



FPG Child Development Institute

The University of North Carolina at Chapel Hill

Early Intervention Training Center for Infants and Toddlers With Visual Impairments

CB # 8040 Chapel Hill, NC 27599-8040
www.fpg.unc.edu/~edin

Toll Free: 1-866-842-2237

Fax: 919-966-1786

Online Resources for Family-Centered Practices

Bruns, D.S., & Corso, R.M. (2001). *Working with culturally and linguistically diverse families*. ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC No. EDO-PS-01-4) Retrieved February 3, 2005, from <http://www.ericdigest.org/2002-2/diverse.htm>

Division for Early Childhood, Council for Exceptional Children. (1999). *Code of ethics*. Position paper. Retrieved February 3, 2005, from <http://www.dec-spced.org/pdf/positionpapers/Code%20of%20Ethics.pdf>

Division for Early Childhood, Council for Exceptional Children. (2002). *DEC position on responsiveness to family cultures, values, and languages*. Position paper. Retrieved February 3, 2005, from <http://www.dec-spced.org/pdf/positionpapers/Position%20Family%20Resp.pdf>

Division on Visual Impairments, Council for Exceptional Children. (2003). *Family-centered practices for infants and young children with visual impairments*. Position paper. Retrieved November 5, 2003, from <http://www.ed.arizona.edu/dvi>

Family-Guided Approaches to Collaborative Early-Intervention Training and Services (FACETS). (1999, August 25) *10 step program to decrease toy bag dependence*. Retrieved February 4, 2005, from <http://www.parsons.lsi.ku.edu/facets/pdf/10stepprogram.pdf>

FPG Child Care Center. (2005). *Routines-based assessment*. Chapel Hill: The University of North Carolina. Retrieved February 3, 2005, from http://www.fpg.unc.edu/~inclusion/Model_Demo/model_demo.htm

Hatton, D.D., McWilliam, R.A., & Winton, P.J. (2002). *Infants and toddlers with visual impairments: Suggestions for early interventionists* (ERIC No. EDO-EC-02-14). Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. (ERIC EC Digest No. E636) Retrieved December 5, 2003, from <http://ericec.org/digests/e636.html>

Warger, C. (2001). *Cultural reciprocity aids collaboration with families*. Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. (ERIC/OSEP Digest No. E614). Retrieved April 24, 2002, from <http://ericec.org/digests/e614.html>

Warger, C. (1999). *Early childhood instruction in the natural environment* (ERIC EC Digest No. E591). Reston, VA: ERIC Clearinghouse on Disabilities and Gifted Education. (ERIC No. EDO-99-18). Retrieved December 13, 2003, from <http://ericec.org/digests/e591.html>

Websites for Family-Based Practices Resources

By Design: Family-Centered, Interdisciplinary Preservice Training in Early Intervention

<http://www.waisman.wisc.edu/birthto3/index.html>

Developed for personnel preparation faculty and trainers, this guide describes strategies used to stimulate, support, and evaluate learning by students in various disciplines. Materials are available for replication and are accompanied by evaluation and implementation guides.

DEC Recommended Practices in Early Intervention/Early Childhood Special Education: Parent Checklist

<http://www.dec-sped.org/pdf/recommendedpractices/parentchecklist.pdf>

A concise list identifying exemplary practices for family-based programs, this Web site also offers suggestions for areas needing change and improvement.

Family-Centered Services: Guiding Principles and Practices for Delivery of Family-Centered Services

www.extension.iastate.edu/culture/files/FamIcntrdSrv.pdf

This annotated checklist offers practical examples for supporting principles of family-centered practices.

Family Village

<http://www.familyvillage.wisc.edu>

This Web site offers information, resources, and communication opportunities on the Internet for persons with disabilities and their families and for professionals who provide them services and support.

Family Voices

<http://www.familyvoices.org>

Families and friends use this Web site as a means of speaking on behalf of children with special needs through the sharing of resources and information. This Web site focuses on health issues, but also includes policy briefs, instructional resources, fact sheets, and information links.



FPG Child Development Institute
The University of North Carolina at Chapel Hill

Family-Guided Approaches to Collaborative Early-Intervention Training Services (FACETS)

<http://www.parsons.lsi.ku.edu/facets>

This Web site supports family participation and decision making during the intervention planning process. Strategies for effective interdisciplinary and interagency collaboration, training is offered for family members, related services providers, early interventionists, and administrators.

Federation for Children With Special Needs

<http://www.fcsn.org>

This Web site is for parents, parent groups, and others interested in a variety of services and resources for children with disabilities.

Guiding Practitioners Toward Valuing and Implementing Family-Centered Practices

http://www.fpg.unc.edu/~scpp/pdfs/Reforming/10-253_276.pdf

This chapter emphasizes key concepts, methods, and materials for implementing family-centered practices.

Institute for Family-Centered Care

<http://familycenteredcare.org>

This central resource is for family members, administrators, policy makers, and health care professionals interested in information, problem solving, and dialogue among individuals and organizations working toward family-centered care.

Kids Together, Inc.

<http://www.kidstogether.org>

This creative Web site offers cartoons, essays, and links to help practitioners understand a family's point of view.

Trivette, C.M., & Dunst, C.J. (2005). DEC recommended practices: Family-based practices. In S. Sandall, M.L. Hemmeter, B.J. Smith, & M.E. McLean (Eds.), *DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education* (pp. 107-126). Longmont, CO: Sopris West.