

Audiology Self-Advocacy Checklist-HIGH SCHOOL (ASAC-HS)¹

Name _____ Age _____ Grade _____

Date _____ Assisted by: _____ Position _____

Directions: This checklist contains skills that you should develop during high school related to your hearing status. If you did not reach proficiency on the middle school level checklist, be sure to continue working on those skills at the same time. You may ask for assistance to complete the checklist items from your teacher, audiologist, parent or other knowledgeable person. Enter the date the topic is introduced and then track your performance using the progress levels (1, 2, or 3). If you have not begun to work on a skill, circle "NI" for not introduced. If the skill does not apply to you, circle "NA" and do not include that item in the overall scoring. Specific skills that are being addressed may also be recorded as objectives on your IEP. Skills should be re-evaluated at least annually. Follow the scoring directions at the bottom to obtain an overall performance level. A mastery level of 90-100% indicates your audiology self-advocacy skills are functioning at the proficient level.

Skill Area	Skill (Insert the date introduced in the date column)	Date:	Progress: NA/NI=not applicable/not introduced, 1=introduced, 2=in progress, 3=mastered			
Health Medical	1. Provides detailed description of own hearing status (type, level, configuration, cause, implications for communication).	Date:	NA/NI	1	2	3
	2. Develops, rehearses, and delivers a script for disclosing hearing status information and required accommodations.	Date:	NA/NI	1	2	3
	3. Identifies pertinent medical and health specialists, their credentials, supporting roles, and how to locate them (e.g., audiologist, hearing aid dealer, otologist, geneticist, mental health/counselor).	Date:	NA/NI	1	2	3
	4. Uses resources (internet, phone book) to identify and access services and find information.	Date:	NA/NI	1	2	3
	5. Identifies own medical/health support persons; schedules and keeps appointments.	Date:	NA/NI	1	2	3
	6. Describes health-related privacy laws (FERPA and HIPPA) and appropriate methods for disclosing and sharing of personal information.	Date:	NA/NI	1	2	3
Hearing Technology and Use	7. Demonstrates ability to troubleshoot all hearing and hearing assistance technology (HAT) and follows pre-determined procedures for getting devices serviced.	Date:	NA/NI	1	2	3
	8. Demonstrates how to manipulate technology for various listening situations within school and in the community.	Date:	NA/NI	1	2	3
	9. Describes characteristics of other assistive technologies such as phone, captioning, alerting devices, text messaging.	Date:	NA/NI	1	2	3
	10. Demonstrates connectivity of personal and assistive devices with other technologies/equipment (e.g., phone, computer, video).	Date:	NA/NI	1	2	3
	11. Demonstrates use of web and other sources to learn about and locate current and emerging information and resources regarding hearing loss and hearing and other assistive technologies.	Date:	NA/NI	1	2	3
	12. Describes cost of purchasing and maintaining hearing aids/CIs/HAT, warranty and service plans, and funding options.	Date:	NA/NI	1	2	3
Educational Services/ Communication Access	13. Asserts self with others (e.g., self-advocates, sets boundaries, voices complaints, states needs).	Date:	NA/NI	1	2	3
	14. Consistently employs communication repair strategies (e.g., seeking clarification, repetition).	Date:	NA/NI	1	2	3
	15. Explains educational strengths and challenges.	Date:	NA/NI	1	2	3
	16. Identifies academic support needs.	Date:	NA/NI	1	2	3

¹Adapted by Cheryl DeConde Johnson & Carrie Spangler, 9.2013, from *Self-Advocacy Competency Guide* in Guide to Access Planning by Phonak US.

17. Formulates present levels of functioning for IEP & IEP goals.	Date:	NA/NI	1	2	3
18. Describes achievements and performance levels for Transition Plan Summary of Performance.	Date:	NA/NI	1	2	3
19. Describes and schedules needed accommodations to instructors, school activities, and community events (e.g., Personal Profile and Accommodations Letter (PPAL).	Date:	NA/NI	1	2	3
20. Negotiates alternative strategies/solutions when desired accommodations are not provided or available.	Date:	NA/NI	1	2	3
21. Describes and differentiates IDEA, 504, ADA as it relates to hearing loss and eligibility for services.	Date:	NA/NI	1	2	3
22. Describes resources and services offered by local, state, and national organizations (e.g., HLAA, NAD, AGBell, PEPNet) and agencies (e.g., VR).	Date:	NA/NI	1	2	3
23. Provides evidence of successfully submitted scholarships applications when pursuing higher education or employment applications if pursuing employment.	Date:	NA/NI	1	2	3
24. Provides evidence of meeting with student office of accessibility/disability services to identify available services for higher education or human resource office for employment.	Date:	NA/NI	1	2	3
Scoring Directions: Total each column (1-3). Add column scores to get TOTAL SCORE; NI items are scored as zero. PERCENTAGE: Divide TOTAL SCORE by TOTAL POSSIBLE POINTS. Base the percentage on the number of applicable items only (72 if all competencies are applicable, even if not all have been introduced). Interpretation: Use percentage score to monitor your progress towards audiology self-advocacy skills.					
	TOTAL SCORE: ___ /TOTAL POINTS: ___ PERCENTAGE: _____% 90-100%-Proficient 65-89% -Partially Proficient <65% - Developing				