Self-Advocacy Checklist

Teacher Form: Elementary

Cheryl DeConde Johnson, Ed.D.
Carrie Spangler, Au.D.

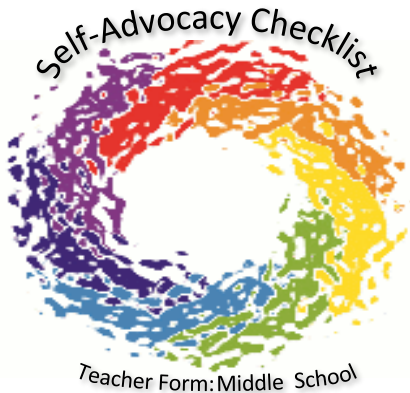# Audiology Self-Advocacy Checklist-ELEMENTARY SCHOOL (ASAC-ES)

Name_____

Age_____   Grade_____   Date_____

Completed by: _____ Position_____

Directions: This checklist contains skills that students should develop during elementary school related to their hearing status. To complete the checklist, enter the date the topic is introduced and then track performance using the progress levels (1, 2, or 3). If the skill has not yet been introduced (NI) the item is included but does not receive a score. If the skill is not applicable for a student, note NA and eliminate that item in the overall scoring. Specific skills that are being addressed may also be recorded as objectives on the student's 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 the student's audiology self-advocacy skills are functioning at the proficient level. If proficiency is not reached when the student transitions to middle school, work should continue on the deficient skills.

Skill Area	Skill (Insert the date introduced in the date column)		Progress: NA/NI=not applicable/not introduced, 1=introduced, 2=in progress, 3=mastered			
Health Medical	1. Describes basic concepts of hearing (how we hear/how the ear and balance systems work).	Date:	NA/NI	1	2	3
	2. Describes some basic causes of hearing impairment (e.g., born with it, acquired from disease or illness, noise exposure).	Date:	NA/NI	1	2	3
	3. Describes basic treatments and accommodations for hearing impairment (e.g., surgery, hearing aids, cochlear implants, sign language, hearing protection).	Date:	NA/NI	1	2	3
	4. Describes basic parameters of the audiogram (e.g., frequency, loudness, continuum of audibility).	Date:	NA/NI	1	2	3
	5. Describes basic communication characteristics associated with various hearing levels including distinguishing deaf and hard of hearing.	Date:	NA/NI	1	2	3
Hearing Technology and Use	6. Understands and reports when amplification devices are functioning (i.e. ON/OFF).	Date:	NA/NI	1	2	3
	7. Reports other malfunctions such as static, interference, intermittency.	Date:	NA/NI	1	2	3
	8. Identifies the basic parts of personal hearing instruments used (e.g., earmold, microphone, speaker, battery compartment).	Date:	NA/NI	1	2	3
	9. Identifies the basic parts of hearing assistance technology (HAT) used (e.g., transmitter vs receiver, attachment of audio shoes, charging).	Date:	NA/NI	1	2	3
	10. Manages basic daily maintenance of equipment (e.g., checking device function, changing batteries, cleaning earmolds, charging (HAT).	Date:	NA/NI	1	2	3
	11. Describes how HAT helps improve communication in different situations.	Date:	NA/NI	1	2	3
	12. Uses a calendar to track and report daily use and device functioning.	Date:	NA/NI	1	2	3
Educational Services/ Communication Access	13. Describes basic characteristics of successful communication in the classroom (e.g., audibility, visual access, sign language, cued speech, ease of communication).	Date:	NA/NI	1	2	3
	14. Identifies basic accommodations to address personal communication needs (e.g., priority seating, sign language interpreter, captioning,).	Date:	NA/NI	1	2	3
	15. Uses accommodations and communication strategies in the classroom.	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 (45 if all competencies are applicable, even if not all have been introduced).
   Interpretation: Use percentage score to monitor student's progress towards self-advocacy skills.

TOTAL SCORE: ___ /TOTAL POINTS:___
PERCENTAGE: _____%
90-100%-Proficient
65-89% -Partially Proficient
<65% - Developing

Self-Advocacy Checklist

Teacher Form: Middle School

Cheryl DeConde Johnson, Ed.D.
Carrie Spangler, Au.D.

Audiology Self-Advocacy Checklist-MIDDLE SCHOOL (ASAC-MS)
Teacher Form

Name_____

Age_____ Grade_____ Date_____

Assisted by_____ Position_____

Directions: This checklist contains skills that students should develop during middle school related to their hearing status. If proficiency on the elementary school level checklist has not been reached, be sure to continue working on those skills at the same time. Enter the date the topic is introduced and then track the student's performance using the progress levels (1, 2, or 3). Circle "NI" for skills not introduced. If the skill does not apply to the student, 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 the student's 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 the student's audiology self-advocacy skills are functioning at the proficient level.

Skill Area	Skill (Insert the date introduced in the date column)		Progress: NA/NI=not applicable/not introduced, 1=introduced, 2=in progress, 3=mastered			
Health Medical	1. Describes own hearing status (e.g., level and configuration, cause if known, identifies self as person who is deaf, person who is hard of hearing, person with hearing impairment).	Date:	NA/NI	1	2	3
	2. Describes basic communication implications of his/her hearing status (e.g., what is heard/ not heard, audibility vs intelligibility of speech, speechreading).	Date:	NA/NI	1	2	3
	3. Describes hearing loss prevention strategies.	Date:	NA/NI	1	2	3
	4. Describes concepts of privacy and confidentiality.	Date:	NA/NI	1	2	3
Hearing Technology and Use	5. Transports equipment to and from various classrooms and school environments.	Date:	NA/NI	1	2	3
	6. Understands and is able to notify teacher or talker when devices are not working properly.	Date:	NA/NI	1	2	3
	7. Understands the flexibility of the devices (e.g., ability to connect to audio devices, computers, video, PA system).	Date:	NA/NI	1	2	3
	8. Understands basic functioning of personal and HAT devices (e.g., programming options, limitations of technology).	Date:	NA/NI	1	2	3
	9. Utilizes the devices in various environments (e.g., lectures, small groups, individual conversations, pass around mics),	Date:	NA/NI	1	2	3
	10. Actively participates in training of staff on use of devices.	Date:	NA/NI	1	2	3
Educational Services/ Communication Access	11. Describes communication challenges and strategies that work.	Date:	NA/NI	1	2	3
	12. Develops a Personal Profile and Accommodations Letter that identifies needed accommodations and presents at IEP/504 meeting.	Date:	NA/NI	1	2	3
	13. Describes needed accommodations to instructors and tells them when they are not working or being implemented appropriately.	Date:	NA/NI	1	2	3
	14. Recognizes when communication breaks down and uses communication repair strategies (e.g., seeks clarification, repetition).	Date:	NA/NI	1	2	3
	15. Understands basic legal rights under IDEA or 504.	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 (45 if all competencies are applicable, even if not all have been introduced).
Interpretation: Use percentage score to monitor your progress towards audiology self-advocacy.

TOTAL SCORE: ___ /TOTAL POINTS:____
PERCENTAGE: _____%
90-100%-Proficient
65-89% -Partially Proficient
<65% - Developing

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

Cheryl DeConde Johnson, Ed.D.
Carrie Spangler, Au.D.

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)		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 devises, 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

		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
	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 pursing 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