

The Handbook Of Family-school Intervention: A Systems Perspective

An Analysis of Factors That Contribute to Parent-School Conflict in Special Education

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ABSTRACT

Understanding factors that escalate conflict and ensuring quality education are perceived particularly by parents, is necessary in developing appropriate response strategies. The purpose of this study was to identify factors that escalate and deescalate parent-school conflict from the perspectives of parents of children with disabilities, school administrators, and mediators. Data from 48 telephone interviews were transcribed and then analyzed. A grounded theory approach was used to analyze data. Eight categories of factors that escalate parent-school conflict in special education were identified: discrepant views of a child or a child's needs, knowledge, service delivery, reciprocal power, constraints, education, communication, and trust. Implications for preventing and handling conflict are discussed.

ensuring quality education and early intervention for some 5.8 million children with disabilities in the United States (Council for Exceptional Children [CEC], 1998). The IDEA Amendments of 1997 significantly enhanced the role of parents in the special education process. Expanded parental involvement is evident throughout IDEA in the specific areas of evaluation, eligibility, Individualized Education Program (IEP) development, discipline, procedural safeguards, and mediation (CEC, 1998).

In the process of designing and implementing an appropriate program for a student with a disability, differences of opinion inevitably arise between parents, school officials, and other professionals involved with the student. It is not always easy to understand what is right and what is legal in meeting the needs of students with disabilities. Knowing what is legal and what is right, and knowing whether it is in a person's best interest to pursue one or the other if they are not the same, can create conflict for an individual, a family, a group, or an entire organization (Dobbs, Primm, & Primm, 1991).

Definition and Development of Conflict

There are probably as many definitions of conflict as there are occasions for its occurrence (Kolb & Putnam, 1991). For the purposes of this study, *conflict* is defined as real or perceived differences that arise from specific educational circumstances that engender negative emotion as a consequence (Deutsch, 1973).

COLLABORATION BETWEEN SCHOOLS AND PARENTS rests on two Individuals with Disabilities Education Act (IDEA) principles: parent participation and procedural due process. In defining the parameters of an appropriate educational program for children with disabilities, the regulations of IDEA (1997) legitimize the parent role by granting parents the opportunity for shared decision making with schools (Turnbull, Turnbull, Shank, & Leal, 1999). IDEA provides mechanisms to resolve conflicts between parents and school officials. The confrontation itself gives parents and schools an opportunity to determine what each wants for the student and how it might be possible to achieve desired outcomes.

IDEA 1997 made significant changes in the way parents, teachers, and administrators go about the important work of

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The Handbook of family-school intervention: a systems perspective. Front Cover. Marvin J. The Family-School Connection: Theory, Research, and Practice. Handbook of Family-School Intervention: A Systems Perspective [Marvin J. Fine, Cindy Carlson] on tmdcelebritynews.com *FREE* shipping on qualifying offers. Handbook of Family-School Intervention by Marvin J. Fine, , available at Book Depository with free delivery worldwide. tmdcelebritynews.com: The Handbook Of Family-School Intervention A Systems Perspective: hardcover no DJ Very Good Condition-some highlighting-front blank page. I. THEORETICAL OVERVIEW. 1. A Systems-Ecological Perspective on Home-School Intervention, Marvin J. Fine. 2. Models and Strategies of. in the family system, dysfunctions in the school system, Individual treatment is not neglected, but is integrated in a family-systemic perspective. Lack of .. Shonkoff & S. J. Meisels (Eds.) Handbook of Early Intervention (pp. The school psychology literature has begun to adapt family systems theory for working with a systems perspective as disengaging emotionally from the child to help him .. (). The handbook of family-school intervention: A systems. Handbook on parent education by Marvin J Fine (Book) 13 editions The handbook of family-school intervention: a systems perspective (Book) 6 editions . We planned a therapeutic intervention which was based on the ecosystemic (Eds.) The Handbook of Family-School Intervention: A Systems Perspective (pp. Holistic and systemic approaches in school-based interventions for children and adolescents Individual treatment is not neglected, but is integrated in a family-systemic perspective . Handbook of Child and Adolescent Clinical Psychology. Family-school intervention: A family systems perspective. In M. Fine & C. Carlson (Eds.), The handbook of family-school intervention: A systems perspective (pp. This article describes a family-school intervention model that shifts the ownership of child The handbook of family-school intervention: A systems perspective. to identify effective interventions for students assigned to alternative schools for dis- The handbook of family-school intervention: A systems perspective. school-based family counseling intervention; and implications for counselor training are presented. . ecological-systems perspective, noting the importance of son (Eds.), The handbook of family-school intervention: A systems perspective -. As a result, while a family systems perspective is essential, family therapy will not in all . In tmdcelebritynews.com & tmdcelebritynews.com (Eds.), The handbook of school psychology. indicated that school counselors need to understand family systems and . From a systemic perspective, providing counseling for a child's problematic behavior is . Fine and Carlson () (The Handbook of Family-School Intervention), and. In Search of a Practical Intervention Approach to School Problems. An examination therapy approach with the ecological or systems perspective. Thus, while .. In M. J. Fine, & C. Carlson (Eds.), The handbook of family-school intervention: A. Intervention, theory and method: A behavioral science view. Reading, MA: .. (Eds.), The Handbook of family-school intervention: A systems perspective (pp. clearly how you can develop an effective family-school partnership, we will

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