

Quality Indicators For Programs Serving Infant and Toddlers With Visual Impairment/ Blindness

Developed for Consultation and Training with ECCE Programs in China
Developed in Collaboration with ECCE Teachers of Amity Foundation ECCE Project
(Lianyungang School for the Deaf and Blind, Nanjing School for the Blind, and Nantong School
for the Deaf and Blind) and

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Addendum to: QUALITY INDICATORS FOR PRESCHOOL PROGRAMS SERVING CHILDREN WITH VISUAL IMPAIRMENT/BLINDNESS

Adapted from “Early Childhood Program Standards,” 2003,
Massachusetts Department of Education

Developed for Consultation and Training with Preschool Programs in China
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1. Record Keeping

- Does each child have a file that includes the following information:
 - Picture of child
 - Parent questionnaire
 - Medical information
 - Information about the child’s visual impairment
 - Information from other people who provide services to the child (doctors, schools, daycare, neighbors, extended family, etc.)
 - Child’s likes and dislikes
 - Notes from each visit
- Do visit notes include:
 - Child’s name
 - Date of visit
 - Observations of the child and the environment, activities, and materials used
 - The goal of the home visit and the materials and activities that the teacher prepared for the visit.
 - Parents’ observations/ concerns/ questions
 - Suggestions shared with the parent
 - Schedule of next visit appointment

2. Interactions between visiting teacher and family

- Does the visiting teacher establish rapport and trust with the family?
- Do the teacher and family work together in an equal partnership?
- Does the family have contact information for the visiting teacher, so the family can get in touch with the teacher as needed?
- Does the visiting teacher has the contact information of the family (telephone number)?
- Are visits scheduled at a time that is convenient for the family and child?
- Does the visiting teacher encourage families to share their observations of their child, their concerns, and their questions, and their goals for their child?
- Is enough time allowed on each home visit to listen to and respond to the family's concerns?
- Are visiting teachers sensitive to family's living situation and needs?
- Does the teacher show awareness of the extended family (grandparents, etc.) and wider social network?
- Does the teacher demonstrate affection for the child?
- Does the teacher encourage the parent to view their child in a positive way? To dream for their child? To have high expectations for their child?
- Does the teacher share appropriate resources with the family (information, materials, community resources, etc.)
- Does the visiting teacher provide the parent with an appropriate type and amount of information?
- Has the family been able to work on the suggestions from the teacher since the last visit?
- Does the teacher notice the change of the children from the last visit?
- Does the teacher give the family suggestions about improving the environment (lighting\contrast and safety, etc.)?
- Does the teacher arrange the training for the parents, so that the parents can meet together to learn the skills and knowledge to work with the visually impaired children and also support each other?

3. Home teaching strategies

- Does the teacher help the parents learn to understand their child's different ways of communicating? Does the teacher help the parents to understand the meaning of their child's behaviors?
- Does the teacher acknowledge and support the child's affection for and attachment to the parents?
- Does the teacher model what are best practices for working with the child?
- Does the teacher explain what he/she is doing and why he/she is doing it?
- Does the teacher use toys and materials that are in the home, or bring toys and leave them with the family?
- Does the teacher increase the child's use of everyday materials in their home environment?
- Does the teacher look at the child's functional independence skills and suggest ways to increase the child's level of independence?
- Does the teacher model and explain the use of language to bring the world to the child?

- Does the teacher model and explain the importance of providing the child with cues about what will happen next?
- Does the teacher follow the child's lead/ engage the child in meaningful and motivating activities in which the child interested?
- Does the teacher carefully observe the child and build on the child's interests?
- Does the teacher have an understanding of how child development is affected by a vision loss? Does the teacher explain this to parents? Does the teacher model and suggest developmentally appropriate activities?
- Does the teacher offer guidance to the parents on providing a safe home environment for the child?
- Does the teacher help the parents realize the important role they play in the development of their children?
- During the visit, is the teacher a good model to the parents? Does the teacher ask the parents to be consistent with activities and carry out activities between the visits?
- Are the teachers instructing neighbors and other community members, so that they can teach the children when the parents are away?
- Does the teacher give different teaching strategies and pay attention to the family's economic situation and the education background of the family members?
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4. Referrals/ Outreach :

- Does the program have connections with local referral sources (eye hospitals, maternity hospitals, community health centers, local DPF, etc.)
- Can the programme get support and trust from local hospitals, DPF, etc. through publicity and better communication?
- Can the information about the child's visual conditions be shared among the hospitals, teachers and families to build understanding , trust and confidence to reach the goal of reaching optimum development of the project ?
- As some parents need to take time off from their job for medical visits, and they will lose money , can they get some support (like subsidy) from local DPF?
- Do people in the community know how to refer a visually impaired child for services?
- Do teachers help parents receive appropriate medical care for their child?
- Do teachers help families to build a community support network? (for child care, attending school, involvement in community activities for the child and family, etc.)

5. Program Resources

- Does the program have adequate staff?
- Does the teaching team have a variety of disciplines or best combination of disciplines?
- Is there a designated team leader and does each member of the team have clear responsibilities ?
- Does the staff have adequate training?
- Are staff resources used effectively, in order to appropriately serve all identified children?

- Are the resources of ECCE centers (toys, equip, etc.) used efficiently and do parents and teachers use them?
- Are adequate resources available for transportation, communication, and materials?

6. Transition

- Does the teacher make sure the child's notebook is updated and complete?
- Does the teacher help the parent identify an appropriate next program for the child? Does the new program have appropriate staff? Is training provided to the new staff, as needed?
- Does the teacher assist in the transition?
- Can the child be accepted by preschool when he is ready for formal education?
- Does the family give support to the child to prepare the child for transition to a new program?
- Do the parents and teacher have common goal for the transition?