83-84
       anxiety-reduction measures and, 92
       clarifying responses and questions, 85-86
       conflict resolution and, 255-259
       developing listening skills, 82–84
       door-opening statements, 85
       empathy and, 81-82
       importance of, 80-81
       interferences with, 84
       nonverbal behaviors, 89
       paraphrasing, 86–87
       passive listening, 82–83
       physical environment for, 90-93
       reflecting, 87-89
       silence, 89-90
       specific techniques for, 85-90
       summarization, 90
Literacy skills, 348-349
Mainstreaming, 325
McKinney-Vento Homeless Act, 79–80
Medical history of child, 129-130
"Melting pot" analogy, 54–55, 72
Mental illness, 50
Mental retardation (MR), 38, 45, 46, 137, 264, 322-323, 410-413, 420, 429-430
Minority Attitude Self-Assessment Survey, 56–57
Minority children. See Culturally and linguistically diverse students and families; Diver-
Monitoring students' progress. See Progress monitoring conferences
```

Index

```
National Association for Retarded Citizens, 322-323
National Association for the Education of Young Children, 289
National Center on Secondary Education and Transition, 341-342
Native Americans. See also Culturally and linguistically diverse students and families
      communication with, 79
      disability distribution among special education students, 37, 38
      foster families among, 66
      income of, 40
      placement of, in special education, 45, 47
      poverty of, and related social problems, 41
      rapport-building procedures with, 79
      risk index for disabilities among, 45
      values of, 55, 59
Natural environments, 282–283, 295
Needs analysis, 18-19
Neonatal intensive care unit (NICU), 278–279, 283, 290
NICU (neonatal intensive care unit), 278–279, 283, 290
No Child Left Behind Act, 6, 330, 335, 336
Noneducational settings for conferences, 230-231
Nontraditional families. See Family-structure diversity
Nonverbal behaviors, 89
Occupations therapists (OTs), 204
OTs. See Occupations therapists (OTs)
Paraphrasing, 86–87
Parent and family involvement model. See also Conferencing and collaboration
      advocacy and skill development level, 20, 21
      counseling, consultation, and support programs, 17
      diagram of, 13
      home and community program implementation, 13, 16–17
      individualization within, 19-21
      information exchange, 13, 14-15
      levels of, 20-21
      needs assessment, 18-19
      ongoing communication level, 20, 21
      parent and family coordinated service program, 13, 17–18
      partnership and advocacy training, 13, 15-16
      partnership level, 20, 21
      recognition and awareness level, 20-21
Parent and family programs, 142, 143
Parents and families. See also Conferencing and collaboration; Elementary-age children
    with exceptionalities; Family-structure diversity; Home-school partnerships; Treat-
    ment and intervention by parents; Young children with exceptionalities; Youth and
    young adults with exceptionalities
      changing nature of family, 7–9
      characteristics of family membership, 152
      counseling for, 17, 236–237, 294–295
```

```
development of personalized conferencing philosophy and style with, 21–22
      difficulties of professionals with providing services to, 3-4
      educational level of parents, 151
      educators' role in conferencing with, 11–12
      emotional support for, 283-286, 301-302, 345-346
      empowerment of, 16, 21, 296
      evaluation of, during initial contact and information exchange conferences, 149-154
      functions of families, 153
      goals and expectations of, for their child, 133-134
      historical perspective on, 4-12
      impact of children and youth with exceptionalities on, 22-28
      individualization within model of parent and family involvement, 19-21
      information exchange opportunities for, 286-289, 302-303
      interactions among family members, 152-153
      life cycles of families, 153-154
      model of parent and family involvement, 12-21
      needs of and needs analysis on, 10-11, 18-19
      personality factors of, 151
      physical and health considerations of, 151
      and planning for accommodation of child with exceptionality, 30-32
      on quality of education for exceptional children, 336
      reactions to children and youth with exceptionalities by, 24-26
      and school reform, 6-7
      sibling reactions to children and youth with exceptionalities, 27–28
      socioeconomic status of and sociological information on, 134, 152
      strengths and weaknesses of, 150-152
      support and consideration of all family members, 28-33
      value systems of, 9-10, 54-59
Partnerships 1 4 1
      and awareness of value differences, 54-59
      with culturally and linguistically diverse families, 53–60
      establishing home-school partnerships, 75-77
      parent and family involvement at partnership level, 20, 21
      strategies appropriate to particular minorities, 58-60
      training for parents and families for, 13, 15–16
PDAs (personal digital assistants), 94
PEECH (Programming for Early Education of Children With Handicaps), 280–281
Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania,
    264
Personal digital assistants (PDAs), 94
Physical therapists (PTs), 141, 204
Placement in special education, 37-39, 44-48
Plurality. See Diversity
Postsecondary education, 356-359
Poverty, 8, 39-43, 47-51, 61
Power
      appropriate use of, for conflict resolution, 253–255
      definition of, 253
```

