

Service Provider Checklist

This checklist is a self-reflection tool for related service providers working with Deaf and Hard of Hearing students. Use it to examine your own practice across key areas of service delivery, language access, collaboration, and student outcomes. The reflection questions at the end of each section invite you to think critically about your impact and identify areas for continued growth.

Services Available

Staffing & Access (Provider Role)

- ☐ I provide services using direct ASL communication, not relying on interpreters
- ☐ I maintain ASL proficiency appropriate for the students I serve
- ☐ I manage my caseload to ensure consistent and timely service delivery
- ☐ I ensure students can access me across settings, not only in pull-out sessions

Service Delivery

- ☐ I deliver all services consistently and aligned to IEP goals
- ☐ I provide services in visually accessible, ASL-rich environments
- ☐ I incorporate preventative supports, not only reactive interventions
- ☐ I connect my services to students' classroom, dorm/student life, social experiences

Ask Yourself:

How do I know my services are truly accessible to each student I work with?

Am I connecting my services to what students experience outside of our session?

ASL Skills of Related Service Personnel

Language Proficiency

- ☐ I communicate fluently and naturally in ASL
- ☐ I communicate directly with students at all times
- ☐ My communication supports full understanding, not partial access

Language Matching

- ☐ I intentionally adjust my ASL based on each student's language level, age, development and individual communication needs
- ☐ I use strategies such as visual supports, rephrasing and clarification checks to ensure comprehension

Student Access

- ☐ Students demonstrate clear understanding during our sessions
- ☐ Students actively ask questions, clarify meaning and express ideas independently
- ☐ I monitor for and address signs of confusion, passive participation or “watching without understanding”

Ask Yourself:

How do I know students are understanding me — not just going along with the sessions?

When did I last reflect on how well my ASL matches this student's current language level?

Collaboration with Teachers & Student Life Staff

Team Integration

- ☐ I am an active member of the student's team, not a separate provider
- ☐ I collaborate regularly with teachers of the Deaf and Student Life/Dorm staff

Co-Planning & Instruction

- ☐ I engage in co-planning with teachers and staff
- ☐ I provide services through push-in support and integrated strategies within the classroom and dorm routines where appropriate
- ☐ I ensure shared strategies are clearly understood and consistently used by other staff

Data & Alignment

- ☐ I share student data regularly with the team
- ☐ My goals and strategies are aligned with classroom instruction and student life supports
- ☐ I communicate consistently with the team, not just during IEP meetings

Ask Yourself:

Are my services integrated in the student's daily experience — do teachers and dorm staff know what I'm working on?

When did I last share data or strategies with someone outside of an IEP meeting?

Student-Centered Outcomes

- ☐ Students experience my services as accessible, relevant, and connected to their daily life
- ☐ Students demonstrate growth in communication, language, and social-emotional development
- ☐ Students interact with me as a full communication partner
- ☐ I design supports that are proactive and designed around each students' individual needs

Ask Yourself:

How do I know my services are making a meaningful difference in this student's life beyond the session?

Am I building student independence and agency, or creating reliance on me?

IEP Alignment and Compliance

- ☐ All IEP-required services are delivered on schedule and without gaps
- ☐ My service delivery is directly connected to each student's IEP goals
- ☐ I document services accurately and in a timely manner
- ☐ I regularly review IEP goals and adjust my approach based on student progress
- ☐ I communicate proactively with families and the team about student progress toward IEP goals

Ask Yourself:

How confident am I that my services are fully aligned to what this student's IEP requires?

How am I using progress data to inform and adjust my practice?