

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

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- 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
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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
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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

- 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.INT5

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