```
Preschool children. See Young children with exceptionalities
Prevent Blindness America, 203–204
Problem solving. See also Conflict resolution
      conflict resolution and collaborative problem solving, 252–257
      trust and solution-oriented, noncompetitive problem solving, 110
Programming for Early Education of Children With Handicaps (PEECH), 280–281
Progress monitoring conferences
      academic progress, 194-199
      agenda of, 193-204
      clarity and specificity during, 209-210
      collaborative discussion during, 205
      concluding the conference, 211
      conducting the conference, 208-211
      correct amount of time for, 207
      evaluation form for, 215-217
      evaluation of, 213-217
      feedback to other professional following, 212-213
      individualized programs and schedules for, 192-193
      notification for, 194, 205-206
      performance of agreed-on duties following, 213
      physical progress, 203-204
      postconference activities, 211–217
      preconference planning, 207-208
      preparing parents and family members to participate in, 218–221
      professional attitude during, 210–211
      progress monitoring chart, 197
      promotion of parental attendance at, 206
      purposes of, 192
      recording results of, 211–212
      responding to questions from parents and family members, 214, 217–218
      reviewing results of, with student, 213
      social progress, 198-203
      staging the conference, 205–217
      successful outcome of, 193
      timing of, 192
      vignette on, 191-192
Progress Report Conference Evaluation Form, 215–217
Progress reports, 144-146, 215-217. See also Progress monitoring conferences
PTs. See Physical therapists (PTs)
Punishers and negative consequences, 176
Race, 36. See also Culturally and linguistically diverse students and families; Diversity
Rapport
      conflict resolution and, 251
      during initial contact and information exchange conferences, 122–124
      with minority families, 77–80
Reflecting process, 87–89
```

```
Reinforcement
      behavioral intervention strategies and, 176-177
      punishers and negative consequences, 176
      token exchange system, 177
      trust and, 104
Related services, 141
Remediation programs, 140
Reports to parents, 144–146, 215–217. See also Progress monitoring conferences
Risk index for disabilities, 44–45
Risk taking and trust, 100-101, 103-106
Risk-Taking Questionnaire, 104, 105–106
Schedules for classroom and school, 140
School-community initiatives, 52-53
School philosophy and administration, 140
School reform, 6-7
School schedule, 140
Secondary-age students. See Youth and young adults with exceptionalities
Self-determination for youth and young adults, 342-344
Siblings, 27–28
Silence in listening, 89–90
Single-parent families, 60-62
Social progress, 198–203. See also Progress monitoring conferences
Social services. See Community services
Special education. See Conferencing and collaboration; Disabilities; IDEA (Individuals
    with Disabilities Education Improvement Act); IEPs (Individualized Education Pro-
    grams); Initial contact and information exchange conferences; Placement in special
    education
Stepparents. See Blended families
Student progress reports, 144–146, 215–217. See also Progress monitoring conferences
Sturge-Weber syndrome, 299–301
Substance abuse, 50, 66
Summarization, 90
Support groups, 17
Support personnel and related services, 141
Surrogate parents, 66, 308
Talkative parents and family members, 235–236
Teachers. See Educators
Technology
      for communication, 93-94, 145-146, 230
      parents' skills with, 146
Teenage pregnancy, 8, 41
Teenagers. See Youth and young adults with exceptionalities
Telephone conferences, 228–229
```

Telephone contacts, 144 Testing. See Assessment

