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Abstract A new approach to services for children with serious emotional disturbance and their families calls for the development of systems of care. Family members participate in all aspects of service delivery, including designing, developing, and delivering services. Training and technical assistance are essential, as service providers need new skills in working with children, family members, service providers, and others in the community; and a new understanding of integrated, community-based services. Technology offers new possibilities for delivering such training. In North Carolina, the Internet is used to share information, plan training events, provide training, and exchange materials among training coordinators located around the state. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

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Key Concepts [use of technology to facilitate collaboration & training, service providers of children with serious emotional disturbance & their families](#)

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Population Group	Human. Adulthood (18 yrs & older)
Location	US
Update Code	20010103
Number of Cited References	Number of Citations: 26, Number of Citations Displayed: 26.
Cited References	<p>Abramson, J. S., & Mizrahi, T. (1996). When social workers and physicians collaborate: Positive and negative interdisciplinary experiences. <i>Social Work</i>, 41 (3), 270-281. Bibliographic Links</p> <p>Bailey, D. B., Simeonsson, R. J., Yoder, D. E., & Huntington, G. S. (1990). Preparing professionals to serve infants and toddlers with handicaps and their families: An interdisciplin analysis across eight disciplines. <i>Exceptional Children</i>, 57 (1), 26-35. Bibliographic Links</p> <p>Behar, L. B., Zipper, I. N., McCammon, S., Spencer, S., & McKinnon-Lewis, C. (1998). Partnerships with universities for human resource development. Paper presented at Developing Local Systems of Care in a Managed Care Environment Conference. Orland</p> <p>Beller, M., & Or, E. (1998). The crossroads between lifelong learning and information technology: A challenge facing leading universities. <i>Journal of Computer-Mediated Communication</i>. (Online), 4 (2). <http://www.ascusc.org/jcmc/vol4/issue2/beller.ht> (1999, July 28).</p> <p>Bickman, L. (1997). Resolving issues raised by the Fort Bragg evaluation. <i>American Psychologist</i>, 52 (5), 562-565. http://dx.doi.org/10.1037//0003-066X.52.5.562 Ovid Full Text Bibliographic Links</p> <p>Brown, F. W. (1998). Rural telepsychiatry. <i>Psychiatric Services</i>, 49 (7), 963-964. Bibliographic Links</p> <p>Christoph, R. T., Schoenfeld, G. A., & Tansky, J. W. (1998). Overcoming barriers to utilizing technology: The influence of self-efficacy factors on multimedia-based training receptiveness. <i>Human Resource Development Quarterly</i>, 9 (1), 25-38. Bibliographic Links</p> <p>England, M. J., & Cole, R. F. (1998). Preparing for communities of care for child and adolescent mental health for the twenty-first century. <i>Child & Adolescent Psychiatric Clinics of North America</i>, 7 (3), 469-481. Bibliographic Links</p> <p>Gattiker, U. E. (1990). Individual differences and acquiring computer literacy: Are women more efficient than men? In U.E. Gattiker, Ed. <i>End-User Training</i>. Pp. 141-180. Berlin: Walter deGruyter.</p> <p>Gibelman, M., & Champagne, B. (1981). A consumer information system for staff development and training. <i>Journal of Continuing Social Work Education</i>, 1 (1), 7-26.</p>

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