

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

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**Session 1: Building Reliable Alliances**

**Recommended Readings**

- A. Bernheimer, L.P., Gallimore, R., & Weisner, T.S. (1990). Ecocultural theory as a context for the individual family service plan. *Journal of Early Intervention, 14*(3), 219-233.
  
- B. Chen, D., McLean, M., Corso, R., & Bruns, D. (2001) *Working together in EI: Cultural considerations in helping relationships and service utilization* (Tech. Rep. No. 11). University of Illinois at Urbana-Champaign, Early Childhood Research Institute on Culturally and Linguistically Appropriate Services. Retrieved December 7, 2001, from <http://clas.uiuc.edu/techreport/tech11.html>
  
- C. Dote-Kwan, J., Chen, D., & Hughes, M. (2001). A national survey of service providers who work with young children with visual impairments. *Journal of Visual Impairments & Blindness, 95*(6), 325-337.
  
- D. Fazzi, D.L., Klein, M.D., Pogrund, R.L., & Salcedo, P.S. (2002). Family focus: Working effectively with families. In R.L. Pogrund & D.L. Fazzi (Eds.), *Early focus: Working with young children who are blind or visually impaired and their families* (2nd ed., pp. 16-51). New York: AFB Press. (Read pp. 31–51.)
  
- E. Foster, M.A., & Phillips, W. (1992). Family systems theory as a framework for problem solving in pediatric physical therapy. *Pediatric Physical Therapy, 4*(2), 70-73.
  
- F. Kalyanpur, M., & Harry, B. (1999a). Legal and epistemological underpinnings of the construction of disability: Maya's story. In M. Kalyanpur & B. Harry (Eds.), *Culture in special education: Building reciprocal family-professional relationships* (pp.15-45). Baltimore: Paul H. Brookes.
  
- G. Kalyanpur, M., & Harry, B. (1999b). The posture of cultural reciprocity: Beth's story. In M. Kalyanpur & B. Harry (Eds.), *Culture in special education: Building reciprocal family-professional relationships* (pp. 113-131). Baltimore: Paul H. Brookes.
  
- H. Metro Video Productions (Producer). (1998). *Early intervention on the move*. [Video]. (Available from Child Development Resources, PO Box 280, Norge, VA 23127-0280)

- I. Pogrund, R.L. (2002). Refocus: Setting the stage for working with young children who are blind or visually impaired. In R.L. Pogrund & D.L. Fazzi (Eds.), *Early focus: Working with young children who are blind or visually impaired and their families* (2nd ed., pp. 1-15). New York: AFB Press.
  
- J. Turnbull, A.P., & Turnbull, H.R. (2001). Building reliable alliances. In *Families, professionals, and exceptionality: Collaboration for empowerment* (4th ed., pp. 56-82). Columbus, OH: Merrill Prentice Hall.