

( )



\*

Partnership\* ( )

◆

( )

The Individuals With Disabilities Education Act.

(Desimone,1999:12)

\_\_\_\_\_

:

Partnership

\*

( )

\*

( )

◆

( : " " ).

(Smith,2007:111) .

Education of All Handicapped Children Act

The Original Federal

(P.L,94-142)

Special Education Law

.(Heward,2006:101)

( : ) Smith

.( : )

( portage Project )

.( - : )

.( Callister, et al., 1986:24 )

.( - : )

( : ) Heward

( ) Claudette

/

)

(

...

( : ) Kasahara & Turnbull

Summers, et. )

Mannan, ) (Denboba, et. al., 2006 ) ( al., 2005

( Chou, 2001 ) ( 2005

( )

(<sup>\*</sup> )

---

\*

\*

-:

- ) ( )  
.  
:

-

-

-

( / / )

-

-

---

\*

: /  
/ /  
(IEPT) Education Plan Team Individualized

).

(

-

-

-

-

-

-

( )

(Turnbull & .

Turnbull,2001) (Blue-Banning,et.al.,2004: 169) (Winton,2000:88)

.( Riehl, 2000 )

( Bailey et. al., 2004)

:

( IDEA )

:

.(Turnbull and Turnbull, 2001)

:

:



Laws and Millward, )

.( 2001:210

.(Soodak and Erwin, 2002)

:

-

-

- )

-

(

**Partnership( )**

-

:

- )

) Summers, et al,2005

(

(

**Family**

-

**Professional**

-

.....

.

( : ) Powell, et. al

.

( : ) Blue-Banning et.al

-

.

( : ) Heward

( )

/

)

.( - :

( Blue – Baring, et. al., 2004 )

/

( )

( : )

( )

.

:

:

(Heward,2006:99).

(Keith, et al,1998: 335-336) .

( Davies, 1991)

.

:

-

.

-

-

(McCarthy, 2000)

-

( - : ( )  
:

:

:

:

Parent

Satisfaction

:

The Individuals with

:

Disabilities Education Act (IDEA)

(Summers, et al, 2005:48)

Due Process Mechanisms

(Lake & Billingsley,2000:241)

(King et al,1999: 41-43)

Qualitative Studies

(Summers, et al,2005:48)

(Park & Turnbull,2001)

( : )

( : )

.....

( ) Chou

:

( - : ) Wilson

:

Stay Focused

-

":

Pogolff & Lock,2004

:

"

."

( : ) Heward

( honest )

( )

)

(

)

( - : )

.(

:

(

(

(

(

(

(



. (   
 . (   
 . " " (   
 ( Harry, 2003:135)." " (

( : ) Blue – Banning et. al

:

		<b>Communication</b>
	(	<b>Commitment</b>

	(	
		<b>Equality</b>
		<b>Skills</b>
		<b>Trust</b>

		<b>Respect</b>

( ) Chou

Stuck,2004

Karahara &

Turnbull,2005

( : ) Blue-Banning, et al

-

" " "

.

.....

(Sadoski,1999) (Farron-

.Davise,2004)

.

:

Jackson

.

( )

)

( )

(

-

-

.

.

( )

( ) Amplification

( ) Summers, et. Al

( )

( )

( )

-

-

/

( ) Mannan

( )

( ) Neitzel

- ( - ) -

The Family-Centered Program Rating Scale (FCPRS) The  
Social Communication Questionnaire (SCQ)

( )

( ) Kyriakides

Partnership Policy

-

( ) ( ) Kasahara & Turnbull

( ... )

( ) Farron – Davise –

( )

( Massachusetts)

:

( ) Stuck

( )

( )



( ) ( ) Blue-Banning et. Al  
) ( )  
(Kansas, North Carolina and Louisiana)

: ( )

(Blue-Banning,et.al.2004)

( )

Pogolff

( ) and Lock

:

-

-

.

-

.

( ) Baily et. Al.,

( )

%

%

%

.

( )

( ) King et. al

( )

.

( : )

.( : )

( ) Chou

:

:

( )

:

( ) Lanners and Mombaerts  
( )

- ( ) Sadoski  
Support Groups  
( )  
Parent Parenting Stress Index

Satisfaction

Courteous

( ) Cladudette

- ( )

- - . -  
.  
)  
- - (  
)

( )

% (Kyriakides,2005)

Baily, et ) .

Lanners & ) .

( ) Neitzel

(al, 2003

(Mombaerts,2000

.(Mannan,2005) .

(Claudette,1997)

:

:

Summers et. Al.

