

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

Session 1: Building Reliable Alliances

Study Questions for Recommended Reading B:

Chen, McLean, Corso, & Bruns

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>

1. The shift from a professional-centered service delivery model in early intervention to a more family-centered model is gradual and ongoing. Why is this so, and what are the implications for early intervention (EI) professionals, administrators, and personnel trainers?
2. The authors point out two important factors to keep in mind in helping relationships between families and professionals. What are they?
3. Five attributes that facilitate the development of helping relationships between EI professionals and families and that empower families were described. What are they?
4. Both families' and EI professionals' values, beliefs, life experiences, and cultures affect how each perceives the other and their roles in the EI system. Describe four ways each may misunderstand the other.
5. Certain effective personality and behavior characteristics emerge in the literature about helping relationships. What are they and how are they manifested across cultural and linguistic differences?
6. How does worldview affect a family's perception of disability? What may be one way to successfully bridge differences of family's perceptions of disability and the EI perceptions of disability?
7. What three factors affect service utilization of EI? Give examples of how each factor can affect service utilization of EI.
8. List eight strategies suggested by the authors to facilitate working together in EI.