

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

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**Session 1: Building Reliable Alliances**

**Study Questions for Recommended Reading I: Pogrund**

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.

1. Describe the changes made throughout the years to laws in educational services for children with visual impairments as compared to children with general disabilities.
2. Describe the importance of having experts within the field of visual impairment collaborate with local and state level agencies.
3. Describe the significance of early intervention for young children with visual impairments and their families.
4. List two factors that lead to effective early intervention services.
5. Describe the demographic changes that have occurred in the United States that necessitate the development of cultural competencies among professionals within the field of visual impairment.
6. Identify two reasons why the number of young children identified with visual impairments increased in the past two decades.