2005

Stuck

( )

:

(Sadoski,1999)

Pogolff) .

.....

(& Lock,2004

.(Chou,2001)

:

(Jackson,2006)

(Kasahara & .

(Stuck,2004)

Turnluall,2005)

Blue-)

(Sadoski,1999) (Banning,2004

(Farran-Davise,2004)

(Sadorki,1998)

:

( ) ( )  
) ( )  
(  
" "  
:  
( )

	.			
	.			
	.		-	
	.		-	

	.		-	
	.			
	.		-	
	.		/	
	.			
	.			

:

( )

-

:

( / )



( ) :

( - )

**The Family-** - -

**Professional Partnership Scale (Summers et al.2005)**

Summers et. al.2005

Blue-Banning et al, 2004

/

: ( )

( )

Summers et al.2005 .

( )

:

( ) ( )

:

:

-

.

-

:

( )

\*

:			:		
** .	** .		** .	** .	
** .	** .		** .	** .	
** .	** .		** .	** .	
** .	** .		** .	** .	
** .	** .		** .	** .	
** .	** .		** .	** .	
** .	** .		** .	** .	
** .	** .		** .	** .	

---

( ) ( )

\*

** .	** .		** .	** .	
------	------	--	------	------	--

\*\*

( )

( . )

-

( )

** .	** .	** .	** .	** .	-	
** .	** .	** .	** .	-		
** .	** .	** .	-			
** .	** .	-				
** .	-					



( )

.

:

\*

(% . ) ( . )  
( . )

( . )

(% . ) ( . )  
( . )

. ( . )

:

( )

= ) ( = = ) ( )  
. ( =

:

\_\_\_\_\_

\*

"  
( )

."  
:

( )  
)

(

	%		
	.		
	.		
	.		
	.		
	.		/
			/

( )

:

/

. /

:

( )

( : )

/

.

"

)

"

(

:

( )

( )

	%		
	.		

	.		
	.		
	.		( )
	.		
	.		

( )

:

:

( )

)

.....

(

(

)

/

( ) Pogolff & Lock

( ) Sadoski

( ) Jackson



"

)

.(

:

( )

( )

	%		/
	.		
	.		
	.		
	.		
	.		
	.		
	.		
	.		/

( )

:

/

:

( )

)

(

(Heward,2006:23) .

( )

/

...



	.	.		.	.		
	.	.		.	.		
	.	.		.	.		
	.	.		.	.		
	.	.		.	.		
	.	.		.	.		
	.	.		.	.		
	.	.		.	.		
	.	.		.	.		
	.	.		.	.		
	.	.		.	.		

: ( )

:

( )

( )

-

( )

( )

-

( ) ( )  
 . ( ) ( )  
 :

( )  
( ) ( )  
 . ( )  
( )

( ) ( )  
( ) ( )

: ( ) :

- : -  
-

:

.

-

:

Karahara & Turnbull

( )

( ) Stuck

Blue-

( : ) Banning et. Al.,

( ) Pogoloff et Lock

( ) Chou

.....

"

( )

"

:

( )

( )

( )	( = )	( = )		
-----	-------	-------	--	--

.	.	.	.	.		
.	.	.	.	.		
.	.	.	.	.		
.	.	.	.	.		
**	.	.	.	.		
.	.	.	.	.		
.	.	.	.	.		

\*\*

( )

-

-

:

( )

-

( ) Summers et. Al.,

( : ) Heward

( : ) Blue-Banning et. Al.,

(IDEA)



( ) Mannan

% ( ) Baily et al,

( ) Lanners & Mambaerts

"

:

( )

		.				
**	.		.			

			.			
**	.	.	.	.	.	
**	.	.	.	.	.	
*	.	.	.	.	.	
.	.	.	.	.	.	
*	.	.	.	.	.	

. \* . \*\*

:

( )

	-	-	-				
.	.	.	.				
. ** . ** . -	. - . -	. - . -	- .	. . . .	- - -		
.	.	.	.				
- ** . ** . ** . -	- ** . . - -	- ** . - .	- .	. . . .	- - -		
.	.	.	.				
. - ** . ** . -	- ** . . - -	- ** . - .	- .	. . . .	- - -		

\*\*

( . )

\* ( )

( - ) ( - )  
.( ) ( - )

.

:

- )

( )

(

Summers et al,

( )

( ) Jackson

.

( - )  
/ /

.

/ ( )

)

/ )

(

(

---

: (\*)

||

:

( )

		.				
.	.		.			
.	.		.			
.	.		.			

	.		.			
**	.		.			
.	.		.			
*	.		.			

