

Student Name: _____ Date: _____ Teacher/Therapist: _____

STUDENT ADVOCACY & INDEPENDENCE DEVELOPMENT (SAID) Teacher Checklist

Use this checklist to monitor how well the student integrates important self-advocacy, independence activities, and communication repair into their daily school life. Select the type of responses you have observed the student to use or you think that the student is most likely to use.

SELF-ADVOCACY COMMUNICATION STYLE

PASSIVE (P): waits for others to notice that he needs help; tends to nod and smile even if he does not understand; meek or timid; oversensitive to what others think; may offer little during conversations; too concerned with being liked by others; accepts fault for misunderstanding and may then feel bad about himself.

AGGRESSIVE (G): can become sullen, angry or belligerent when does not understand, blaming others for his misunderstanding; can be insensitive to the feelings of others including being bossy during conversations with peers; may be demanding or very outgoing in an attempt to control the situation.

ASSERTIVE (S): recognizes that he has the right to express needs; raises hand or otherwise lets teacher know when he has not understood; presents reasonable and specific requests in a pleasant tone of voice; assumes that a misunderstanding is a shared or mutual responsibility; takes turns and holds up own end of a conversation.

Student response when he...	Observed or strongly suspected	NA* or Not Observed
(you may choose more than one response) Passive (P), Aggressive (G), Assertive (S)		
1. Does not hear all of a homework assignment	P G S	NA NO
2. Is working in a small group with others when it is noisy and difficult for him to understand	P G S	NA NO
3. Has 'gotten lost' due to new vocabulary during verbal instruction or in written materials	P G S	NA NO
4. Is experiencing problems with his hearing technology not functioning	P G S	NA NO
5. Is conversing with a friend in a quiet environment (typical communication style)	P G S	NA NO
6. Is conversing with another student when it is noisy, such as during class transition times	P G S	NA NO
7. Is not understood and he is asked to repeat or clarify	P G S	NA NO
8. Does not understand single or multistep directions when class starts begins working independently	P G S	NA NO
9. Has difficulty understanding the presenter in the auditorium or over the intercom	P G S	NA NO
10. Does not understand the need to bring an important paper/money from home (due to mishearing)	P G S	NA NO
11. Does not hear information provided by another student during class discussion	P G S	NA NO
12. Is caught off guard after called upon to answer a question and it is clear that he is 'lost'	P G S	NA NO

INDEPENDENT FUNCTION

Indicators of Independent Function	NA/ Not Observed	Rare	Occasional	Consistent
1. Using amplification daily (personal device, FM)	0	1	2	3
2. Charging FM, monitoring hearing aid function	0	1	2	3
3. Promptly reporting issues with hearing technology	0	1	2	3
4. Selecting own seating (classroom, gym, auditorium) for best hearing	0	1	2	3
5. Independently closing door or asking that a noise source be stopped	0	1	2	3
6. Asking for clarification of assignments if needed	0	1	2	3

COMMUNICATION REPAIR

Category	Examples	Never	Rare	Occasionally	Sometimes	Often
Asks for repetition	Can you say that again more slowly please?	0	1	2	3	4
Asks for clarification by using key words in the request	Can you say the page again please?					
	Where are we in the math book? Is it the odd problems on page 38?	0	1	2	3	4
Seeks help nonverbally	Uses some sort of signal that he didn't understand that you two have agreed on	0	1	2	3	4
	Looks confused and hopes you notice	0	1	2	3	4
	Writes you a note	0	1	2	3	4

*NA= non-applicable, the situation does not happen in class for you to possibly observe.

Karen L. Anderson, PhD 2011