

**Early Intervention
Training Center for
Infants and Toddlers With
Visual Impairments**

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

**Session 1
Building Reliable Alliances**

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**Early Intervention Training Center
for Infants and Toddlers With Visual Impairments
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Module Overview

The Early Intervention Training Center for Infants and Toddlers With Visual Impairments, in partnership with families, faculty members, and practitioners from throughout the United States, developed the Family-Centered Practices module to prepare personnel to serve infants and toddlers with visual impairments and their families. The content for this module was drawn primarily from the fields of visual impairment and early childhood special education.

We believe that family-centered practices are the foundation for effective early intervention. The Family-Centered Practices module relies as well upon the following assumptions.

- Early intervention takes place in the context of relationships. Therefore, learning about early intervention in partnership with multiple disciplines, human service agencies, and family members is important. The module is designed to promote the relationships and skills that are essential for building and sustaining reliable alliances.
- Early intervention is an evolving and complex field. Acquiring information now may not be as important as learning how to find information about new developments in the field.
- Effective practitioners are questioners, critical thinkers, and life-long learners who continuously strive to engage in effective practices and seek innovative methods for addressing issues and concerns.

The purpose of the module is to provide participants with the basic knowledge and skills required to provide effective early intervention and to collaborate with other professionals in the field of early intervention.

The module was designed to acknowledge and respect the variety of learning styles represented by potential participants. Therefore a variety of instructional strategies was used to convey content and build skills. The strategies include the presentation of current theoretical information and research findings, small and large group discussion, teamwork, case analysis and solution development, individual reflection, self-assessment inventories, simulations, and role play.

The module was designed for use in a variety of settings—for an instructor conducting a traditional semester-long graduate course, for intensive summer institutes or weekend distance education courses, for online instruction, and for independent studies via the multimedia CDs.

The module consists of seven sessions. Four sessions have sufficient content for two 3-hour classes while three sessions have approximately 3 hours of content each. The entire series of seven sessions should provide sufficient content for a 3-semester-hour graduate level course.

Below are suggested lengths of instruction time for each session within the module.

Session Title	One 3-hour class	Two 3-hour classes
Session 1, Building Reliable Alliances		X
Session 2, Teams and Service Coordination		X
Session 3, Support-Based Early Intervention and Developing Ecomaps	X	
Session 4, Eligibility and Routines-Based Assessment		X
Session 5, Functional Outcomes and the IFSP Process		X
Session 6, Effective Home Visits	X	
Session 7, VI-Specific Issues	X	