\*\*

( )

( )

.	.	.				
. . -	*. . -	-	. . .			
.	.	.				
. . -	*. . -	-	. . .			

\*\*

\*

( . )

( )

( )

.  
:  
( )

( ) Summers et al,

"

:

( )

		.				
**	.		.			



	.		.			
.	.		.			
**	.		.			
**	.		.			
.	.		.			
**	.		.			

\*\*

( )

·  
:

( )

	-					
.	.	.				
** . . -	. - .	- . .	. . .		-	
.	.	.				
** . . -	. - .	- . .	. . .		-	
.	.	.				
* . ** . -	. - .	- . .	. . .		-	

.	.	.				
. ** . -	. - -	-	. . .		-	

\*\*

\*

( . )

( )

)

( -

:

( )

.

( ) Summers et al,

( : )

.

"

:

( )

		.				
** .	.		.			
** .	.		.			
** .	.		.			

** .	.		.			
** .	.		.			
** .	.		.			

\*\*

( . )

( )

)

(

:

( )

.	.	.	.	.	.				
						.			

				* .	* .	. . . . . . .			
.	.	.	.	.	.				
				* .  * .		. . . . . . . . .			
.	.	.	.	.	.				
				* .  * .		. . . . . . . . .			
.	.	.	.	.	.				
					* . * .	. . . . .			

		* .	* .	* .	* .	.			
.	* .	.	.	.	.	.			
		* .	* .	* .	* .	.			
.	* .	.	.	.	.	.			
		.	* .	* .	* .	.			
.	* .	* .	.	.	.	.			

\*\*

-: ( )

-

.

-

/

( )

:

( )

( )

.

( )



( - : ) Heward,

.

.

"

:

( )

( )

		.				
--	--	---	--	--	--	--

** .	.		.			
.	.		.			
** .	.		.			
.	.		.			
.	.		.			
.	.		.			

\*\*

: ( )

-

( . )

-

-

:

( )

	/					
.	.	.				
. - * . - -	. -	-	. . .	/		
.	.	.				
. - * . - -	. -	-	. . .	/		

\*\*

( . )

( )

. /

:

/ ( )

"

( - )

( )

:

( )

( )

( - )

( )						

.	.	.	.	.		
.	.	.	.	.		
.	.	.	.	.		
.	.	.	.	.		
*	.	.	.	.		
.	.	.	.	.		

\*

( )

( - )

:

( )

)

( -

.

/

/

/

Individualized Education Plan Team

(IEPT)

).

.( - :

)

( - :

( : )

.

:

:

Partnership ( )

-

( )

-

-

.....

-

-

.....

.

-

.

-

.

-

.....

.

:

:

/

-

.

-

.

-

.

-

.



:( ) -

: " "

. :

" " :( ) -

.

:( ) -

. - ( )

:( ) -

. - ( )

: :( ) -

.

:( ) -

.

:

:( ) -

- 
- 
- :( ) -
- :
- " "
- 9- Anderegg, M. L., Verganson, G. A., & Smith, M. C. (1992): A Visual representation of the grief cycle for use by teacher with families of children with disabilities. Remedial and Special Education, vol.13(2),pp. 17-23.
  - 10- Andrews, P. (1981): Parent Involvement, A Key to success. Children today, vol (12), pp. 21- 23.
  - 11- Behr, S. K., Murphy, D. L., & Summers, J. A. (1992): User's manual: Kansas Inventory of parental perceptions (KIPP). Lawrence: University of Kansas, Beach Center on Families and Disability. <http://proquest.umi.com/pqdweb>
  - 12- Blue-Banning, M., Summers, J. A., Frankland, H. C., Nelson, L. L., & Beegle, G. (2004). Dimensions of family and professional partnerships: Constructive guidelines for collaboration. Exceptional Children,vol., 70 (2),pp. 167-184.
  - 13- CLaudette, Heisler-Scott (1997): Collaboration and flexible care in school-based mental health services to children who are severely emotionally disturbed: An evaluation of program components and

