

**CORE 471**  
**Community Rehabilitation Practice for Families and their Children**

**Instructors:**

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**Office Hours/Policy on Answering Student Emails**

Student emails will be answered within 24 hours of receipt during the week and within 72 hours over the weekend.

**Time and Location:**

This is an online course. The location of the course is D2L.

**Prerequisite/Co-Requisite:**

24 units (4.0 full-course equivalents) including at least one of Community Rehabilitation 205 or 209 or admission to BCR or BCR-C.

**Course Description:**

Families with children with disabilities in the context of the family relationships, support networks, schools and communities.

**Overarching Theme**

This course is focused on understanding and supporting families who have children with a disability. Our society upholds family “as a symbol of warmth and emotional bonds” (Guberman, 2001), as “naturally given and socially and morally desirable” (Barrett & McIntosh, 1982). Such idealized views can be gateways to expecting families to be many things and either hesitating to recognize needs and provide supports when families face challenges or diminishing families with challenges because they do not conform to idealized notions. A main objective in this course is for you to expand your understanding of the complexities that families experience including demands and opportunities that present when a family has a child with a disability. This understanding will provide the basis for the second objective of this course which is for you to apply your knowledge about families by analyzing family needs and compiling resources and supports to address these needs.

**Module 1. Theoretical perspectives on child development: approaches to and impacts of assessing child development**

This module will introduce you to how to use different theoretical perspectives to approach the social, physical and behavioural milestones that most families look for in their children including how these milestones are assessed. This module will encompass traditional forms of assessment as well as more contemporary approaches. Some impacts of assessment will be discussed.

**Module 2. Theoretical perspectives on impacts of disability on families**

How do families create the environment within which they manage their day to day lives when their child presents with a disability? This module will encompass several theoretical perspectives for understanding and assessing the impact of disability

### Module 3. Supporting families: family circumstances and practical implications

Anchored in the belief that families are able to identify their own needs and supports, this module will be an examination and application of ways to support families in these processes. Several approaches in relation to varied family circumstances will be presented.

#### Global Objectives

- To integrate theory, research and practice
- To apply an interdisciplinary approach to Family-Centered practices
- To identify processes of identification and evaluation of family support and family-professional working relationships
- To critically evaluate family dynamics in terms of how these may be influenced when a family member has a disability.
- To understand family issues and availability and access to supports and professional relationships in the community

#### Learning Objectives

By the end of this course, students will be able to:

- Describe and critically compare tools used to assess disability related needs
- Discuss and appreciate different levels of interaction between family members (immediate and extended) and between family members and their professional support providers and programs
- Prepare a paper to demonstrate and compare conceptual approaches to understanding families of children with disabilities
- Develop a critical research paper through which to illuminate a gap in understanding families of children with disabilities and generate implications for professional practice in support of families of children with disabilities
- Through online discussion posts, identify, discuss and illustrate an array of concepts covered in course readings, peer and instructor discussions and lecture notes

#### Required Textbooks

No text is required for this course

#### A Note regarding readings

A list of required readings will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

#### Evaluation

The University policy on grading and related matters is described in section F of the 2019-2020 Calendar.

In determining the overall grade in the course, the following weights will be used:

|    |  |     |
|----|--|-----|
| 1. | Comparing assessment tools (Module 1)                                  | 20% |
| 2. | Ways of understanding families' experiences with disability (Module 2) | 20% |
| 3. | Research directions related to family and disability (Module 3)        | 30% |
| 4. | Weekly small group readings and discussion (Modules 1, 2 & 3)          | 30% |

**Comparing assessment tools 20%**

Working individually, students will choose and research 5 formal tools that are used to assess children. You will be asked to analyze the effectiveness and applicability of each. You will be required to identify the theoretical framework of each tool. You are expected to take a critical eye to typical/atypical development and the impacts of this labelling of development (both positive and negative).

Due **Feb 26, 2020**

**Ways of understanding families and disability 20%**

Working individually students will take three conceptual frameworks for understanding families and disability (examples: equity and rights, critical frameworks, feminist approach, structural functionalism, family systems theory, family stress and coping theory, burden of care, family quality of life). From the media, find a story in which a family with a member with a disability is featured. Examine issues arising using each of your conceptual frameworks. Identify similarities and differences in how these frameworks guide understandings of the family experience?

APA format required.

