

Audiology Self-Advocacy Checklist-ELEMENTARY SCHOOL (ASAC-ES)¹

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			

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