

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

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**Session 1: Building Reliable Alliances**

**Activity G: Cultural Reframing**

**Instructor Guidelines**

The purpose of this activity is to assist participants in expanding their perspective or view of different types of behavior.

**Time needed.** 20 minutes

**Materials.** “Cultural Reframing Worksheet”

**Directions**

1. Hand out the worksheet.
2. Ask participants to think about a way to reframe positively the statements on the page. This does *not* mean that the participants should attempt to explain why someone might behave in the way described. Rather, participants should describe the behavior using words with different (and more positive) connotations.
3. Provide participants with an example. For #1, a positively reframed statement would be, “They enjoy shopping.”
4. Tell participants they have 10 minutes to review the list and write in their new statements, doing the easy ones first.
5. After about 10 minutes, ask participants to volunteer to share their responses. Be accepting of all responses. When participants have responses that are not “reframes” but explanations, gently explain the difference.
6. In debriefing this exercise, ask participants to think about which statements were most difficult for them to reframe. Ask them to think about why certain statements were more difficult than others. (Those behaviors that we tend to judge most harshly are sometimes most difficult to reframe in a positive way).
7. Ask participants to think about how this activity could help them develop reliable alliances with families or develop a posture of cultural reciprocity.

**Cultural Reframing Worksheet**

1. They spend money foolishly.	
2. They look down on women.	
3. They are lazy.	
4. They don't try hard.	
5. They are punitive with their children.	
6. They have too many kids.	
7. They don't plan ahead.	
8. They are always looking to others to solve their problems.	
9. They don't get involved with their children's schools.	
10. They don't do enough to turn their lives around.	
11. They are never on time.	
12. They are unreasonable.	

Flynn, N., Thorp, E., Evans, K.W., & Takemoto, C. (1998). *Multicultural early childhood team training leadership institute for parent/professional teams manual* (p. P1.9). Fairfax, VA: George Mason University and the Parent Educational Advocacy Training Center.