



Part C Collaborative Practices for Infants and Toddlers with Sensory Loss

Ann Mayes | Statewide DeafBlind (DB) Specialist

Jess Moen | Statewide Early Hearing Detection and Intervention (EHDI) Specialist

Kristin Oien | State Specialist, Blind/Visually Impaired (B/VI)

Mary Cashman-Bakken | State Specialist, Deaf/Hard-of-Hearing (D/HH)

Ten Minnesota Commitments to Equity

1. **Prioritize equity.**
2. **Start from within.**
3. **Measure what matters.**
4. **Go local.**
5. **Follow the money.**
6. * **Start early.**
7. **Monitor implementation of standards.**
8. * **Value people.**
9. * **Improve conditions for learning.**
10. **Give students options.**



Webinar Objectives

- Explain the importance of collaborative teams in early intervention (EI) for a child with sensory loss
- Define when low-incidence providers should be involved
- Delineate what information low-incidence providers can provide
- Share early childhood resources specific to children with sensory loss

How Soon for Early Intervention Collaboration?

- Children with a suspected sensory loss should be referred as soon as possible. **The earlier, the better!**
- Families are key players in supporting children's language and concept development. Specialist-family connections during home visits provide a listening ear, coaching and support specific to the child's disability.
- Sensory-specific expertise by licensed staff is critical for appropriate assessments, planning support and instruction, both IFSP and IEP meetings and home visits.

Involve Low Incidence Disability Specialists

Involve specialists as soon as possible! Teachers of Deaf/Hard of Hearing and Teachers of Blind/Visually Impaired and other teachers licensed in low incidence disabilities have unique training, skills and resources to help with both short- and long-range planning.

These specialists also have extensive knowledge about disability-specific strategies and pitfalls that students and families face on their educational journey.

What Can Teachers of Low Incidence Disabilities Provide?

- Interpretation about medical diagnoses, etiology and prognosis of hearing and/or vision loss.
- Resources specific to the impact of hearing and/or vision loss on the child's access and development including emergent literacy strategies and accommodations.
- Direct coaching for families to support their child's access to language, people and the environment, and learning.
- Appropriate adaptations for home and learning environments specific to hearing and vision challenges.

Collaboration for a Child Who Is Blind or Visually Impaired

- [Early Childhood Vision Observation and Interview Protocol](#)
- [Early Childhood Screening](#), MN Department of Education
- [MN Department of Health Vision Screening](#)
- [Vision Development: Newborn to 12 Months](#), American Academy of Ophthalmology
- Off to a Good Start Fact Sheets from [Wayfinder Family Services](#):
 - [Introduction](#)
 - [The Home: A Welcoming Home](#)
 - [Toddler Programs](#)
 - [Community Outings: Real Life Experiences Out and About](#)

Collaboration for a Child Who Is Deaf or Hard of Hearing

- “It’s all about the BRAIN!” ...ACCESS...LANGUAGE...LEARNING
- To support children with hearing differences and their families, it takes a village, a community, collaborative partners, and a team of professionals with specialized training and expertise.
- [A Parent's Guide to \[JCIH\] Deaf and Hard of Hearing Early Intervention Recommendations, 2017](#)
- [Your Early Intervention Team, Boys Town National Research Hospital](#)
- [Guidelines for Hearing Screening After the Newborn Period to Kindergarten Age](#)

Collaboration for a Child with Both Hearing and Vision Loss (DeafBlind)

- **The Importance of Identifying Infants and Toddlers With Combined Vision and Hearing Loss**
- Children who have a long history of ear infections, have not passed the newborn hearing screening AND have cortical visual impairment, blindness or low vision: Refer to the MN DeafBlind Project and include teachers of deaf/hard of hearing and teachers of blind/visually impaired.
- Many children with both hearing and vision loss have multiple disabilities. Evaluate for hearing and vision loss when a child has multiple disabilities to ensure access

Link to Resources

Find links specific to Blind/Visually Impaired, Deaf/Hard of Hearing, DeafBlind resources in the document linked below:

[Part C Intervention Services for Infants and Toddlers \(Birth to Age 3\) with Sensory Loss: Recommended Collaborative Practices](https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/cm9k/mdm0/~edisp/prod034482.pdf)

(<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/cm9k/mdm0/~edisp/prod034482.pdf>)



Contact Information

Ann.Mayes@metroecsu.org, Statewide DB Specialist

Jess.Moen@metroecsu.org, Statewide EHDI Specialist

Kristin.Oien@state.mn.us, State Specialist, B/VI

Mary.Cashman-Bakken@state.mn.us, State Specialist, D/HH