

## **A sample set of quotes from students representing three categories of data OSEP 2015**

### **Enter a family home**

I correlated this week's readings to how I manage my own personal and professional boundaries as an early intervention clinician. I truly feel that as I enter a family's home; I have a choice to make about the type of message I relay through verbal or non-verbal forms of communication. This is not only true for the first meeting with a family but for each visit. When I enter a family's home, I am entering their life. Therefore; the type of message I deliver could either support or discourage parent empowerment.

### **Dissonance**

I have also been having a hard time understanding how progress is expected to be made when the only experience the children have are with the EI specialist and myself for one hour a week. I have seen improvements in some of the children we have been working with but I guess I would like to see more family involvement with some of the children.

### **Partnership**

What seemed to be new information for me was that the EI specialist had to focus on what the family wanted instead of what the EI specialist thinks is needed. To be honest, I know enough about myself that it is going to be difficult for me to simply guide people in what they want as it is in my personality to help people figure out what they need. I understand that it might be difficult to allow people to make decisions on what is important if it is different from what I value but that will be part of the learning experience and I might come to value different things in my life as a result of interactions with families of different backgrounds, religions and sets of values. I will try to keep in mind that not everyone has the same goals and ideals as me and that is okay, as long as I help the family work toward a common goal they would like to achieve, I have made a difference in the success of that family and hopefully made a difference in the development of that child as a result.