

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

Session 1: Building Reliable Alliances

Handout E
Family Systems Framework

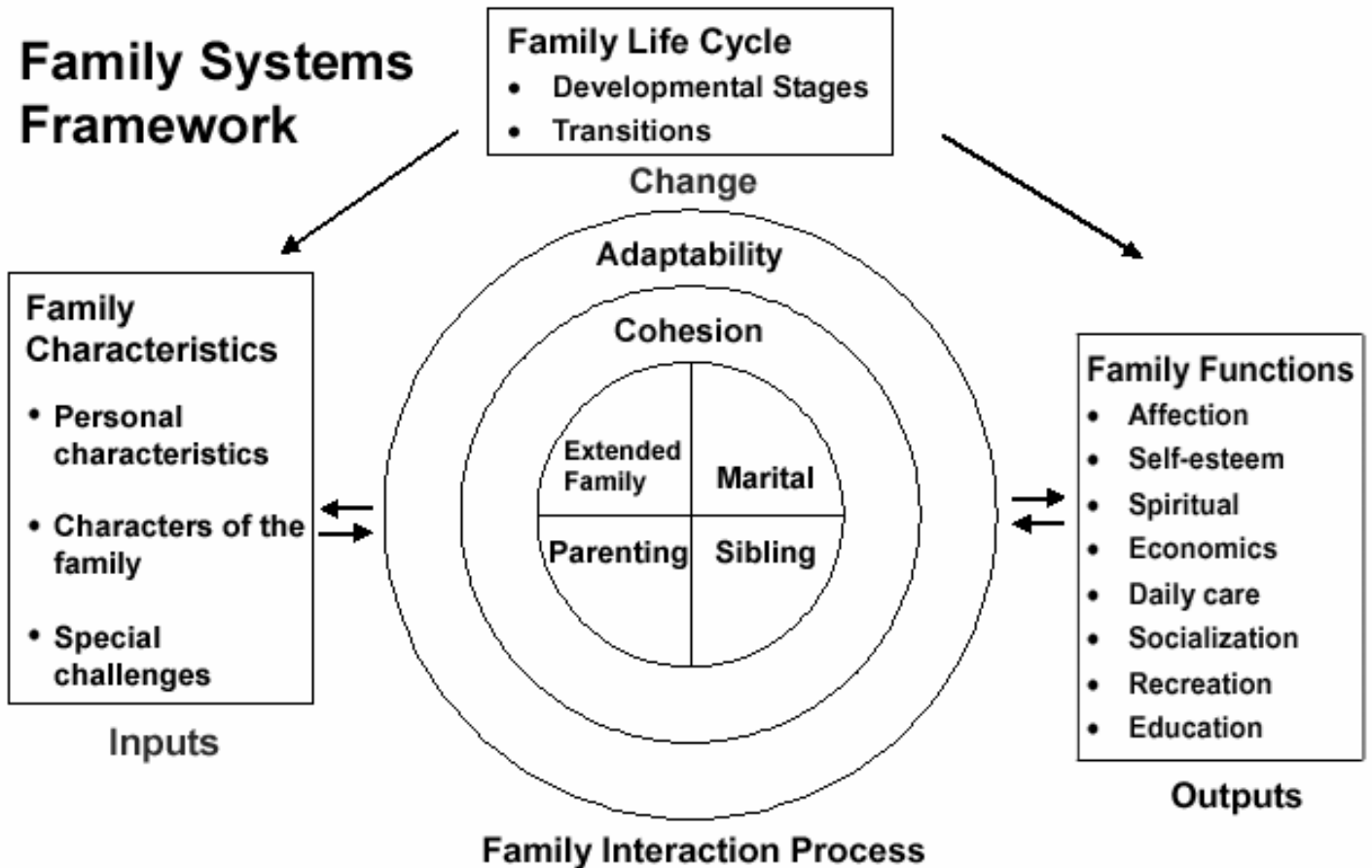
EIVI Training Center. (2002). *Family systems framework*. Chapel Hill, NC: Early Intervention Training Center for Infants and Toddlers With Visual Impairments, FPG Child Development Institute, UNC-CH.

This graphic illustrates the interrelatedness and dynamic relationships among family characteristics, family functions, and the family life cycle and how these factors contribute to the family interaction process.

In the center of the diagram are three concentric circles entitled “Family Interaction Process.” The innermost circle is divided into four quadrants. In the top left quadrant are the words “Extended family”; in the top right quadrant is the word “Marital”; in the bottom left quadrant is the word “Parental”; and in the bottom right quadrant is the word “Sibling.” The middle circle is labeled “Cohesion,” while the outermost circle is labeled “Adaptability.”

At the top of the diagram is a rectangle with the title “Family Life Cycle” with the words “Developmental Stages” and “Transitions” listed under the title. The word “Change” is written under this rectangle. From both sides of this rectangle are long arrows that point to “Input” and “Output” rectangles. The “Input” rectangle is to the left of the large concentric circle. Within the “Input” rectangle are the words “Family Characteristics,” followed by “Personal Characteristics,” “Characteristics of the Family,” and “Special Challenges.” Small bidirectional arrows are located between the “Inputs” rectangle and the concentric circles, to illustrate that family characteristics affect family interactions and that family interactions affect family characteristics. To the right of the concentric circles, the “Output” rectangle has the title “Family Functions,” followed by the words “Affection,” “Self-esteem,” “Spiritual,” “Economics,” “Daily Care,” “Socialization,” “Recreation,” and “Education.” Bidirectional arrows between the “Family Interaction Process” circles and the “Output” rectangle show that family interactions influence family functions and that family functions influence family interactions.

This diagram was adapted from Turnbull and Turnbull, 2001.



Adapted from Turnbull, A.P., & Turnbull, H.R. (2001). *Families, professionals, and exceptionality: Collaborating for empowerment* (4th ed., pp. 109). Upper Saddle River, NJ: Merrill Prentice Hall.