

Informal Inventory of Independence and Self-Advocacy Skills  
for  
Deaf and Hard of Hearing Students

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# Instructions:

This inventory is intended to aide collaboration among students, parents, and educational team members. This informal inventory of observable skills should serve as a catalyst to spark dialogue and provide common ground for discussing issues that impact the students' lives in profound ways. It is very important to include the student's input when completing the inventory. This tool can be used to plan educational services and to determine appropriate goals which should be considered as additions to the student's Individual Education Plan. The inventory does not give an overall score nor is it age or grade specific. Discussion of the items on the inventory should include what would be considered appropriate for the child's age, cognitive abilities, and mode of communications and/or other specific needs. For example, if the student does not use an educational interpreter, the items related to interpreting would not be applicable. It should be noted that it is applicable for even very young children to be building skills related to independence and self-advocacy. The frequency of use of this inventory can be determined by the educational team. The last page and some of the sections of the inventory were intentionally left with blank areas with the intent that these lines could be used for specific needs unique to each child.

## Filling out the Inventory:

Inventory Likert Scale: Shows degree of independence and/or ability to self-advocate. Shade area of continuum with corresponding numbers to show (1) having lack of skill/dependence to (5) having mastery of skill/independence.

Inventory Written Comments: Blank lines are intended to be used for comments or additional notes to document thinking, justifications, and reasoning behind Likert rating. Comments are a major factor in filling out this form, please use the space to write why you scored the skill as you did.

Action Plan: Describe the specific action steps each team member will take to ensure progress on goals..

Taking stock of our students' skills related to becoming resilient deaf adults is key if we want to prepare them for the world outside K-12 education. We need to know where we are, so we can plan what we need to do, to get to where we need to be. We hope you find the inventory beneficial.

The inventory is copyrighted, however, permission is granted for use in preK-12 educational settings.

George Clark and Laura Scheele

Comments and suggestions may be sent to: [gmichael.clark@gmail.com](mailto:gmichael.clark@gmail.com) and [lscheele@hccsc.k12.in.us](mailto:lscheele@hccsc.k12.in.us)

# Independence and Self-advocacy Skills Action Plan

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Date implemented:** \_\_\_\_\_ **Date for review:** \_\_\_\_\_

**Educational Team Members: -**

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Based on the findings of the inventory, the identified skill and knowledge deficits need to be addressed collaboratively. List the action steps that the following people will take to ensure progress on the goals.

**Student:**

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**Classroom teachers:**

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**Teacher of the Deaf/Hard of Hearing:**

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**Interpreter or Support staff:**

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**Family Members:**

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**Other:** \_\_\_\_\_

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# Inventory of Independence and Self-Advocacy Skills for Deaf/Hard-of-Hearing Students

## Independence: as a Student

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

- Student takes care of own assistive technology needs. (FM equip., batteries, closed captioning, etc.)

Evaluator: \_\_\_\_\_

1	2	3	4	5
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- Student takes responsibility for completing daily assignments and long-term projects.

1	2	3	4	5
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- Student keeps track of assignments and materials.

1	2	3	4	5
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- Student keeps track of schedule and manages time independently.

1	2	3	4	5
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- Student attempts to follow directions without assistance.

1	2	3	4	5
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**Self-Advocacy: Student Services**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

- Student attends and participates in IEP meetings and transition planning.

1	2	3	4	5
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- Student expresses personal opinions concerning current educational program and services.

1	2	3	4	5
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- Student notifies the appropriate person to request additional explanation or tutoring when needed.

1	2	3	4	5
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- Student assists with training of staff members on issues related to communication access and support services needed in the classroom.

1	2	3	4	5
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- Student advocates for accessibility and technology needs (ie.reminds teacher to turn microphone on, use of captioning on A / V presentations (including peers')

1	2	3	4	5
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**Self-Advocacy: Student Services**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

- Student is able to explain his/her needs to a new teacher, interpreter or other staff member (including substitutes).

1	2	3	4	5
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- Student informs team members of any specific needs in the educational environment (note-taker, room setup, etc.).

1	2	3	4	5
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- Student is able to explain their hearing loss and implications related to it.

1	2	3	4	5
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- Student understands technology like Cochlear Implants, Hearing Aids, FM equipment and can explain its importance, as applicable.

1	2	3	4	5
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1	2	3	4	5
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## Independence: Peer Interaction

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

- Student participates in class discussions, making comments relevant to topic.

1	2	3	4	5
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- Student takes a role in cooperative learning activities and self-advocates for communication needs.

1	2	3	4	5
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- Student's level of interaction with peers is on par with hearing peers.

1	2	3	4	5
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- Student requests related services to interact with peers as needed. (i.e. will call the interpreter over if needed)

1	2	3	4	5
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- Student successfully interacts with peers (i.e. non-instruction time).

1	2	3	4	5
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## Independence: Community

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

- Student is able to make calls using technology such as VP/TTY/phone amplification, and is able to access video, text, and realtime captioning relay services.

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- Student is able to access community services for the deaf and knows how to request specific services (i.e. Interpreter, CART, etc.)

1	2	3	4	5
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- Student participates in community events for deaf and hard of hearing.

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- Student has regular contact with deaf and/or hard of hearing adults.

1	2	3	4	5
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- Student knows rights related to communication access in school and community. (IDEA, ADA, etc.)

1	2	3	4	5
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**Independence: Community**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

- Student uses technology and assistive living devices in non-school settings. (eg. flashing/vibrating alarms, captioning media, etc.)

1	2	3	4	5
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- Student demonstrates independence skills in community at large (orders for self at restaurants, makes own purchases, etc.).

1	2	3	4	5
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1	2	3	4	5
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1	2	3	4	5
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1	2	3	4	5
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**For Students Who Use an Interpreter**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

- Student attends to the interpreter according to age expectations and student needs.

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- Student recognizes the need for interpreted services.

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- Student asks interpreter for clarification when interpretation is unclear, and notifies interpreter of unclear signs/concepts.

1	2	3	4	5
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- Student gives appropriate feedback during interpretation to indicate comprehension of interpreted message.

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- Student knows grievance procedure for solving problems/conflicts with interpreter.

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**For Students Who Use an Interpreter**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

- Student works with interpreter to prepare for presentations.

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- Student limits personal conversations with interpreter during instruction times.

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- Student has general understanding of RID/NAD Code of Professional Conduct as it relates to educational and community interpreting.

1	2	3	4	5
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- Student knows how to use interpreter effectively during testing situations.

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- Student requests interpreting services, as needed, for printed English materials.

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**For Students Who Use an Interpreter**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

- Student is able to explain the role of the interpreter vs. the role of the teacher.

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- Student articulates specific needs regarding interpretation. (transliterating vs. interpreting)

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- Student is exposed to and understands the difference between ASL, PSE and MCE systems and is able to express a preference.

1	2	3	4	5
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- Student is able to explain the concepts of "qualified" and "certified" interpreters.

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1	2	3	4	5
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**Other Self-Advocacy/Independence Skills**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

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1	2	3	4	5
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1	2	3	4	5
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1	2	3	4	5
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1	2	3	4	5
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