

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

Session 1: Building Reliable Alliances

Study Questions for Recommended Reading G:

Kalyanpur & Harry (b)

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.

1. Kalyanpur and Harry use the term *technicianism* to describe why the nurses didn't see the pattern in the daughter's vomiting. What does technicianism refer to in this example?
2. List and describe the three levels of cultural awareness.
3. List the five key features of the posture of cultural reciprocity that make it eminently suited to the purpose of building effective parent-professional collaboration.
4. What is a reflective practitioner?
5. In the story about Kou, the 7-year-old boy with two clubfeet, how did his community feel about his "disability"? How is this different from the typical American reaction?
6. In the story about Rani, the 22-year-old Native American woman with moderate developmental delay, what overt, covert, and subtle awarenesses could the professor have demonstrated?
7. Describe the cultural deficit model.
8. What is probably the biggest barrier to implementation of the posture of cultural reciprocity? What should the professional do to internalize cultural reciprocity?