Due **March 20, 2020**

**Research directions related to families and disability 30%**

Working individually students will choose a theoretical perspective and design a hypothetical

**Weekly small group discussion 30% (postings due at the end of weekly reading period)**

Students will be placed in one of four discussion groups for the duration of the course, starting Jan 20 with Module 1, to discuss the weekly readings. Each student will be expected to participate in the small group throughout the course. You must post your original post by Tuesday 11:59 pm of the assigned week and respond to a group mate by Friday at 11:59 pm of that week. There are 12 opportunities to post; you may choose to post only 10 discussions, or you may post up to 12 as you wish and have your top 10 marks counted towards the final discussion mark.

Students will be expected to post a response on D2L within the week. Late postings will not be considered.

There is no final exam for this course. A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

**A Note regarding Writing Assignments:**

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2019-20 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Community Rehabilitation values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

## Grading Scheme:

| Letter Grade | Description                          | Percentage |
|--------------|--------------------------------------|------------|
| A+           | Outstanding performance              | 97-100     |
| A            | Excellent performance                | 90-96      |
| A-           | Approaching excellent performance    | 85-89      |
| B+           | Exceeding good performance           | 80-84      |
| B            | Good performance                     | 75-79      |
| B-           | Approaching good performance         | 70-74      |
| C+           | Exceeding satisfactory performance   | 65-69      |
| C            | Satisfactory performance             | 60-64      |
| C-           | Approaching satisfactory performance | 57-59      |
| D+           | Marginal pass                        | 54-56      |
| D            | Minimal pass                         | 50-53      |
| F            | Did not meet course requirements     | 0-49       |

### Missed Components of Term Work:

**Extensions will NOT be granted** on any assignment or quizzes. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>).

### Brightspace by Desire2Learn (D2L)

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

### Policies Governing the Course:

#### Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students ([library.ucalgary.ca/files/library/guidance\\_for\\_students.pdf](http://library.ucalgary.ca/files/library/guidance_for_students.pdf)). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

#### A Note Regarding Instructor Intellectual Property

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. **The posting of course materials to third party websites such as note-sharing**

**sites without permission is prohibited.** Sharing of extracts of these course materials with other students enrolled in the course **at the same time** may be allowed under fair dealing.

### **Academic Accommodations Based on Disability or Medical Condition**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

### **Accommodations on Protected Grounds other than Disability**

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor or to the designated BCR program contact, Mrs. Jennifer Logan ([jljlogan@ucalgary.ca](mailto:jljlogan@ucalgary.ca)), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **Academic Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html> Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. Please know that the University and the Cumming School of Medicine take these rules seriously. **All incidences of academic dishonesty in this course, such as cheating and plagiarism, will be reported to the Associate Dean for investigation;** infractions will be noted on the record of a student found to be guilty.

### **Other Important Information**

#### **Freedom of Information and Protection of Privacy Act**

Student information will be collected in accordance with typical classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **Appeals**

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 business days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

### **Resources for Support of Student Learning, Success, Safety and Wellness**

|                         |   |
|-------------------------|---|
| Student Success Centre  | <a href="http://www.ucalgary.ca/ssc/">http://www.ucalgary.ca/ssc/</a>                       |
| Student Wellness Centre | <a href="http://www.ucalgary.ca/wellnesscentre/">http://www.ucalgary.ca/wellnesscentre/</a> |
| Distress Centre         | <a href="http://www.distresscentre.com/">http://www.distresscentre.com/</a>                 |
| Library Resources       | <a href="http://library.ucalgary.ca">http://library.ucalgary.ca</a>                         |

**Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

**Student Ombuds' Office**

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

**Student Union (SU) Information**

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca).

