

**Module: Family-Centered Practices  
 for Infants and Toddlers With Visual Impairments**

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**Session 1: Building Reliable Alliances**

**Instructional Sequence**

<b>Topic</b>	<b>Instructor Resource</b>	<b>Estimated Time</b>
1. Introduce session by reviewing session objectives and completing Activity A.	PowerPoints 1A and 1B Video Clip FM 1-01 Activity A	30 minutes
2. Review Major Point A, the legislative foundation for family-centered practices.	PowerPoints 1C through 1H Handout A Handout B Handout C Handout D Reading H Video Clip FM1-02 Reading I	20 minutes
3. Introduce Activity B, "Legislation Project," so participants can work on this assignment throughout the module.	Activity B	15 minutes
4. Introduce Activity C, "Family Philosophy Project," so participants can work on this assignment throughout the module.	Activity C	15 minutes
5. Show video clip FM1-02, "Early Intervention on the Move"; refer back to Handout A.	Video Clip FM 1-02	15 minutes
6. Review Major Point B, the ecological approach to family-centered practices, family systems theory, and developing cultural reciprocity.	PowerPoints 1I through 1N Video Clips FM 1-03, FM 1-04, FM 1-05 Reading A Reading E	30 minutes

Topic	Instructor Resource	Estimated Time
7. Select one of the following in-class activities. a) Guest lecturer who describes early intervention under Part C in the state and/or local community b) Guest dyad that includes a state or local Part C coordinator who describes Part C components and a parent of a child with special needs who describes how each component has supported his/her child and family c) Activity D, "Family Panel," inviting parents to discuss their experiences with early intervention in the local community and importance of family-centered services d) Activity E, "Interdisciplinary Panel," that describes services in local area and state	Activity D Activity E	30 to 90 minutes, depending on selection
8. Review Major Point C, establishing reliable family alliances.	PowerPoints 1O through 1Q Handout E Reading J	10 minutes
9. Review Major Point D, supporting family emotional responses.	PowerPoints 1R through 1T Handout F Video FM 1-06	10 minutes
10. Review Major Point E, diversity.	PowerPoints 1U and 1V Handout G Handout H Reading B Reading D	10 minutes
11. Review Major Point F, specific cultural responses to visual impairments.	PowerPoint 1W and 1X Handout I	20 minutes

<b>Topic</b>	<b>Instructor Resource</b>	<b>Estimated Time</b>
12. Review Major Point G, cultural reciprocity.	PowerPoints 1Y through 1AA Videos FM 1-07 and FM 1-08 Handout J Reading F Reading G	10 minutes
13. Introduce Activity F, “Family Beliefs, Values, and Symbols,” to be completed during next class (see #16 below).	Activity F	5 minutes to introduce
14. Introduce the concept of reframing and complete Activity G, “Cultural Reframing Exercise.”	Activity G	20 minutes
15. Review Major Point H, professionals bring their own worldviews to interactions with families.	PowerPoints 1BB and 1CC Reading C	10 minutes
16. Revisit Activity F, “Family Beliefs, Values, and Symbols,” and allow students to share their materials and information.	Activity F	40 minutes
17. Introduce Activity H, “Vignette,” as an opportunity for students to apply concepts to real life scenarios.	Activity H	35 minutes
18. Revisit Activity B, “Legislation Project,” with small group presentations.	Activity B	10–15 minutes per group
19. Revisit Activity C, “Family Philosophy Project.”	Activity C	20 minutes
20. Introduce supplemental handout.	Handout K	5 minutes
<b>TOTAL Estimated Time</b>	<b>Approximately 5 to 7 hours</b> depending on class size and activity selection.	