- outcomes. Ph. D., California School of Professional Psychology; AAT 9734319. <http://proquest.umi.com/pqdweb>
- 14- Callister, J. P., Mitchell, L., & Talley G. (1986): Profiling Family preservation efforts in Utah. *Children Today*, vol., 15, Pp. 23-37.
  - 15- Chou, Hsin-Ying, Ed. D., (2001): Parent-professional relationship in the decision-making process regarding a child's special education. University of Washington, AAT 3022821. <http://proquest.umi.com/pqdweb>
  - 16- Cohen, S., Agosta, J., Cohen, J., & Warren, R. (1989): Supporting families of children with severe disabilities. *Journal of the Association for Persons with Severe Handicaps*, VOL., 14, pp. 155-162.
  - 17- Davies, D. (1991): School reaching out: Family, School, and Community Partnerships or Student Success. *Phi Delta Kappan*, VOL., 72 (5), PP. 376-382.
  - 18- Delaney, E. M. & Kaiser, A. (2001): The effects of teaching parents blended Early childhood inclusion: Focus on change (pp. 307-333). Baltimore: Brookes. <http://proquest.umi.com/pqdweb>
  - 19- DeMatteo, Francis J. (2005): Predictors of parent satisfaction following multi-disciplinary evaluation for special education eligibility. *DAI-A 66/03*, p 890, <http://proquest.umi.com/pqdweb?>
  - 20- Desimone, L., M. (1999): Linking parent involvement with student achievement: Do race and income matter? *The Journal of Educational Research* VOL., 93(1), PP. 11-30.
  - 21- Denboba Diana ., McPherson Merle., Mary Kay Kenney., Bonnie Strickland & Paul W Newacheck (2006): *Achieving Family and*

Provider Partnerships for Children with Special Health Care Needs. Vol .,118 (40), pp. 1607-1616.

- 22- Dinnebeil, L. A., & Rule S. (1994): Variables that influence collaboration between parents and service coordinators. Journal of Early Intervention, 18, 349-361.
- 23- Dunst, C. J. (2002): Family-centered practices: Birth through high school. Journal of Special Education, VOL., 36(3),PP. 139-147.
- 24- Farron-Davis, Felicia Ann, (2004): An exploratory case study comparison of parent interests, perceptions and attitudes regarding family-school partnerships in inclusive educational settings, Ph. D., University of California, Berkeley with San Francisco State University, AAT 3167266. <http://proquest.umi.com/pqdweb>
- 25- Ferguson, P. M. (2003): A place in the family An historical interpretation of research on parental reactions to having a child with a disability. Journal of Special Education, VOL., 36,PP. 124-130.
- 26- Giangreco, M. F., Doyle, M. B. (2002): Students with disabilities and paraprofessional support. Benefits, balace, and Band-Aids Focus on Exceptional Children,vol., 34(7),pp. 1-12.
- 27- Harry, B. (2003): Trends and issues in serving culturally diverse families of children with disabilities. Journal of Special Education VOL., 36, PP. 131-138.
- 28- Heward, W. (2006): Exceptional Children an introduction to special education, Eighth Edition, upper saddle river, New Jersey, Columbus, Ohio.

- 29- Hiatt-Michael, D. B. (2001): Home-School Communication, In Diana B. Hiatt-Michael (ED.), Promising practices for family involvement in schools (pp.39-57). Green-Wich, CT: Information Age Publishing.
- 30- Jackson, Carla Wood, (2006): Family perceptions of outcomes early identification of deafness. DAI-A 66/08, p 2891, <http://proquest.umi.com/pqdweb?>
- 31- Summers Jean Ann., Hoffman Lesa., Marquis Janet., Turnbull Ann& Poston, Denise (2005): Relationship Between Parent Satisfaction Regarding Partnerships with Professional and Age of Child.
- 32- Summers Jean Ann., Hoffman Lesa., Marquis Janet., Turnbull Ann& Poston, Denise (2005): Measuring the Quality of Family-Professional Partnerships in Special Education Services.
- 33- Kasahara, Maho, And Turnbull P. (2005): Meaning of Family-Professional Partnerships: Japanese Mothers' Perspectives. Exceptional Children, Vol. 71, No 3 pp. 249-265.
- 34- Katz & Bauch (1997):The Peabody Family involvement:Preparing Preservice Teachers for family school collaboration. The School Community Journal Vol. 9, pp 49-69.
- 35- Keith, T. Keith, P., Quirk, K., Sperduto, J., Santillo, S., & Killings, S. (1998): Longitudinal effects of parent involvement on high school school grades: Similarities and differences across gender and ethnic groups. Journal of School Psychology, VOL., 36,pp.335-363.

