

# TEACHER FORM

# SCORING SHEET

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

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



Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Year Level: \_\_\_\_\_

Date: \_\_\_\_\_ Completed by: \_\_\_\_\_ Position: \_\_\_\_\_

Directions: This scoring sheet is to be used in conjunction with the *Self-Advocacy Skills Checklist<sup>1</sup>*, which has been completed by the student. The checklist contains skills that a student with a hearing loss should develop during secondary school in preparation for transition to post-secondary study and work. This form may be completed over three sessions. Through discussions with the student, the teacher should make a decision about the level of competency that the student has demonstrated (0, 1, 2 or 3). Skills not yet mastered can be used by the student and the teacher to contribute to the self-advocacy goals of the Individualised Learning Plan (ILP) and form a component of the learning program. Skills should be re-evaluated at least annually. Follow the scoring directions at the bottom to obtain an overall performance level. A mastery level of 90-100% indicates your student's self-advocacy skills are functioning at the proficient level.

NA - Not Applicable

0 - The student has yet to develop any competency in this skill

1 - The student is in the early stages of developing competency in this skill

2 - The student is developing competency in this skill

3 - The student has mastered this skill

Understanding Hearing Loss	Score				
<i>Characteristics of hearing and hearing loss</i>					
Describes how the ear works and common types of hearing loss	NA	0	1	2	3
Explains how to read an audiogram	NA	0	1	2	3
Describes their hearing loss (type, degree and configuration)	NA	0	1	2	3
Describes cause of their hearing loss if known	NA	0	1	2	3
Describes basic communication implications of their hearing loss	NA	0	1	2	3
Describes basic hearing loss prevention strategies	NA	0	1	2	3
Develops and rehearses a script for disclosing their hearing loss information and required accommodations	NA	0	1	2	3
<i>Access to health professionals</i>					
Identifies relevant medical and health specialists, their supporting roles and how to locate them (e.g. audiologist, ENT specialist, mental health/counsellor, genetics counsellor)	NA	0	1	2	3
Identifies medical/health support persons if required (e.g. advocate, interpreter)	NA	0	1	2	3
Describes how to book or reschedule an appointment	NA	0	1	2	3

<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)

Hearing Devices and Other Assistive Technology		Score				
<i>Responsibility for equipment</i>						
Operates and manages their hearing devices and hearing assistive technology	NA	0	1	2	3	
Troubleshoots their hearing devices and hearing assistive technology and follows pre-determined procedures for getting equipment serviced	NA	0	1	2	3	
Explains the various uses of their hearing assistive technology and how to pair it with audio devices, computers, TV, smartphones, etc.	NA	0	1	2	3	
<i>Use of hearing devices and hearing assistive technology</i>						
Describes the basic parts and functioning of their hearing devices and hearing assistive technology including program options in HA/CI/Baha	NA	0	1	2	3	
Describes the benefits and limitations of their technology in various situations including those outside of school	NA	0	1	2	3	
Utilises the devices in different environments (e.g. lectures, small groups, meetings)	NA	0	1	2	3	
Assists in training staff (e.g. teachers, aides) about their equipment	NA	0	1	2	3	
Describes how to manipulate technology in difficult listening situations	NA	0	1	2	3	
Describes how various assistive technologies accommodate hearing loss (e.g. telephone adaptations, captioning, alerting devices, messaging apps)	NA	0	1	2	3	
<i>Use of resources</i>						
Demonstrates use of the web to locate information and resources about hearing devices and other assistive technologies	NA	0	1	2	3	
Identifies how to obtain hearing devices and other assistive technologies	NA	0	1	2	3	

Strategies and Accommodations		Score				
<i>Strategies to address learning and communication challenges</i>						
Describes their communication abilities and challenges	NA	0	1	2	3	
Identifies the accommodations and supports that are helpful to address their communication and learning needs	NA	0	1	2	3	
Explains to the speaker/interpreter/notetaker/captionist what works best for them	NA	0	1	2	3	
Asks a speaker to clarify when they don't understand what they said	NA	0	1	2	3	
Prepares a Personal Profile and Accommodations Letter (PPAL) to discuss with teachers, careers advisors, instructors, employers, disability liaison officers	NA	0	1	2	3	
Identifies the appropriate time to disclose their hearing loss	NA	0	1	2	3	
Describes alternative strategies/solutions when accommodations are not provided or available or when their assistive technology is not working	NA	0	1	2	3	
Describes their educational history (assessment results, learning styles, etc.) and explains the skills that are their strengths and those that are challenges	NA	0	1	2	3	
Describes their achievements and performance levels to help develop their ILP goals	NA	0	1	2	3	
Describes their achievements and performance levels for their Transition Plan	NA	0	1	2	3	
Identifies disability support services that are available in higher education or employment	NA	0	1	2	3	
Contributes to the development of applications (e.g. VCAA special provision, VTAC, SEAS, scholarships)	NA	0	1	2	3	
Describes resources and services offered by organisations and agencies in the deafness and disability sectors	NA	0	1	2	3	

Legal Rights		Score				
Describes their rights relating to hearing loss under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005	NA	0	1	2	3	
Describes their privacy rights about sharing personal information	NA	0	1	2	3	

<b>Scoring Directions</b> Total each column (0-3). Add column scores to get TOTAL SCORE; NA items are scored as zero. PERCENTAGE: Divide TOTAL SCORE by TOTAL POSSIBLE POINTS. Base the percentage on the number of applicable items only (36 if all competencies are applicable). Interpretation: Use percentage score to monitor student's progress towards self-advocacy skills.	TOTAL SCORE: ____ / TOTAL POINTS: ____
	PERCENTAGE: _____%
	90-100% = Proficient
	65-89% = Partially Proficient <65% = Developing