Self-advocacy means “understanding and seeking support for one’s personal rights”\(^1\). It is important to learn these skills so that you can start taking responsibility for your communication needs and accommodations.

The Self-Advocacy Checklist is designed for students who are deaf and hard of hearing and contains suggested skills in the areas of personal health and medical information, hearing devices and other assistive technology use, and accommodations and consumer awareness.

To complete the checklist, check the boxes of the skills you feel that you know. Once completed, you can use this checklist to track the development of your self-advocacy skills. Talk with your audiologist, teachers or parents if you need assistance completing any of the items.

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Name: ____________________________________________

Grade: ________ Date: ________________________________

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**Use of individual amplification devices**

I can…
- describe the basic parts and functioning of personal and HAT devices including
  - program options in HA/CI/Baha
  - limitations of technology
- describe the benefits and limitations of my technology in various situations including those outside of school
- utilize the devices in different environments (i.e. lectures, small groups, pass around)
- assist in training staff on my equipment
- describe how to manipulate technology in difficult listening situations
- describe how to connect my equipment into other audio devices

**Use of assistive technologies**

I can…
- describe and demonstrate features of various assistive technologies to accommodate my hearing status (for example: telephone, captioning, alerting, text messaging devices)

**Use of Resources**

I can…
- demonstrate use of the web to locate information and resources about hearing instruments and HAT
- identify various funding options for hearing, HAT and other assistive technologies

**Accommodations and Consumer Awareness**

**Strategies to address learning and communication challenges**

I can…
- describe my communication challenges
- identify the accommodations that are helpful to me to address my communication and learning needs
- discuss my hearing status and accommodations notifications with instructors, employers, disability coordinators, VR counselors and use in my community
- develop alternative strategies/solutions when accommodations not provided/available
- describe my educational history (school performance, learning styles, communication abilities) and explain the skills that are my strengths and those that are challenges
- identify the academic supports that I need when necessary

If High school:
- formulate present levels of functioning for my IEP & develop my IEP goals
- describe my achievements and performance levels for my Transition Plan and my Summary of Performance
- describe and differentiate IDEA, 504, ADA as each law relates to hearing status including eligibility criteria
- demonstrate that I have met with the accessibility services office to identify available services for higher education or human resource office for employment.

If post-high school:
- use 504 & ADA to obtain accommodations
- access disability support services when pursuing higher education or accommodations for employment.

We wish to recognize the contributions of Kate Salathial’s (2008) Transition Competency Checklist for Individuals with Hearing Loss to the development of this protocol.

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