

Self-Advocacy Competency Skills Checklist

Self-advocacy means “understanding and seeking support for one’s personal rights”ⁱ. Development of these skills should begin early so that you are able to start taking responsibility for your own communication accommodations at a very young age. It is expected that you will be personally responsible for your needs and actions just the same as any other teen or young adult. The *Self-Advocacy Competency Skills Checklist*ⁱⁱ contains suggested skills in the areas of personal health and medical information, hearing and other assistive technology use, and accommodations and consumer awareness.

To complete the checklist, check the boxes of the skills you feel that you know. Once completed, you can use this checklist to track the development of your self-advocacy skills. Talk with your audiologist, teachers or parents if you need assistance completing any of the items.

Once you have completed the checklist, you should make a list of skills that you may still need to learn. These are skills that should be included in your *IEP* if you are under age 16, in your *IEP Transition Plan* if you are 16 and have not graduated, or into your *Transition Planner* or *Self-Assessment Planner* (located in the Assessment section) if you have already graduated from high school.

I CAN...

Personal Health/ Medical Information	<p><u>Concepts of hearing and hearing loss</u> I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe how the ear works and common disorders of hearing loss <input type="checkbox"/> describe pitch and loudness characteristics of the audiogram <input type="checkbox"/> describe my hearing loss (type, degree and configuration) <input type="checkbox"/> describe cause of my hearing loss if known <input type="checkbox"/> describe basic communication implications of my hearing loss <input type="checkbox"/> describe basic hearing loss prevention strategies <input type="checkbox"/> develop and rehearse a script for disclosing my hearing loss information and required accommodations <p><u>Access to hearing health professionals</u> I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify pertinent medical and health specialists, their supporting roles, and how to locate them (audiology, otology, genetics, mental health/counseling) <input type="checkbox"/> identify my medical/health support persons
Hearing and Other Assistive Technology Use	<p><u>Responsibility for equipment</u> I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> manage all operational components of my personal and assistive technology <input type="checkbox"/> troubleshoot my hearing and hearing assistance technology(HAT) and follow pre-determined procedures for getting equipment serviced <input type="checkbox"/> transport equipment to and from various school environments <input type="checkbox"/> notify the speaker or responsible person (my instructor, employer, audiologist) when my devices are not working properly <input type="checkbox"/> explain the various uses of my devices and demonstrate their flexibility (i.e. ability to couple to audio devices-computers, TV, PA system) <p><u>Use of individual amplification devices</u> I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the basic parts and functioning of personal and HAT devices including <ul style="list-style-type: none"> <input type="checkbox"/> program options in HA/CI/Baha <input type="checkbox"/> limitations of technology

	<ul style="list-style-type: none"> <input type="checkbox"/> describe the benefits and limitations of my technology in various situations including those outside of school <input type="checkbox"/> utilize the devices in different environments (i.e. lectures, small groups, pass around) <input type="checkbox"/> assist in training staff on my equipment <input type="checkbox"/> describe how to manipulate technology in difficult listening situations <input type="checkbox"/> describe how to connect my equipment into other audio devices <p><u>Use of assistive technologies</u> I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe and demonstrate features of various assistive technologies to accommodate hearing loss (for example: telephone, captioning, alerting, text messaging devices) <p><u>Use of Resources</u> I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate use of the web to locate information and resources about hearing instruments and HAT <input type="checkbox"/> identify various funding options for hearing, HAT and other assistive technologies
Accommodations and Consumer Awareness	<p><u>Strategies to address learning and communication challenges</u> I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe my communication challenges <input type="checkbox"/> identify the accommodations that are helpful to me to address my communication and learning needs <input type="checkbox"/> discuss my Personal Profile and Accommodations Letter (PPAL) with instructors, employers, disability coordinators, VR counselors and use in my community <input type="checkbox"/> develop alternative strategies/solutions when accommodations not provided/available <input type="checkbox"/> describe my educational history (educational test scores, learning styles, communication abilities) and explain the skills that are my strengths and those that are challenges <input type="checkbox"/> identify the academic supports that I need when necessary <p>If High school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulate present levels of functioning for my <i>IEP</i> & develop my <i>IEP</i> goals <input type="checkbox"/> describe my achievements and performance levels for my <i>Transition Plan</i> and my <i>Summary of Performance</i> <input type="checkbox"/> describe and differentiate IDEA, 504, ADA as it relates to hearing loss including eligibility criteria <input type="checkbox"/> demonstrate that I have met with the office of disabilities services to identify my available services for higher education or human resource office for employment. <p>If post-high school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use 504 & ADA to obtain accommodations <input type="checkbox"/> access disability support services when pursuing higher education or accommodations for employment.

ⁱ English.K. (1997). *Self-Advocacy for Students who are Deaf or Hard of Hearing*. Austin, Texas: Pro-Ed

ⁱⁱ Adapted from Transition Competency Checklist for Individuals with Hearing Loss, Kate Salathial, 2008.