



Birth to Three Interdisciplinary Collaboration: Administrator Checklist

For Programs Serving Deaf and Hard of Hearing Infants & Toddlers

Effective early intervention programming for deaf and hard of hearing infants and toddlers relies on intentional collaboration across medical, early intervention, educational, and Deaf community partners. This checklist supports program leaders in establishing and maintaining coordinated systems for shared messaging, formalized partnerships, and consistent expectations that ensure alignment across all stakeholders and meaningful integration of family and Deaf community voice.

1. Program Identity & Unified Messaging

- ☐ Ensure a clearly defined program identity is established and consistently reflected across all partner organizations.
- ☐ Align messaging across early intervention, medical, and educational partners to ensure families receive consistent information and guidance.
- ☐ Ensure program identity is embedded in all external-facing materials, communications, and resources.
- ☐ Establish review processes to ensure new materials align with shared messaging and agreed-upon language.
- ☐ Monitor consistency of messaging across providers, partners, and outreach efforts.

2. Partnership Infrastructure, MOUs & Accountability

- ☐ Establish formal Memorandum of Understandings (MOUs) with all key partners, including Deaf-led organizations and community-based entities.
- ☐ Ensure MOUs include clear roles, responsibilities, and measurable action steps with assigned owners.
- ☐ Monitor implementation of partnership agreements through regular review cycles and accountability structures.
- ☐ Ensure Deaf community partnerships are embedded as core components of program infrastructure, not adjunct supports.
- ☐ Maintain systems for ongoing evaluation and renewal of partnerships to reflect evolving program needs.

3. Shared Expectations & Provider Standards

- ☐ Establish clear, shared expectations for interdisciplinary collaboration across all partner agencies and providers.
- ☐ Ensure expectations are embedded in onboarding, training, and ongoing professional development.
- ☐ Monitor provider alignment with collaborative practice standards across early intervention, medical, and educational systems.
- ☐ Ensure consistent application of family-centered and Deaf-community-informed practices across all services.
- ☐ Provide structured supports for maintaining alignment across disciplines and service settings.

4. Family and Deaf Adult Voice in Planning & Decision-Making

- ☐ Ensure family perspectives are systematically included in program planning and evaluation processes.
- ☐ Integrate Deaf adult expertise into program design, decision-making, and ongoing improvement efforts.
- ☐ Establish mechanisms for continuous feedback from families and Deaf community members.
- ☐ Ensure input from families and Deaf adults directly informs service delivery models and program priorities.
- ☐ Monitor how feedback is documented, reviewed, and implemented at the program leadership level.

5. Communication, Coordination & Integrated Service Delivery

- ☐ Establish structured communication pathways across early intervention, medical, educational, and Deaf community partners.
- ☐ Ensure regular interdisciplinary coordination to support aligned service delivery and shared decision-making.
- ☐ Monitor consistency of information shared across providers to avoid fragmented messaging to families.
- ☐ Support integrated service planning that reflects shared goals across disciplines and systems.
- ☐ Ensure coordination processes are documented, transparent, and accessible to all partners.