Self-Determination & Advocacy: Intermediate Gr. 6-8

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

1. Express personal strengths and needs SDA.1.INT1
2. Demonstrates consistent use of problem-solving strategies SDA.1.INT2
3. Understands role of self-beliefs SDA.1.INT3
4. Identifies myths and misconceptions about individuals with different levels of hearing SDA.1.INT4
5. Independently demonstrates age-appropriate responsibility for self-care SDA.1.INT5
6. Understands one's individual differences in comparison to others SDA.1.INT6
7. Recognizes how differences in hearing affect receptive & expressive communication and adapts one's behavior accordingly SDA.1.INT7
8. Understands parameters of one's Communication Plan SDA.1.INT8
9. Assists others on the IEP team in making choices for SDI, goals, accommodations, etc. SDA.1.INT9

SELF ADVOCACY: FEELING EMPOWERED SDA.2

1. Knows that individuals with different hearing levels are capable of major accomplishments SDA.2.INT1
2. Defines concept of self-advocacy and is able to give examples SDA.2.INT2
3. Consistently utilizes practices and strategies to advocate for one's needs at school with support from staff SDA.2.INT3
4. Practices advocacy for access to "effective communication" and for accommodations which support access SDA.2.INT4
5. Defines concept of equal access as it relates to language and communication SDA.2.INT5
6. Understands that there are laws that afford them equal access to effective communication. SDA.2.INT6

Skip to main content

	7 Defines explicit and implicit bias and recognizes manifestations of bias toward a person with different levels of hearing SDA.2.INT7
	8 Assumes responsibility for HAT within the school building SDA.2.INT8
	9 Demonstrates positive attitude toward self as a person with different hearing abilities SDA.2.INT9
	10 Demonstrates understanding of one's personal Communication Plan commensurate with one's developmental levels SDA.2.INT10
	11 Understands appropriate accommodations for school as indicated on one's IEP SDA.2.INT11
ADVOCACY IN THE COMMUNITY SDA.3	1 Identifies community resources/activities and their functions, with hearing and deaf/hard of hearing peers SDA.3.INT1
	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.INT2
	3 Seeks opportunities for participation in school and community activities with deaf, hard of hearing, and hearing peers SDA.3.INT3
	4 Identifies various consequences when community members do not meet responsibilities SDA.3.INT4
	5 Demonstrates awareness of local, state, and national organizations and resources for deaf and hard of hearing consumers SDA.3.INT5
	6 Advocates for choices & modifications to meet one's learning needs, e.g. via video, audio, text to speech, social book-marking, note taking, etc. SDA.3.INT6
	7 Demonstrates how to advocate for services as needed, e.g. school, work, medical, community SDA.3.INT7
INTERCULTURAL COMPETENCE SDA.4	1 Understands that one's hearing does not determine one's identity and community SDA.4.INT1
	2 Defines one's place on the cultural continuum (hearing, hard of hearing, deaf) based on social and linguistic preferences SDA.4.INT2
	3 Understands that one's identity on the continuum can be fluid, depending on situation and mode of communication SDA.4.INT3
	4 Understands that identity can evolve with experiences SDA.4.INT4
	ased on where one identifies on range of hearing abilities, explores norms and ractices often used by others with similar hearing ability SDA.4.INT5

Skip to main content

	6 **Explores unique characteristics of Deaf Culture: community, art, traditions, social norms, history, values, literature** SDA.4.INT6
PROFICIENT USE OF ACCOMMODATIONS AND AUXILIARY SERVICES SDA.5	1 **Demonstrates competence in explaining the role and various uses of accommodations and services like CART, interpreters, etc.** SDA.5.INT1
	2 **Knows when/where it is appropriate to request accommodations and auxiliary services** SDA.5.INT2
	3 **Knows and uses strategies to provide feedback to interpreters and other communicators** SDA.5.INT3
	4 **Advocates for modifications and choices to meet one's learning needs, e.g. via video, audio, text to speech, social bookmarking, note taking, technology, etc.** SDA.5.INT4
	5 **Uses repeated opportunities, if needed, to advocate for communication access and for accommodations** SDA.5.INT5
	6 **Explains and reflects on outcomes of one's choices and changes behaviors accordingly** SDA.5.INT6