

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

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## **Session 1: Building Reliable Alliances**

### **Activity B: Legislation Project**

#### **Participant Guidelines**

The purpose of this activity is for participants to describe to families what early intervention is, including their rights and responsibilities by law.

**Objectives.** The objectives of this activity are threefold: (1) to develop participants' skills and knowledge about strategies (including electronic technology) for finding information on topics such as legislation; (2) to introduce participants to information on Part C of IDEA; and (3) to develop participants' understanding of how legislation and regulations directly influence their day-to-day work with children and families.

**Format.** Your assignment is to learn about Part C of IDEA. Part of the project requires individual effort and part of the project will be carried out as part of a small group. Your task as individuals is to conduct research. As a small group your task is to ensure the accuracy of the information, prepare a written summary, and make an oral presentation to the class on some aspect of Part C. As a group, you will need to decide how to share equitably the responsibilities and tasks of this assignment so everyone learns and benefits from the assignment.

#### **Procedures**

A. Individuals research Part C of IDEA. Individuals can gather information using a variety of methods including interviews, library searches, document analysis, and internet technology. You should determine what the federal legislation says about each of the questions below and how the legislation is being interpreted in your own community.

In your research you should answer the questions listed below.

1. Who is eligible for the services?
2. Who provides the services and how do these individuals work together? Specifically address potential roles of specialists who work with children with visual impairments.
3. How are children's and families' rights protected and guaranteed?
4. What is "service coordination" and how does it work?
5. Address any other questions about the legislation that you think are particularly helpful.

B. Ensure the accuracy of your findings. Individuals should bring their written answers to the above questions to their small group meeting in class on   [date]   and compare their findings. Please bring all of your source information so that discrepancies can be checked for accuracy with original sources.

- C. Present your findings in class. Each group will be assigned one of the above questions to present in class. Plan a brief, engaging presentation about your question to educate the rest of the class. Pretend that you are presenting to a parent group. You will have a maximum of five minutes for these presentations. Include the information described below in your presentation.
1. Your perceptions of the best method of securing information on legislation (web, printed materials from a particular agency, talking with individuals, etc.). Consider this situation and address it in your presentation: A parent has asked you how to find out about legislation and his/her rights related to special services and programs. How would you advise that parent?
  2. A concrete example of how this law is making an impact on a particular program or a particular child and family you know
  3. Cultural values or assumptions underlying this law
- D. In addition, each group should complete an accurate written summary of the information they present for distribution to the class. This should include your information sources.

**Resources to help you**

1. Web sites compiled by Linda Rowley of the Family Village at <http://www.familyvillage.wisc.edu/websites.html>
2. IDEA Project, <http://www.ideapractices.org>
3. Reading: Harry, B., & Kalyanpur, M. (1999). Legal and epistemological underpinnings of the construction of disability. *Culture and special education*. (p. 15-45). Baltimore: Paul H. Brookes.

**Due dates:**

Individual research due on \_\_\_\_\_

Small group presentations and written summary due on \_\_\_\_\_