

**Part C Intervention Services for Infants and Toddlers (Birth to Age 3) with Sensory Loss:  
Recommended Collaboration Practices (January 2024)**

*\*Companion Document ~ Discussion Questions/Prompts\**

<b>Recommended Collaboration Practices</b>	<b>Discussion Questions/Prompts</b>
Share information about the medical diagnoses, etiology and prognosis of both hearing and vision loss.	<p>What does this process currently look like in your program?</p> <ul style="list-style-type: none"> <li>• How do teachers of the Blind/Visually Impaired and Deaf/Hard of Hearing share information about medical diagnoses, etiology and prognosis with a child’s team?</li> </ul> <p>When does this happen and who is present?</p> <p>How does your program evaluate this recommended collaboration practice to determine effectiveness?</p>
Support the family and team with information and resources specific to the impact of hearing and/or vision loss on the child’s access and development.	<p>How are teachers of the Blind/Visually Impaired and Deaf/Hard of Hearing sharing info and resources with FAMILIES?</p> <ul style="list-style-type: none"> <li>• What format is being used and is that format working?</li> <li>• Are resources available in families’ preferred language?</li> </ul> <p>How are teachers of the Blind/Visually Impaired and Deaf/Hard of Hearing sharing info and resources with their TEAM?</p> <ul style="list-style-type: none"> <li>• What format is being used and is that format working?</li> </ul> <p>How might these resources be centralized/organized for all families and team members to access?</p> <p>How does your program evaluate this recommended collaboration practice to determine effectiveness?</p>
Coach families on how they can support their child’s individual sensory needs and learning.	<p>How are teachers of the Blind/Visually Impaired and Deaf/Hard of Hearing coaching families?</p> <ul style="list-style-type: none"> <li>• Home/Site Visit and/or Joint Visit? <ul style="list-style-type: none"> <li>○ How does your program determine what level of support to that child/family is needed?</li> </ul> </li> </ul> <p>How does your program evaluate this recommended collaboration practice to determine effectiveness?</p>
Provide appropriate adaptations for home and learning environments specific to hearing and vision challenges.	<p>How do teachers of the Blind/Visually Impaired and Deaf/Hard of Hearing determine and provide adaptations when needed (observation, written correspondence, modeling, etc.)?</p> <p>How does your program evaluate this recommended collaboration practice to determine effectiveness?</p>
Recommend emergent literacy strategies and accommodations that are specific to hearing and/or vision loss with the child’s family and team.	<p>How are teachers of the Blind/Visually Impaired and Deaf/Hard of Hearing recommending strategies and accommodations on emergent literacy with FAMILIES?</p> <ul style="list-style-type: none"> <li>• What format is being used and is that format working?</li> <li>• Are resources available in families’ preferred language?</li> </ul> <p>How are teachers of the Blind/Visually Impaired and Deaf/Hard of Hearing recommending strategies and accommodations on emergent literacy with their TEAM?</p> <ul style="list-style-type: none"> <li>• What format is being used and is that format working?</li> </ul> <p>How might these resources be centralized/organized for all families and team members to access?</p> <p>How does your program evaluate this recommended collaboration practice to determine effectiveness?</p>