

professionals, a genuine commitment to work together, but the resistance is still strong"(Closer Look, 1979, p.9). In this sense Williams (1972) describes an unfortunate tendency on the part of some mental health professionals and educators to strictly separate learning problems from psychological problems in relation to child development. One should emphasize the relationship between psychological and educational factors. Thompson, Garrett, Striffler, Rutins, Palmer, and Heed (1976) describe a model interdisciplinary diagnostic and treatment nursery: "We believe that the reason for the program's effectiveness lies in the coordination and comprehensiveness of the interdisciplinary team and the inclusion of the parents in the program"(p.231).

"...the problem of the powerful and continued influence of the family on the child's behavior and learning" is stated by Melcer, Fritz, and Borroughs (1970, p.3), but many models do not "specifically include family structure and dynamics as a critical variable to be dealt with in educating the child"(Melcer et al., 1970, p.3). One has to recognize that the family is the child's primary social and learning unit, and this unit must be incorporated within the educational model as a major input (cf. Melcer et al., 1970). Bender and Bender (1979) confirm this in their chapter about parent involvement. Most programs however, as will be seen later, do include parents to at least some degree. School and parents