

Language Use in Birth to Three Settings: Administrator Checklist

For Programs Serving Deaf and Hard of Hearing Infants & Toddlers

Administrators play an important role in ensuring that language development, language access, multilingualism, and communication approaches are reflected throughout services, staff development, and family supports.

Language Philosophy & Language Development

- ☐ Maintain a clear language philosophy that guides program services and supports.
- ☐ Ensure staff understand language development, language acquisition, and bilingual language learning.
- ☐ Use screening, assessment, and language development frameworks to guide services and decision-making.

Language-Rich Learning Opportunities

- ☐ Ensure language development is embedded throughout routines, activities, and services.
- ☐ Support staff in connecting activities to language and communication goals.
- ☐ Promote family understanding of language-building opportunities during everyday interactions.

Sign Language, Language Modeling & Professional Development

- ☐ Support ongoing staff development in ASL, language facilitation, and communication strategies.
- ☐ Provide opportunities for families to learn from Deaf and hard of hearing adults.
- ☐ Include Deaf adults as language models, mentors, and partners within program services.

Multilingual & Culturally Responsive Practices

- ☐ Ensure services are accessible to families from diverse linguistic and cultural backgrounds.
- ☐ Provide interpretation, translation, and language access supports when needed.
- ☐ Adapt services and resources to reflect family languages, cultures, and communication preferences.

Continuous Improvement

- ☐ Review program practices to ensure language access and language development remain priorities.
- ☐ Gather feedback from families, staff, and community partners.
- ☐ Use data and feedback to identify strengths, gaps, and opportunities for growth.