

Self-Advocacy Skills Assessment Tracker

Student Name: _____

Teacher/School

Date

LOWER ELEMENTARY GRADES K-2			
TOPIC 1: AMPLIFICATION		Date Completed	Notes
LE1-(HA)	Child knows basics of personal hearing aid maintenance		
	• Inserts and removes earmold		
	• Turns on the hearing aid and sets to the correct settings (program)		
	• Tests and changes or recharges the battery		
	• Cleans the earmold		
	• Alerts teacher or parent to malfunction		
LE1-(CI)	Child knows basics of personal cochlear implant maintenance		
	• Places magnet in correct position		
	• Turns on the implant to the correct program		
	• Tests and changes the battery		
	• Alerts teacher or parent to malfunction		
LE1-(FM)	Child knows basics of personal FM system maintenance		
	• Answers basic comprehension questions about the use and benefits of an FM system		
	• Retrieves FM system in the morning and returns it to charge in the evening		
	• Turns FM system on and off when appropriate (microphone and receiver)		
	• Places FM system in correct location when moving throughout the classroom (if using a desktop system)		
	• Safely transports FM system to other classes or locations		
	• Alerts teacher or parent to malfunction		

TOPIC 2: LISTENING ENVIRONMENTS		Date Completed	Notes
LE2	Child identifies aspects of positive and negative listening situations		
	• Identifies factors that negatively impact listening situations		
	• Names and implements strategies to improve upon poor listening situations		
TOPIC 3: SOCIAL AWARENESS		Date Completed	Notes
LE3	Child uses appropriate language to answer questions and repair communication breakdowns		
	• Provides an appropriate response when others ask about the hearing loss		
	• Recognizes a communication breakdown		
	• Knows and uses appropriate language to repair communication breakdowns by requesting repetition		

UPPER ELEMENTARY GRADES 3-5

TOPIC 1: AMPLIFICATION		Date Completed	Notes
UE1- (HA)	Student knows basic parts and uses of hearing aids and performs maintenance and troubleshooting		
	• Identifies and labels the parts of the hearing aid		
	• Identifies occasions when hearing aid use is and is not necessary		
	• Develops and practices a home maintenance routine		
	• Develops and uses a checklist of steps to repair hearing aid malfunctions		
UE1- (CI)	Student knows basic parts and uses of cochlear implant and performs maintenance and troubleshooting		
	• Identifies and labels the internal and external parts of the cochlear implant		
	• Identifies occasions when cochlear implant use is and is not necessary		
	• Develops and practices a home maintenance routine		
	• Develops and uses a checklist of steps to repair cochlear implant malfunctions		

PAGE 3: SELF-ADVOCACY SKILLS ASSESSMENT TRACKER - UPPER ELEMENTARY GRADES 3–5

UE1- (FM)	Student knows basic parts and uses of FM system and performs troubleshooting		
	• Identifies and labels the parts of the FM system		
	• Identifies occasions when FM system use is and is not necessary		
	• Develops and uses a checklist of steps to troubleshoot FM system malfunctions		
TOPIC 2: HEARING LOSS		Date Completed	Notes
UE2	Student knows basic information about hearing, ear anatomy, and personal hearing loss		
	• Names the parts of an audiogram		
	• Names the degrees of hearing loss on an audiogram		
	• Graphs own hearing loss on the audiogram (aided and unaided)		
	• Explains degree and implications of own hearing loss with and without amplification		
	• Names the parts of the ear		
	• Identifies the etiology of own hearing loss		
TOPIC 3: LISTENING ENVIRONMENTS		Date Completed	Notes
UE3	Student identifies positive and negative listening situations and self-advocates to improve them		
	• Identifies factors that create poor listening situations in the classroom as well as in community settings		
	• Devises and implements ways to take responsibility and help to improve the listening environments		
TOPIC 4: SOCIAL AWARENESS		Date Completed	Notes
UE4	Student discusses feelings related to personal hearing loss		
	• Discusses and writes about own feelings related to the hearing loss, use of amplification, or signing and interpreters		
	• Identifies ways to cope with situations that bring up uncomfortable feelings		

MIDDLE SCHOOL GRADES 6–8			
TOPIC 1: HEARING LOSS		Date Completed	Notes
MS1	Student has expanded knowledge of hearing and hearing loss		
	• Explains parts of an audiogram including hertz and decibels		
	• Reads audiogram of another person's hearing loss (aided and unaided)		
	• Given an audiogram, explains degree of hearing loss and how it is affecting person's hearing (with and without amplification)		
	• Traces the path of sound through the ear and labels the ear anatomy using specific vocabulary		
	• Identifies the etiology of various types of hearing loss		
TOPIC 2: ASSISTIVE DEVICES		Date Completed	Notes
MS2	Student identifies and knows how to operate various assistive devices used by individuals with hearing loss		
	• Identifies and explains how to use assistive devices used by individuals with hearing loss		
	• Evaluates assistive devices and identifies those that may be personally helpful		
	• Describes and demonstrates making a relay call to both sign users and non-sign users		
TOPIC 3: SOCIAL AWARENESS		Date Completed	Notes
MS3	Student researches individuals with hearing loss and discusses feelings related to personal hearing loss		
	• Researches information about other people with hearing loss		
	• Presents research findings about one chosen individual, perhaps a personal hero, with hearing loss		
	• Journals about characters who have hearing loss in books and/or other media		
	• Journals about and shares feelings about personal hearing loss		

HIGH SCHOOL GRADES 9–12			
TOPIC 1: IEP PLANNING		Date Completed	Notes
HS1	Student identifies and explains parts of an IEP, provides information for the IEP, and participates in the IEP meeting		
	• Discusses and explains parts of an IEP		
	• Discusses and provides information for IEP sections: Present Levels, Transition Services, Goals, and Accommodations		
	• Attends and participates in the IEP meeting		
TOPIC 2: APPLYING THE LAW		Date Completed	Notes
HS2	Student has basic knowledge of the two basic laws that protect people with disabilities and understands how these laws apply personally now and in the future		
	• Summarizes and explains key points of the ADA and Section 504 of the Rehabilitation Act of 1973		
	• Explains personal effects of these laws now and possible effects in the future		
	• Applies knowledge of the laws to resolve hypothetical situations that may occur in the future		
TOPIC 3: ASSISTIVE DEVICES		Date Completed	Notes
HS3	Student explains various assistive devices and organizations used by individuals with hearing loss, and identifies those that may be personally useful		
	• Identifies and explains how to use assistive devices the student will use now and in the future		
	• Identifies and explains the purpose of organizations for students with hearing loss		
	• Identifies and applies to organizations that will benefit the student		

	TOPIC 4: WORK SITUATIONS	Date Completed	Notes
HS4	Student identifies career interests, researches potential jobs and possible workplace challenges, and investigates solutions to those challenges		
	• Identifies and researches careers of interest		
	• Writes interview questions and completes an interview with a person in each field of choice		
	• Identifies potential challenges in one or more chosen careers and identifies how to obtain accommodations		
	• Writes a report or presents a presentation about a career of interest		
	TOPIC 5: POSTSECONDARY SITUATION	Date Completed	Notes
HS5	Student identifies postsecondary schools of interest, possible challenges faced in the new classroom and living environments, and accommodations to overcome the challenges		
	• Identifies general information about postsecondary schools of interest including enrollment and entrance requirements		
	• Identifies challenges and needed accommodations in the postsecondary classroom and how to obtain the needed accommodations		
	• Identifies challenges and needed accommodations in a postsecondary living situation and how to obtain the needed accommodations		