

2012

## Letter from the Editor

Clayton Pelon  
*Grand Valley State University*

Follow this and additional works at: <http://scholarworks.gvsu.edu/colleagues>

---

### Recommended Citation

Pelon, Clayton (2012) "Letter from the Editor," *Colleagues*: Vol. 8: Iss. 2, Article 11.  
Available at: <http://scholarworks.gvsu.edu/colleagues/vol8/iss2/11>

This Article is brought to you for free and open access by ScholarWorks@GVSU. It has been accepted for inclusion in *Colleagues* by an authorized administrator of ScholarWorks@GVSU. For more information, please contact [scholarworks@gvsu.edu](mailto:scholarworks@gvsu.edu).

The last two comments (numbers 6 and 7) point out two of the common problems in delivering the Transdisciplinary model. Having an “appropriate atmosphere” includes such things as administrative support, and classroom teacher and parent willingness to assume instructional responsibility.

## Lessons Learned

Although there is overwhelming evidence that parental involvement can significantly improve students’ success in school, the evidence that a Transdisciplinary service delivery approach will significantly impact the progress

of special education students is not substantiated in this study. There is a definite need for a large-scale study to measure the effectiveness of the Transdisciplinary method on student standardized test scores. Issues related to teacher education and teacher training regarding communication and involvement of parents must be considered to ensure model success. Administrative support and encouragement of parents are also necessary for the successful implementation.

This is a shortened version of the full article which is available at [www.ColleaguesPlus.com](http://www.ColleaguesPlus.com).

## References

- Cross, Robert J., (2003). The Transdisciplinary Service Delivery Model. Working Paper Presented to the Oxford Roundtable on Special Education (Oxford, England, April, 2003).
- Griffith, James (September/October 1996). Retention of Parental Involvement, Empowerment, and School Traits to Student Academic Performance. *The Journal of Educational Research*, 90, 33-42.

- Quigley, Denise D. ( March 2000). Parents and Teachers Working Together to Support Third Grade Achievement: Parents as Learning Partners (PLP) Findings. Working Presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
- Woodruff, Geneva and Sterzen, Elaine Durkot(1988, May). Transagency Approach. *Children Today*, 17(3)



## LETTER FROM THE EDITOR

# Colleagues Redesign

It has been a very busy period since the last issue on bullying. We have been meeting and planning the redesign of the magazine from top-to-bottom. From a stack of ideas and proposals we narrowed it down to the design you are now reading. I hope you enjoy the new format and the added pages.

This process could not have happened without the help of the Colleagues Committee. We also had assistance from Dr. Ed Wong-Ligda of the GVSU Department of Art and Design (whose students are featured as illustrators), Dr. Claudia Sowa Wojciakowski, Forrest Clift, and Jaymes Pyne. Finally the dedication and expertise of Lisa Tennant,

our designer, has led us successfully through this difficult but rewarding effort.

I am also happy to announce *Colleagues* won a third consecutive APEX Award for Excellence and a second Graphic Design USA award. Thank you to everyone who made these accomplishments possible!

Our next issue will be focused on education reform. Things are moving fast nationally and we will endeavor to bring you a thoughtful and challenging issue.

Clayton Pelon  
Editor-in-Chief