

INFORMAL INVENTORY OF INDEPENDENCE AND SELF-ADVOCACY SKILLS OF 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 as well as identifying those items that are not apply to the child (NA). Even very young children should be building skills related to independence and self-advocacy. For each criterion, circle the applicable number from (1) having lack of skill/dependence to (5) having mastery of skill/independence.

STUDENT _____ GRADE _____ DATE _____ COMPLETED BY _____

The Student:

Circle the applicable number from (1) having lack of skill/dependence to (5) having mastery of skill/independence

Independence: As a Student						
1. Takes care of own assistive technology needs (FM, batteries, captioning, etc.).	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 (e.g., reminds teacher / peers).	NA	1	2	3	4	5
6. Is able to explain his 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 (notetaker, room setup, etc.)	NA	1	2	3	4	5
8. Is able to explain his 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 (e.g., interpreter).	NA	1	2	3	4	5
5. Successfully interacts with peers (e.g., during 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 (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 (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
TOTAL the number of NA items and place in first box. Total the numbers selected for each item and place in second box (i.e., add up all 1s, 2s, 3s, 4s, 5s and total this number).						
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.					Average response	
27-50 Lacks independence and self-advocacy skills	51-75 Some independence and self-advocacy skills	76-99 Growing advocacy and independence	100-135 Substantial advocacy and independence			
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