

## INFORMAL INVENTORY OF INDEPENDENCE AND SELF-ADVOCACY SKILLS FOR DEAF/HARD OF HEARING STUDENTS

This inventory is intended to aid collaboration among students, parents, and educational team members. It is very important to include the student's input during the completion of this inventory. This tool can be used to plan educational services and to determine appropriate goals that can be considered for the student's Individual Education Plan. Discussion of the items on the inventory should include what would be considered appropriate for the child's age, cognitive abilities, and mode of communication and/or other specific needs to identify those items that are non-applicable (NA). Even very young children should be building skills related to independence and self-advocacy. Place an X to show (1) having lack of skill/dependence to (5) having mastery of skill/independence.

STUDENT \_\_\_\_\_ GR \_\_\_\_ DATE \_\_\_\_\_ COMPLETED BY \_\_\_\_\_

**The Student:**

Independence: as a Student					
1. Takes care of own assistive technology needs (FM, batteries, captioning).	NA	1	2	3	4 5
2. Takes responsibility for completing daily assignments and projects.	NA	1	2	3	4 5
3. Keeps track of assignments and materials.	NA	1	2	3	4 5
4. Keeps track of schedule and manages time independently.	NA	1	2	3	4 5
5. Attempts to follow directions without assistance.	NA	1	2	3	4 5
Self-Advocacy: Student Services					
1. Attends and participates in IEP meetings and transition planning.	NA	1	2	3	4 5
2. Expresses personal opinions concerning current educational program / services.	NA	1	2	3	4 5
3. Notifies the appropriate person to request additional explanation or tutoring.	NA	1	2	3	4 5
4. Assists with training of staff members on issues related to communication access and support services needed in the classroom.	NA	1	2	3	4 5
5. Advocates for accessibility and technology needs (i.e., reminds teacher / peers).	NA	1	2	3	4 5
6. Is able to explain his or her needs to a new teacher, interpreter or staff member.	NA	1	2	3	4 5
7. Informs team members of specific needs in the environment (i.e., notetaker, room set up, etc.)	NA	1	2	3	4 5
8. Able to explain his or her hearing loss and implication related to it.	NA	1	2	3	4 5
9. Understands technology (cochlear implants, hearing aids, FM) and can explain its importance.	NA	1	2	3	4 5
Independence: Peer Interaction					
1. Participates in class discussions, making comments relevant to topic.	NA	1	2	3	4 5
2. Takes a role in cooperative learning activities and self-advocates for communication needs.	NA	1	2	3	4 5
3. Has a level of interaction with peers that is on par with hearing peers.	NA	1	2	3	4 5
4. Requests related services to interact with peers as needed (i.e., interpreter).	NA	1	2	3	4 5
5. Successfully interacts with peers (i.e., non-instruction time).	NA	1	2	3	4 5
Independence: Community					
1. Is able to make telephone calls using technology (amplification, TTY, VP).	NA	1	2	3	4 5
2. Is able to access video, text and realtime captioning relay services.	NA	1	2	3	4 5
3. Is able to access community services for the deaf and knows how to request specific services (i.e., interpreter, CART, etc.).	NA	1	2	3	4 5
4. Participates in community events for the deaf and hard of hearing.	NA	1	2	3	4 5
5. Has regular contact with deaf and/or hard of hearing adults.	NA	1	2	3	4 5
6. Knows rights related to communication access (IDEA, ADA, etc).	NA	1	2	3	4 5
7. Uses technology and assistive living devices in non-school settings (e.g., flashing or vibrating alarms, captioning media, etc.).	NA	1	2	3	4 5
8. Demonstrates independence skills in community at large (orders for self in restaurants, makes own purchases, etc.).	NA	1	2	3	4 5
<b>TOTAL</b> the number of NA items and place in first box. Total the item numbers selected and place in second box (i.e., add up all 1s, 2s, 3s, 4s, 5s and total this number).					
<b>There are a total of 27 items. Subtract the number of NA responses from 27 then average the student's responses. Compare to the continuum below to monitor growth over time.</b>	<b>Average response</b>				
<b>27-50 Lacks independence and self advocacy skills</b>	<b>51-75 Some independence and self advocacy skills</b>	<b>76-99 Growing advocacy and independence</b>	<b>100-135 Substantial advocacy and independence</b>		

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For Students who use an Interpreter						
1. Attends to the interpreter according to age expectations and student needs.	NA	1	2	3	4	5
2. Recognizes the need for interpreted services.	NA	1	2	3	4	5
3. Asks interpreter for clarification when interpretation is unclear and notifies interpreter of unclear signs/concepts.	NA	1	2	3	4	5
4. Gives appropriate feedback during interpretation to indicate comprehension of interpreted message.	NA	1	2	3	4	5
5. Knows grievance procedures for solving problems/conflicts with interpreter.	NA	1	2	3	4	5
6. Works with interpreter to prepare for presentations.	NA	1	2	3	4	5
7. Limits personal conversations with interpreter during instruction times.	NA	1	2	3	4	5
8. Has general understanding of RID/NAD Code of Professional Conduct as it relates to educational and community interpreting.	NA	1	2	3	4	5
9. Knows how to use interpreter effectively during testing situations.	NA	1	2	3	4	5
10. Requests interpreting services, as needed, for printed English materials.	NA	1	2	3	4	5
11. Is able to explain the role of the interpreter versus the role of the teacher.	NA	1	2	3	4	5
12. Articulates specific needs regarding interpretation (transliterating versus interpreting).	NA	1	2	3	4	5
TOTAL the number of NA items and place in first box. Total the item numbers selected and place in second box (i.e., add up all 1s, 2s, 3s, 4s, 5s and total this number).						
There are a total of 12 items. Subtract the number of NA responses from 12 then average the student's responses. Compare to the continuum below to monitor growth over time.		Average response				
12-20 Lacks independence and self advocacy skills	21-35 Some independence and self advocacy skills	36-49 Growing advocacy and independence	50-60 Substantial advocacy and independence			

Based on the findings of the inventory, the identified skill and knowledge deficits need to be addressed collaboratively. List the action steps that the following people will make to ensure progress on goals.

**Student:** \_\_\_\_\_

\_\_\_\_\_

**Classroom teacher(s):** \_\_\_\_\_

\_\_\_\_\_

**Teacher of the Deaf/Hard of Hearing:** \_\_\_\_\_

\_\_\_\_\_

**Interpreter:** \_\_\_\_\_

\_\_\_\_\_

**Other special education or related services support staff:** \_\_\_\_\_

\_\_\_\_\_

**Family Member(s):** \_\_\_\_\_

\_\_\_\_\_

George Clark, MS.Ed, CI, NAD IV, Certified Interpreter & Laura Scheele, MS Ed, Teacher of the Deaf/Hard of Hearing, 2005

Inventory reformatted by Karen Anderson, 2010. The inventory is copyrighted by George Clark and Laura Scheele, however the authors grant permission for use in K-12 educational settings. Comments can be sent to: gmichael.clark@gmail.com