- 36- Kevin J. Swick (2006): Teachers Beliefs about Parent and Family Involvement: Rethinking our Family Involvement Paradigm. *Early childhood Education Journal*, Vol 34 (2).PP.132-141.
- 37- King, G., King, S., Rosenbaum, P., & Goffin, R. (2001): Family-centered care giving and well-being of parents of children with disabilities: Linking process with outcome. *Journal of Pediatric Psychology*, vol., 24(1), pp.41-53.
- 38- Kyriakides, Leondidas (2005): Evaluating School Policy on Parent Working with Their Children in class. *Journal of Educational Research*, vol. 98 (5).pp.281-298.
- 39- Lake, J. F., & Billingsley, B. S. (2000): An analysis of factors that contribute to parent-school conflict in special education. *Remedial and Special Education*, VOL., 21(4), 240-251.
- 40- Lanners, R., & Mombaerts, D. (2000): Evaluation of parent's satisfaction with early intervention services within and among European countries: Construction and application of a new parent satisfaction scale. *Infants & Young Children*, VOL., 12(3), 61-70.
- 41- Laws, G., & Millward, L. (2001): Predicting parents satisfaction with the education of their child with Down's syndrome. *Educational Research*, VOL., 43(2), 209-226.
- 42- Mannan, Hasheem, (2005): Examining family outcomes in early childhood services for families of children with disabilities. Ph. D., The University of Kansas, AAT 3185192.
- 43- McCarthy, S. J. (2000): Home-School Connections: A review of the literature. *Journal of Educational Research*. VOL., 93 (3),pp. 145-153.

- 44- Neitzel, Jennifer C, (2005): Understanding parent and professional satisfaction with family-centered early intervention services for young children with autism. DAI-A 65/07, p. 2560.
- 45- Nelson, L. G. L., Summers, J. A., & Turnbull, A. P. (2004): Boundaries in family professional relationships: Implications for special education. Remedial and Special Education, 25, 153-165.
- 46- Park., J. & Turnbull, A. P. (2001): Croos-cultural competency and special education: Perceptions and experiences of Korean parents of children with special needs. Education and Training in Mental Retardation and Developmental Disabilities, vol. 36(2), 133-147.
- 47- Pinkus Susanna (2005): Bridging the gap between policy and practice: adopting a strategic vision for partnership working in special education. British Journal Special Education, Vol.32 (4), pp. 184-187.
- 48- Powell, D.C., Batsche, C. J., Fero, J., Fox L. & Dunlop, G. (1997): Astrength-Based approach in support of multi-risk families principles and Issues. Topicsim early Childhood special education, vol. 17(1) P. 1-26.
- 49- Riehl, C. J. (2000): The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of students educational administration. Review of Educational Research vol., 70. (1) 55-81.
- 50- Rinqwalt, Sharon Snider. (2002): Interagency relationships and the core concepts underlying policies affecting children with disabilities and their families. Ph.D. The University of North at chapel Hill,AAT3061717 <http://proquest.umi.com/pqdweb>.

- 51- Ruffolo, M., Kuhn, M. & Evans, M. (2006): Developing a parent-professional Team leadership model in group work: work with families children experiencing behavioral and emotional problems. *Social work*, vol. 51 (1), pp.
- 52- Sadoski, Chritina Murphy (1999): Family-school partnerships and the efficacy of parent support groups. DAI-A59/07, p. 2446. <http://proquest.umi.com/pqdweb?>
- 53- Smith, D. D. (2007): *Introduction to special education*, Sixth Edition, Boston, London.
- 54- Smith, T. B., Oliver, M. N. I., & Innocenti, M. S. (2001): Parenting stress in families of children with disabilities. *American Journal of Orthopsychiatry*, VOL., 71, 257-26.
- 55- Soodak, L. C., Erwin, E. J., Winton, P., Brotherson, M. J., Turnbull, A. P., Hanson, M. J., et al (2002): Implementing inclusive early childhood education: A call for professional empowerment. *Topics in Early Childhood Special Education*, VOL., 22(2), 91-102.
- 56- Soodak, L., & Erwin, E. (2000): Valued member or tolerated participant: Parents' experiences in inclusive early childhood settings. *Journal of the Association for Persons with severe Handicaps*, VOL., 25, 29-41.
- 57- Stuck, Leah C., (2004): An exploratory study of the relationships between teacher to parent communication, parent trust, and teacher trust. DAI-A 65/05, p. 1670, <http://proquest.umi.com/pqdweb?>



- 58- Turnbull, A. P., & Turnbull, H. R. (2001): Families, Professional, and exceptionality: A special partnership (4<sup>th</sup> ed). Upper Saddle River, NJ: Merrill/Prentice Hall.
- 59- Wilson, C. L., (1995): Parents and teachers: "Can We talk?" LD Forum, VOL., 20(2) 31-33.
- 60- Winton, P. J. (2000): Early childhood intervention personnel preparation: Backward mapping for future planning. Topics in Early Childhood Special Education, VOL., 20, 87-94.