Children, Child Development and Mental Retardation Center, University of Washington. Shari Kieran, Ed.D., Lecturer, Eliot-Pearson Department of Child Study, Tufts. working together with the parents of a handicapped child so that learning situations that occur in your classroom are reinforced by the parents at home. Children with mental retardation have a slower overall rate of learning and development than other children. Children with mental retardation aren't so very different from non-handicapped children. Like other preschoolers, they can do some things better than other things, have happy moods and sad moods, and need your support to learn and grow.

Title of Dissertation: PARENTS OF CHILDREN WITH MENTAL RETARDATION: COPING MECHANISMS AND SUPPORT NEEDS Samuel Bauman, Doctor of Philosophy, 2004. Dissertation directed by: David Hershenson, PhD, Department of Counseling and Personnel Services. The purpose of this research was to explore the subjective experiences of families of children with mental retardation, specifically the sources of stress and coping for these families. Interviews were conducted with families to shed light on their subjective experiences of coping and stress. In an effort to increase understanding of the worldview of these families, issues in theory, practice, and future research are briefly discussed. Social support and empowerment oriented professional practice were found to have a mediating effect on family stress.

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