**Student Success Centre**

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

## Course Schedule

| <b>Date</b>               | <b>Module / Topics</b>  | <b>Readings</b>   | <b>Assignments &amp; Due Dates</b> |
|---------------------------|---|---|------------------------------------|
| Week 1<br>January<br>13   | <b>Course introduction</b>  | <a href="http://www.humanservices.alberta.ca/disability-services/14855.html">http://www.humanservices.alberta.ca/disability-services/14855.html</a>                                       | Discussion post 1                  |
| <b>Module ONE</b>         |   |   |                                    |
| Week 2<br>Jan 20          | <b>Introduction</b>   | -Ferguson PM (2002)<br>-Piskur B, Meuser S, Jongmans M, Ketelaar M, Smeets, R, Casparie B, Haarsma F, Beurskens A (2015),<br>-Hanvey L (2002)   | Discussion post 2                  |
| Week 3<br>Jan 27          | <b>Assessment of Development</b>  | -Developmental stages powerpoint<br>-Oberklaid F, Drever K (2011)<br>-Pool J.L. & Hourcade J.J. (2011)<br>-Lasardo A, Notari-Syverson A (2003) Chapter One                                | Discussion post 3                  |
| Week 4<br>Feb 3           | <b>Impacts and critiques of assessment and approaches to services and education</b> | -Reindal, S. M. (2008)<br>-Macartney, B. & Morton, M. (2013)<br>-Lasardo A, Notari-Syverson A (2003) Chapter Two  | Discussion post 4                  |
| <b>MODULE TWO</b>         |   |   |                                    |
| Week 5-<br>February<br>10 | <b>Family Stress and Burden of Care</b>   | -Kim, DeokJu (2017).<br>-Wang, K. Y. (2012).  | Discussion Post 5                  |
| Week 6                    | <b>Reading week</b>   |   |                                    |
| Week 7<br>February<br>24  | <b>Family Systems theory<br/>Family resiliency, coping</b>                          | -Bristol M (1987)<br>-Bavelas, J. B., & Segal, L. (1982).<br>-Greer, F. A., Grey, I. M., & McClean, B. (2006)<br>-McCubbin, M. A., & McCubbin, H. I. (1993).<br>-Patterson, J. M. (2002). | Discussion Post 6                  |
| Week 8-<br>March 2        | <b>Family Quality of Life</b>   | -Bronfenbrenner, U. (1986).<br>-Brown, I., Anand, S., Fung, W. L. A., Isaacs, B., & Baum, N. (2003).<br>-Brown, R. I., Kyrkou, M. R., & Samuel, P. S. (2016).                             | Discussion Post 7                  |

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|---------------------|---|---|--------------------|
|                     |   | -Summers, J., Poston, D., Turnbull, A., Marquis, J., Hoffman, L., Mannan, H., & Wang, M. (2005).  |                    |
| Week 9<br>March 9   | <b>Social Construction-qualitative approaches</b>                         | -Canary, H.E. (2008)<br>-Lalvani, P& Polvere, L. (2013).<br>-Knox, M. (2000).<br>McCarthy, J. R. (2012)   | Discussion Post 8  |
| Module Three        |   |   |                    |
| Week 10<br>March 16 | <b>Cultural Competency and impacts of sociocultural factors</b>           | -Ravindran N, & Myers B (2012)<br>-Harry B (2002)<br>-Cortis, N., Katz, I., & Patulny, R. (2009).<br>-Samuel, P. S., Hobden, K. L., LeRoy, B. W., & Lacey, K. K. (2012a).<br>-National Association of Friendship Centres (2006)   | Discussion Post 9  |
| Week 11<br>March 23 | <b>Sibling impacts, parental roles; mothers fathers grandparents</b>      | -Davis E, Shelly A, Waters E, Boyd R, Cook K<br>-Davern M (2009)<br>-Cheuk S & Lashewicz B (2015)<br>-Moyson T & Roeyers H (2011)<br>-Miller E, Buys L & Woodbridge S (2012),   | Discussion Post 10 |
| Week 12<br>March 30 | <b>Family centredness and professional partnerships and collaboration</b> | -Fialka J (2001)<br>-Gallagher P, Fialka J, Rhodes C, Arceneaux C (2002)<br>-Yuan S, ( 2003)<br>-Van Hove G, De Schauwer E, Mortier K, Bsoteels S, Desnerck G , Van Loon J<br>-Edwards, M. Parmenter, P., O'Brien, P., Brown, R.I. (2018)<br>-Turnbull, A. P., Turnbull III, H. R., & Kyzar, K. (2009).<br>-McDonald, M. (2011).              | Discussion Post 11 |
| Week 13<br>April 6  | <b>Family support, Transformation and Empowerment</b>                     | Ben-Zur, H., Duvdevany, I., & Lury, L. (2005).<br>Parmenter, T. (2004).<br>Ainbinder J, Blanchard L, Singer G, Sullivan M, Powers L, Marquis J, Santelli B, (1998)<br>Scorgie K, Wilgosh L & Sobsie D (2004)<br>WilgoshL, Nota L, Scorgie K, Soresi S (2004)<br>Madeo A, Biesecker B, Brasington C, Erby L, Peters K (2011)<br>Bauer P (2011) | Discussion Post 12 |
| Week 14<br>April 13 | <b>Conclusion</b>   | Final thoughts and work on project  |                    |



