

Teacher Checklist Direct Instruction

(Spoken Language Emphasis)

Use this checklist to reflect on the quality of spoken language instruction, listening development, academic support, self-advocacy instruction, and IEP implementation during direct service sessions.

Auditory Input and Spoken Language Development

- ☐ I provide clear spoken language models with appropriate pacing, articulation, and language complexity
- ☐ I intentionally teach listening and spoken language skills rather than assuming they will develop incidentally
- ☐ I provide opportunities for students to listen, process, respond, and engage in meaningful spoken communication
- ☐ I check for true understanding by asking students to explain, paraphrase, retell, or summarize information
- ☐ I create opportunities for students to use spoken language for authentic communication, not simply repetition

Ask Yourself:

How do I know students are truly understanding, not just producing correct responses?

Academic Support

- ☐ I explicitly teach vocabulary, concepts, and language structures needed for academic success
- ☐ I focus on building understanding rather than simply helping students complete assignments
- ☐ I connect listening and spoken language skills to literacy, reading, and writing tasks
- ☐ I use visual supports strategically to reinforce comprehension and language learning
- ☐ I adapt instruction based on the student's communication, language, listening, and learning needs

Ask Yourself:

How am I building toward student independence and what would it look like for this student to apply these skills without my support?

IEP-Driven Instruction

- ☐ My instruction is clearly connected to the student's IEP goals
- ☐ I use student performance data to guide instructional decisions
- ☐ I monitor progress toward listening, spoken language, academic, and communication goals
- ☐ I can explain how today's lesson supports the student's identified needs
- ☐ I collect evidence that demonstrates student growth over time

Ask Yourself:

How clearly can I connect today's instruction to this student's IEP goals and what evidence am I collecting to show progress?

Learning Strategies and Self-Advocacy

- ☐ I explicitly teach students how to recognize when communication breakdowns occur
- ☐ I provide opportunities for students to request clarification or repetition
- ☐ I teach students how to advocate for communication access in educational settings
- ☐ I support students in developing independence in managing accommodations and hearing technology, when appropriate
- ☐ I encourage students to reflect on strategies that help them learn and communicate successfully

Ask Yourself:

What opportunities am I building for students to reflect on their own learning and access strategies?

Listening and Reading Comprehension

- ☐ I activate background knowledge and preview vocabulary before listening and reading tasks
- ☐ I teach comprehension strategies such as predicting, summarizing, questioning, visualizing, and making connections
- ☐ I provide opportunities for students to retell, summarize, explain, or discuss content using spoken language
- ☐ I intentionally connect what students hear to what they read and write
- ☐ I use questioning and discussion techniques that promote deeper understanding rather than simple recall

Ask Yourself:

How intentionally am I connecting listening to reading and writing and where could I make those links more explicit for students?

Social Communication and Interaction Skills

- ☐ I explicitly teach conversational and social communication skills
- ☐ I model effective communication strategies and repair techniques
- ☐ I provide opportunities for students to practice communication skills with peers and adults
- ☐ I support students in developing turn-taking, perspective-taking, clarification, and conversational maintenance skills
- ☐ I reinforce communication strategies that promote successful participation across educational and social settings

Ask Yourself:

How am I reinforcing communication strategies beyond the direct service session — and how do I know students are applying them in other settings?