```
Time sampling, 172
Token exchange system, 177
Tracking, 349
Training for parents and families
      in behavioral intervention strategies, 16, 164–182, 295, 419–425
      functional communication training, 295
      partnership and advocacy training, 13, 15-16
      on progress monitoring conferences, 219-221
      for tutoring, 182–187
Transition plan, 351
Transitions
      parental involvement in transition planning, 356, 357
      to postsecondary educational settings, 356-359
      for young children and their families, 289–292
      for youth and young adults, 351-358, 362
Traveling notebook, 93
Treatment and intervention by parents
      behavioral intervention strategies, 159-161
      historical perspective and overivew of issues on, 158-164
      tutoring programs, 161-164, 182-187
      vignette on, 157-158
Trust in family-professional relationship
      advocacy for children, 107-108
      collaborative nature of, 99-104
      confidentiality and, 111-113
      conflict and absence of, 245
      cultural diversity and, 108
      development of, 104, 106-111
      dos and don'ts for, 110-111
      honesty and, 110
      identification of goals and outcomes and, 110
      parent participation in IEPs, 314, 318
      parity-based relationships and, 109
      reassurance and model for interpersonal risk taking, 103-106
      reinforcement and, 104
      risk taking and, 100-101, 103-106
      safety conditions for, 101-102
      solution-oriented, noncompetitive problem solving and, 110
      values and development of, 113-114
      vignette on, 97-99
Tutoring programs, 161–164, 182–187
Uninsured children, 8, 51
Unplanned conferences
      with angry parents and family members, 231-233
      assertiveness of educators during, 226
      communication skills for, 227-228
      e-mail messages, 230
```

```
educators' attitudes and strategies for, 224-228
      with emotionally overwrought parents and family members, 233-235
      with garrulous parents and family members, 235-236
      noneducational settings for, 230-231
      with parents and families seeking counseling for themselves, 236-237
      with parents during class time, 237-238
      preparation for, by educators, 228
      structure and guidelines for, 226-227
      telephone conferences, 228-229
      types of, 228-238
      vignette on, 223
Values
      conflict and differences in, 245
      diversity of, among parents and families, 9-10
      Minority Attitude Self-Assessment Survey, 56–57
      of minority families, 54–59
      professionals' awareness of, 54-59
      trust and willingness of collaborate, 113-114
Videos, 145-146
Vision problems, 203-204
Whites
      advanced placement examinations taken by, 43
      disability distribution among special education students, 38
      foster families among, 66
      gay and lesbian parents among, 68
      in gifted and talented programs, 39, 45-46
      grandparents as heads of households among, 65
      in high-poverty schools, 42
      income of, 40
      placement of, in special education, 45
      risk index for disabilities among, 45
Wraparound approach, 52
Young children with exceptionalities
      AT devices for, 288-289
      center-based programs for, 280-281
      combined programs for, 281
      eligibility for services, 273-274
      emotional support for parents of, 283-286
      family-centered services for, 274-278, 295-296
      home visits with parents of, 292
      home-based programs for, 279-280
      hospital-based programs for, 278-279
      IDEA on, 273-274, 276-277
      IFSPs (individualized family service plans) on, 254, 276–278, 289, 291
      information exchange opportunities for parents and families of, 286-289
```

```
natural environments for, 282-283, 295
      program types for, 278-281
      questionnaire on, 292, 293-294
      service and advocacy needs of children and their families, 292, 294-296
      standards for practice on, 289
      transitions for, 289-292
      vignette on, 271-272
Youth and young adults with exceptionalities
      age of majority for, 344-345
      developmental issues of, 340-341, 345-346
      diploma for, 347-348
      educational programming for, 348-351
      emotional support for parents of, 345-346
      employment of, 352
      literacy skills for, 348-349
      programs for students ages 18 to 21, 358-359
      self-determination for, 342-344
      service and advocacy needs for youth and their families, 341-342, 359-362
      tracking and, 349
      transition for, 351–358, 362
      vignette on, 339-340
```