

Self-Determination & Advocacy: Early Gr. 3-5

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

- 1 Expresses personal strengths and needs SDA.1.E1
- 2 Independently identifies possible choices in open-ended situations SDA.1.E2
- 3 Understands and communicates consequences of decisions SDA.1.E3
- 4 Makes choices that have positive outcomes for self and others SDA.1.E4
- 5 Demonstrates age-appropriate responsibility for self-care SDA.1.E5
- 6 Talks about differences in hearing with peers, deaf/hard of hearing mentors, and others to broaden one's perspectives SDA.1.E6
- 7 Explains one's communication needs as reflected on personal Communication Plan SDA.1.E7
- 8 Introduces self at the IEP meeting, expresses their own personal goals, e.g. "When I grow up..." SDA.1.E8
- 9 Understands IEP goals, as appropriate for one's developmental level SDA.1.E9

SELF ADVOCACY: FEELING EMPOWERED SDA.2

- 1 Demonstrates positive attitude toward self as a unique person with different hearing levels SDA.2.E1
- 2 Practices self-advocacy with adult support, i.e. introduces self to staff and identifies one's communication needs, knows school routines, etc. SDA.2.E2
- 3 Identifies the full names and roles of school staff who have knowledge related to hearing loss SDA.2.E3
- 4 Knows how to obtain emergency help (e.g. texting 911 for medical or fire emergency) SDA.2.E4
- 5 Demonstrates, with visuals, where one's hearing falls on the range of hearing abilities SDA.2.E5
- 6 Understands one's individual differences in comparison to others' SDA.2.E6

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- 7** Asks for assistance to access and troubleshoot communication, e.g. HAT, seating, interpreter, etc. accommodations, as needed SDA.2.E7

 - 8** Maintains own hearing assistive devices, as appropriate, e.g. batteries, cleaning, putting away SDA.2.E8

 - 9** Explains the differences and similarities in access and communication across the range of hearing abilities to others, who may have limited understanding on the subject SDA.2.E9

 - 10** Identifies descriptors often assigned to individuals w/HL e.g. Deaf, DeafBlind, hard of hearing, unilateral loss, etc. SDA.2.E10

 - 11** Knows that individuals with limited hearing are capable of major accomplishments SDA.2.E11

 - 12** Demonstrates basic understanding of one's personal Communication Plan SDA.2.E12

 - 13** Understands appropriate accommodations for school as indicated on one's IEP SDA.2.E13

ADVOCACY IN THE COMMUNITY SDA.3

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- 1** Demonstrates how to contact 911 for medical or fire emergency SDA.3.E1

 - 2** Makes known their desire to participate in community activities and helps to identify needed accommodations for communication access (e.g. sports, scouts, clubs, etc.) SDA.3.E2

 - 3** Knows how to access captions and HAT in theaters, churches, etc. SDA.3.E3

INTERCULTURAL COMPETENCE SDA.4

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- 1** Identifies similarities and differences between hearing aids and cochlear implants and factors involved in choices SDA.4.E1

 - 2** Describes aspects of cultures and communities (hearing, hard of hearing, Deaf) that include individuals with different hearing abilities and modes of communication SDA.4.E2

 - 3** Understands one's mode of communication may vary based on hearing levels and on specific circumstances SDA.4.E3

 - 4** Begins to identify similarities/differences between self and others on the spectrum of hearing abilities SDA.4.E4

PROFICIENT USE OF ACCOMMODATIONS AND AUXILIARY SERVICES SDA.5

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- 1** Independently utilizes an interpreter, HAT and/or other accommodations in instructional settings SDA.5.E1

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- 2 Demonstrates how to utilize an interpreter, HAT, and other accommodations in non-instructional situations, e.g. peer interactions, extra-curricular activities, adult interactions** [SDA.5.E2](#)
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- 3 Develops a language base (English/ASL) to use a sign language interpreter, CART, written words, etc. at age-appropriate levels** [SDA.5.E3](#)
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- 4 Demonstrates age-appropriate attention to speaker, interpreter, or other source of information to enhance access** [SDA.5.E4](#)
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- 5 Explains consequences of one's choices** [SDA.5.E5](#)
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