Self-Determination & Advocacy: Advanced Gr. 9-12

SELF-DETERMINATION: MAKING CHOICES BASED ON SELF-INTERESTS SDA.1

1. Express personal strengths and needs SDA.1.ADV1
2. Communicates consequences of one's decisions and suggests other options if desirable outcome is not achieved SDA.1.ADV2
3. Identifies available choices, consequences of each, and follows through with choices to attain desired outcomes SDA.1.ADV3
4. Understands how one's choices and actions affect one's future SDA.1.ADV4
5. Talks about limited hearing with deaf/hard of hearing mentors to broaden one's perspectives SDA.1.ADV5
6. Expresses how different hearing levels affect communication and utilizes tools to improve communication SDA.1.ADV6
7. Applies contents of one's Communication Plan in and outside of school SDA.1.ADV7
8. Understands that they are a contributing member of their IEP team and participates in development of IEP goals, specially designed instruction, etc. SDA.1.ADV8

SELF ADVOCACY: FEELING EMPOWERED SDA.2

1. Demonstrates belief in oneself as a unique person with different hearing SDA.2.ADV1
2. Explains to others how hearing loss affects access and communication SDA.2.ADV2
3. Knows own needs and how to apply laws to meet those needs SDA.2.ADV3
4. Independently advocates for needs related to access to "effective communication" and for accommodations that support equal access SDA.2.ADV4
5. Provides basic explanation of laws applicable to DHH Americans (ADA, IDEA, Rehabilitation Act of 1990, Accessibility Laws Tip Sheet) SDA.2.ADV5
6. Knows own needs and how to apply laws to meet those needs including the limitations on the application of laws SDA.2.ADV6
7. Demonstrates ability to secure necessary devices, aids, and services SDA.2.ADV7

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	8 Seeks out specific hearing assistive technology (HAT), which might enhance their independent living (e.g. visual alarms, etc.) SDA.2.ADV8
	9 Explores and advocates for opportunities that coincide with one's transition plan SDA.2.ADV9
	10 Identifies acceptable accommodations for post-secondary situations SDA.2.ADV10
	11 Explains one's communication needs as reflected on personal Communication Plan SDA.2.ADV11
	12 Understands pros and cons of self-disclosure in various situations SDA.2.ADV12
ADVOCACY IN THE COMMUNITY SDA.3	1 Identifies issues and problems in communities, ways to address them, and ways to participate in community service SDA.3.ADV1
	2 Investigates local civic organizations and functions that may be of interest SDA.3.ADV2
	3 Explains & documents a process for becoming involved and participating in local community or civic organizations (e.g. schoolboard, Sertoma Club, etc.) SDA.3.ADV3
	4 Knows purposes of local and national resources for deaf and hard of hearing people, and how to access them SDA.3.ADV4
	5 Demonstrates knowledge of civic responsibilities and roles, e.g. voting, jury duty, selective service SDA.3.ADV5
	6 Demonstrates knowledge of city, state, and federal ordinances and laws that are aligned to desired post-secondary outcomes SDA.3.ADV6
	7 Understands how to access appropriate community adult services (e.g. VR, SSa, interpreters, etc.) related to DHH needs SDA.3.ADV7
	8 Understands how to access and/or advocate for community supports related to housing, government, transportation, DMV, health care, banking, access, etc. SDA.3.ADV8
	9 Takes responsibility for personal needs, e.g. making appointments, filling and taking prescriptions, with supports SDA.3.ADV9
	10 Understands how entitlements change after age 18 and/or after graduation, e.g. shifting from IDEA to ADA protections SDA.3.ADV10
	11 Applies for federal benefits afforded to a person with a disability, e.g. SSI and/or SSDI SDA.3.ADV11

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INTERCULTURAL COMPETENCE SDA.4	1	**Expands knowledge of Deaf Community, culture, art, artists, traditions, social norms, history, values, etc.** SDA.4.ADV1
	2	**Defines own cultural and linguistic identity in preparation for post-secondary life** SDA.4.ADV2
	3	**Describes how one's identity and linguistic preferences have evolved with age and experience** SDA.4.ADV3
	4	**Understands that one's identity on the continuum can be fluid, depending on situation and mode of communication** SDA.4.ADV4
	5	**Based on where one identifies on range of hearing abilities, explores norms and practices often used by others with similar hearing ability** SDA.4.ADV5
PROFICIENT USE OF ACCOMMODATIONS AND AUXILIARY SERVICES SDA.5	1	**Knows when/where it is appropriate to request accommodations and auxiliary services** SDA.5.ADV1
	2	**Knows own preferences and communicates such to necessary persons** SDA.5.ADV2
	3	**Knows and uses strategies to provide feedback to interpreters and other communicators** SDA.5.ADV3
	4	**Practices/applies strategies to advocate for effective use of accommodations and auxiliary services at school and in non-instructional settings** SDA.5.ADV4
	5	**Identifies community interpreting resources and understands general payment routines for interpreter services** SDA.5.ADV5
	6	**Understands prerequisites & specifics of personal needs/preferences for securing an appropriate interpreter, .e.g advanced notice, personal language levels, ASL/English preference, setting, etc.** SDA.5.ADV6
	7	**Uses repeated opportunities, if needed, to advocate for communication access and for accommodations in the community/workplace** SDA.5.ADV7