## List of Required Readings

- Ainbinder, J. G., Blanchard, L. W., Singer, G. H., Sullivan, M. E., Powers, L. K., Marquis, J. G.,... & Consortium to Evaluate Parent to Parent. (1998). A qualitative study of parent to parent support for parents of children with special needs. *Journal of Pediatric Psychology, 23*(2), 99-109.
- Bauer, P. E. (2011). Reaching across the disability divide: the case for collaboration with the disability community to construct a robust informed consent process around prenatal screening and diagnosis. *American Journal of Medical Genetics Part A, 155*(8), 1788-1790.
- Bavelas, J. B., & Segal, L. (1982). Family systems theory: Background and implications. *Journal of Communication, 32*(3), 99-107.
- Ben-Zur, H., Duvdevany, I., & Lury, L. (2005). Associations of social support and hardiness with mental health among mothers of adult children with intellectual disability. *Journal of Intellectual Disability Research, 49*(1), 54-62.
- Bristol, M. M. (1987). Mothers of children with autism or communication disorders: Successful adaptation and the double ABCX model. *Journal of Autism and Developmental Disorders, 17*(4), 469-486.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology, 22*(6), 723.
- Brown, I., Anand, S., Fung, W. A., Isaacs, B., & Baum, N. (2003). Family quality of life: Canadian results from an international study. *Journal of Developmental and Physical Disabilities, 15*(3), 207-230.
- Brown, R. I., Kyrkou, M. R., & Samuel, P. S. (2016). Family quality of life Health Care for People with Intellectual and Developmental Disabilities across the Lifespan (pp. 2065-2082): Springer.
- Canary, H. E. (2008). Negotiating dis/ability in families: Constructions and contradictions. *Journal of Applied Communication Research, 36*(4), 437-458.
- Caruana, C. & MacDobald, M. (2011). Social Inclusion in the family support sector. AFRC Briefing Australian Family Relationships Clearing House. Retrieved from <https://aifs.gov.au/cfca/sites/default/files/publication-documents/b019.pdf>
- Cheuk, S., & Lashewicz, B. (2016). How are they doing? Listening as fathers of children with autism spectrum disorder compare themselves to fathers of children who are typically developing. *Autism, 20*(3), 343-352.
- Cortis, N., Katz, I., & Patulny, R. (2009). Engaging hard-to-reach families and children: stronger families and communities strategy 2004-2009.
- Davis, E., Shelly, A., Waters, E., Boyd, R., Cook, K., & Davern, M. (2010). The impact of caring for a child with cerebral palsy: quality of life for mothers and fathers. *Childcare, Health and Development, 36*(1), 63-73.
- Edwards, M. Parmenter, P., O'Brien, P., & Brown, R.I. (2018). Family quality of life and the building of social connections: practical suggestions for practice and policy. *International Journal of Child, Youth, and Family Studies.*

- Ferguson, P. M. (2002). A place in the family: An historical interpretation of research on parental reactions to having a child with a disability. *The Journal of Special Education*, 36(3), 124-131.
- Fialka, J. (2001). The dance of partnership: Why do my feet hurt?. *Young Exceptional Children*, 4(2), 21-27.
- Gallagher, P. A., Fialka, J., Rhodes, C., & Arceneaux, C. (2002). Working with families: Rethinking denial. *Young Exceptional Children*, 5(2), 11-17.
- Greer, F. A., Grey, I. M., & McClean, B. (2006). Coping and positive perceptions in Irish mothers of children with intellectual disabilities. *Journal of Intellectual Disability*, 10(3), 231-248.
- Hanvey, L. (2002). Children with disabilities and their families in Canada, A discussion paper <http://www.nationalchildrensalliance.com/nca/pubs/2002/hanvey02.pdf>
- Harry, B. (2002). Trends and issues in serving culturally diverse families of children with disabilities. *The Journal of Special Education*, 36(3), 131-138
- Kim, DeokJu. (2017). Relationships between caregiving stress, depression, and self-esteem in family caregivers of adults with a disability. *Occupational Therapy International*, 1-9. DOI: 10.1155/2017/1686143.
- Knox, M. (2000). Family control: The views of families who have a child with an intellectual disability. *Journal of Applied Research in Intellectual Disabilities*, 13(1), 17-28.
- Lalvani, P. & Polvere, L. (2013). Historical perspectives on studying families of children with disabilities: A case for critical research. *Disability Studies Quarterly*, 33. DOI: 10.18061/dsq.v33i3.3209.
- Lashewicz, B., Lo, A., Boettcher, N., Shipton, L. & Parrott, B. (2018). Fathers raising Children with Autism Spectrum Disorder: Stories of marital stability as key to parenting success. *Issues in Mental Health Nursing*. DOI: doi.org/10.1080/01612840.2018.1466943
- Lasardo A, Notari-Syverson A (2003) Chapter One Historical perspectives on alternative assessment. *Alternative Approaches to Assessing Young Children*, Baltimore MD, Brooked Publishing
- Lasardo A, Notari-Syverson A (2003) Chapter Two Traditional and contemporary assessment models, *Alternative Approaches to Assessing Young Children*, Baltimore MD, Brooked Publishing
- Madeo, A., Biesecker, B., Brasington, C., Erby, L. & Peters, K. (2011). The relationship between the genetic counseling profession and the disability community: A commentary. *American Journal of Medical Genetics Part A*, 155(8), 1777-1785.
- McCarthy, J. R. (2012). The powerful relational language of 'family': Togetherness, belonging and personhood. *The Sociological Review*, 60(1), 68-90.
- Macartney, B. & Morton, M. (2013). Kinds of participation: teacher and special education perceptions and practices of 'inclusion' in early childhood and primary school settings, *International Journal of Inclusive Education*, 17(8), 776-792. DOI: 10.1080/13603116.2011.602529
- McDonald, M. (2011). What Role Can Child and Family Services Play in Enhancing Opportunities for Parents and Familie? *Exploring the Concepts of Social Exclusion and Social Inclusion*. Australian Institute of Family Studies.

