

## Audiology Self-Advocacy Checklist-MIDDLE SCHOOL (ASAC-MS)<sup>1</sup>

Name \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_ Assisted by \_\_\_\_\_ Position \_\_\_\_\_

Directions: This checklist contains skills that you should develop during middle school related to your hearing status. If you did not reach proficiency on the elementary 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	Competency (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. 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
<b>Scoring Directions:</b> 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.		<b>TOTAL SCORE: ____ /TOTAL POINTS: ____</b> <b>PERCENTAGE: ____%</b> 90-100%-Proficient 65-89% -Partially Proficient <65% - Developing				

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