

# STUDENT FORM



# I Can...

## SELF-ADVOCACY SKILLS CHECKLIST<sup>1</sup>

### for Senior Secondary Students (Years 10-12)

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Year Level: \_\_\_\_\_ Date: \_\_\_\_\_

Self-advocacy means “understanding and seeking support for one’s personal rights”<sup>2</sup>. As a young adult with a hearing loss you will need to start taking responsibility for any accommodations you might need.

This *Self-Advocacy Skills Checklist*<sup>1</sup> contains suggested skills in the areas of understanding hearing loss, accessing health professionals, hearing devices, other assistive technology use, strategies, accommodations and legal rights.

To use the checklist, tick the boxes of the skills you feel that you can complete. Once finished, you can use this checklist to track the development of your self-advocacy skills. Talk with your teachers or parents if you need assistance completing the checklist. The completed checklist, will help you identify skills that you may still need to learn. These are skills that should be included in your Individualised Learning Plan (ILP).

#### Understanding Hearing Loss

##### *Characteristics of hearing and hearing loss*

I can...

- describe how the ear works and common types of hearing loss
- explain how to read an audiogram
- describe my hearing loss (type, degree and configuration)
- describe the cause of my hearing loss if known
- describe basic communication implications of my hearing loss
- describe basic hearing loss prevention strategies
- develop and rehearse a script for disclosing my hearing loss information and required accommodations

##### *Access to health professionals*

I can...

- identify relevant medical and health specialists, their supporting roles and how to locate them (e.g. audiologist, ENT specialist, mental health/counsellor, genetics counsellor)
- identify medical/health support persons if required (e.g. advocate, interpreter)
- describe how to book or reschedule an appointment

<sup>1</sup> Adapted for Victorian Deaf Education Institute by Dr Rénee Punch, Grace Broadbent, Marie Fram, Kaye Scott & Sharron Woolfe, 2016, from: DeConde Johnson, C. & Spangler, C. (2013) *Audiology Self-Advocacy Checklist-High School* (ASAC\_HS) & *Self-Advocacy Competency Guide - Guide to Access Planning* by Phonak [www.phonak-us.com](http://www.phonak-us.com)

<sup>2</sup> English K. (1997). *Self-Advocacy for Students who are Deaf or Hard of Hearing*. Austin, Texas: Pro-Ed

## Hearing Devices and Other Assistive Technology

### *Responsibility for equipment*

I can...

- operate and manage my hearing devices and hearing assistive technology
- troubleshoot my hearing devices and hearing assistive technology and follow pre-determined procedures for getting equipment serviced
- explain the various uses of my hearing assistive technology and how to pair it with audio devices, computers, TV, smartphones, etc.

### *Use of hearing devices and hearing assistive technology*

I can...

- describe the basic parts and functioning of my hearing devices and hearing assistive technology including program options in HA/CI/Baha
- describe the benefits and limitations of my technology in various situations including those outside of school
- utilise the devices in different environments (e.g. lectures, small groups, meetings)
- assist in training staff (e.g. teachers, aides) about my equipment
- describe how to manipulate technology in difficult listening situations
- describe how various assistive technologies accommodate hearing loss (e.g. telephone adaptations, captioning, alerting devices, messaging apps)

### *Use of resources*

I can...

- demonstrate use of the web to locate information and resources about hearing devices and other assistive technologies
- identify how to obtain hearing devices and other assistive technologies

## Strategies and Accommodations

### *Strategies to address learning and communication challenges*

I can...

- describe my communication abilities and challenges
- identify the accommodations and supports that are helpful to me to address my communication and learning needs
- explain to the speaker/interpreter/notetaker/captionist what works best for me
- ask a speaker to clarify when I don't understand what they said
- prepare a Personal Profile and Accommodations Letter (PPAL) to discuss with teachers, careers advisors, instructors, employers, disability liaison officers
- identify the appropriate time to disclose my hearing loss
- describe alternative strategies/solutions when accommodations are not provided or available, or when my hearing assistive technology is not working
- describe my educational history (assessment results, learning styles, etc.) and explain the skills that are my strengths and those that are challenges
- describe my achievements and performance levels to help develop my ILP goals
- describe my achievements and performance levels for my Transition Plan
- identify disability support services that are available in higher education or employment
- contribute to the development of applications (e.g. VCAA special provision, VTAC, SEAS, scholarships)
- describe resources and services offered by organisations and agencies in the deafness and disability sectors

## Legal Rights

I can...

- describe my rights relating to hearing loss under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005
- describe my privacy rights about sharing personal information