

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

-
- 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
-

**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