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 assisstance 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	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	1	**Identifies similarities and differences between heairng 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 SE	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

3 **Develops a language base (English/ASL) to use a sign language interpreter, CART, written words, etc. at age-appropriate levels** SDA.5.E3

4 **Demonstrates age-appropriate attention to speaker, interpreter, or other source of information to enhance access** SDA.5.E4

5 **Explains consequences of one's choices** SDA.5.E5