

Family Learning: Administrator Checklist

For Programs Serving Deaf and Hard of Hearing Infants & Toddlers

Administrators in programs serving deaf and hard of hearing children are responsible for building the systems that make family learning possible. This checklist supports administrators in ensuring that materials, scheduling, events, and community connections are accessible, culturally responsive, and consistently available to families. It also guides programs in connecting families early to Deaf mentors and community partnerships, and in reflecting on the quality of family learning across services.

Resource Access, Family Learning Materials & Scheduling

- ☐ Materials are available in multiple languages and communication modalities.
- ☐ Resources reflect diverse cultures, identities, family structures, and communication approaches.
- ☐ Families receive information about ASL learning opportunities and Deaf community resources.
- ☐ Materials are organized by age, developmental stage, and family needs.
- ☐ Resources are available in multiple formats (digital, print, video, apps, workshops).
- ☐ Flexible scheduling options are offered, including evenings, weekends, and virtual participation.
- ☐ Families are informed about available resources at intake and throughout services.

Family Engagement, Events & Information Sharing

- ☐ Family learning events are offered regularly.
- ☐ In-person and remote participation options are available.
- ☐ Information is coordinated across providers, agencies, and community partners.
- ☐ Family feedback is collected and used to improve programming.
- ☐ Events include appropriate language and communication access supports.
- ☐ Families receive reminders, recordings, or follow-up materials.



Family Connections, Community Mentors & Well-Being

- ☐ Families are connected with other families of Deaf and Hard of Hearing children.
- ☐ Families are connected early to Deaf and Hard of Hearing adults or mentors and other families who have similar experiences.
- ☐ Mentors receive appropriate training and support.
- ☐ Deaf mentors are included as valued members of the early intervention team.
- ☐ Programs foster ongoing connections with the Deaf community.
- ☐ Caregiver well-being is recognized and supported.
- ☐ Referrals to counseling, parent groups, and community resources are available.
- ☐ Family strengths, challenges, and support systems are discussed during services.

Program Reflection

- ☐ Family learning is embedded throughout services.
- ☐ Family participation and satisfaction are reviewed regularly.
- ☐ Program leadership monitors progress using the Family Learning Rubric.