- McCubbin, H. I. (1993). Families coping with illness: The resiliency model of family stress, adjustment, and adaptation. In *Families, Health & Illness: Perspectives on coping and intervention*. Winstead & Fry, 21-63.
- Miller, E., Buys, L. & Woodridge, S. (2011). Impact of disability on families: Grandparents' perspectives. *Journal of Intellectual Disability Research*, 56(1), 102-110.
- Mitchell, J. & Lashewicz, B. (2018). Quirky kids: Fathers' stories of embracing diversity and dismantling expectations for normative play with their children with autism spectrum disorder. *Disability & Society*, 1-18.
- Moyson, T. & Roeyers, H. (2011). "The overall quality of my life as a sibling is all right, but of course, it could always be better". Quality of life of siblings of children with intellectual disability: The siblings' perspectives. *Journal of Intellectual Disability Research*, 56(1), 87-101.
- National Association of Friendship Centres, (2006). Urban Aboriginal families of children with disabilities: Inclusion or Exclusion? University of Regina. Retrieved from: <https://indigenousworks.ca/sites/ahrc/files/attachments/Report-NAFC-Disability.pdf>
- Oberklaid, F. & Drever, K. (2011). Is my child normal? Milestones and red flags for referral, *Australian Family Physician*, 40(9) 666-670.
- Parmenter, T. (2004). Family quality of life: Implications for policy. *Families and persons with mental retardation and quality of life: International perspectives*, 265-298.
- Piskur, B., Meuser, S., Jongmans, M., Ketelaar, M., Smeets, R., Casparie, B., Haarsma, F. & Beurskens, A. (2015). The lived experience of parents enabling participation of their child with a physical disability at home, at school and in the community. *Disability and Rehabilitation*, 38(8), 803-812.
- Pool, J. L., & Hourcade, J. J. (2011). Developmental screening: A review of contemporary practice. *Education and Training in Autism and Developmental Disabilities*, 46(2), 267-275.
- Ravindran N. & Myers, B. (2012). Cultural influences on perceptions of health, illness and disability: A review and focus on autism. *Journal of Child and Family Studies*, 21, 311-319.
- Reindal, S. M. (2008). A social relational model of disability: a theoretical framework for special needs education?. *European Journal of Special Needs Education*, 23(2), 135-146.
- Rogers, S. J., & White, L. K. (1998). Satisfaction with parenting: The role of marital happiness, family structure, and parents' gender. *Journal of Marriage and the Family*, 293-308.
- Samuel, P. S., Hobden, K. L., LeRoy, B. W., & Lacey, K. K. (2012). Analysing family service needs of typically underserved families in the USA. *Journal of Intellectual Disability Research*, 56(1), 111-128.
- Scorgie, K., Wilgosh, L., & Sobsey, D. (2004). The Experience of Transformation in Parents of Children with Disabilities: Theoretical Considerations. *Developmental Disabilities Bulletin*, 32(1), 84-110.
- Summers, J. A., Poston, D. J., Turnbull, A. P., Marquis, J., Hoffman, L., Mannan, H., & Wang, M. (2005). Conceptualizing and measuring family quality of life. *Journal of intellectual disability research*, 49(10), 777-783.

- Tétreault, S., Blais-Michaud, S., Marier Deschênes, P., Beaupré, P., Gascon, H., Boucher, N., & Carrière, M. (2014). How to support families of children with disabilities? An exploratory study of social support services. *Child & Family Social Work, 19*(3), 272-281.
- Turnbull, A. P., Turnbull III, H. R., & Kyzar, K. (2009). Family–professional partnerships as catalysts for successful inclusion: A United States of America perspective. *Revista de Educación, 349*, 69-99.
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