

Developing Student Independence

| | Grades | | | |
|--|------------------|------------------|------------------|-----------------------|
| | K | 1 | 2 | 3 |
| Personal | | | | |
| goes to the restroom alone | | | | |
| gets own belongings from cubby/locker | | | | |
| keeps own things together/clean up | | | | |
| keeps up with hearing aid/processor | with help | with help | with help | without help |
| knows where to find fresh batteries for aid/processor | | | | |
| tells interpreter when aid/processor isn't working | | | | |
| knows school dress code | | | | |
| dresses appropriately for the weather | | | | |
| attends & participates in IEP meetings | | | | |
| self-advocates | | | | |
| knows what caused hearing loss | | | | |
| knows who to go to help in various situations | | | | |
| is familiar with own audiogram | | | | |
| begins to understand implications of hearing loss | | | | |
| Classroom | | | | |
| asks interpreter for assistance | | | | less often |
| works in a group with the interpreter | | | | |
| interpreter redirects attention (taps arm/desk) | | | | less often |
| brings back assignments | with prompts | with prompts | with prompts | no prompts |
| studies for tests | with prompts | with prompts | with prompts | fewer prompts |
| knowledge of school protocol (lining up, how to...water, rr, etc.) | basic | basic | basic | |
| knowledge of school layout | basic "route" | basic "route" | basic "route" | rooms & function |
| follows emergency procedures | with interpreter | with interpreter | with interpreter | without interpreter |
| walks alone to other rooms, changes classes independently | | | | |
| asks questions of the teacher, not the interpreter | | | | begins to |
| asks for clarification (of teacher or interpreter) | | | | begins to |
| records own homework assignments, uses planner | | | | with help |
| works with interpreter to prepare for presentations | | | | interpreter initiates |
| accepts responsibility for assignments | | | | |
| keeps up with missed assignments due to absence | | | | |
| formulates long-term plans | | | | |
| interacts with teachers and other professionals | | | | |
| Social | | | | |
| has appropriate behavior in school | | | | |
| displays appropriate manners at lunch | | | | |
| goes to recess without the interpreter | | | | |
| goes to the interpreter if help is needed | | | | |
| socializes with peers | with help | with help | with help | independently |
| interacts with deaf adults/peers | | | | |
| initiates appropriate conversations (work vs. down time) | | | | |
| becomes involved in after-school activities (sports, scouts, etc.) | | | | |
| uses TTY, VP, or pager to make calls | | | | with help |
| knows how to initiate contact with friends without interpreter | | | | |
| is becoming aware of "socially acceptable behaviors" | | | | |
| is aware of current "in" things | | | | |
| requests interpreting services for after-school activities | | | | |

| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----------------------|-----------------------|---------------------|---------------------|---------------------|----------------------|----------------------|----------------------|----------------------|
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| | | | | | | | | |
| | | | | | | | | |
| without help | without help | batteries, earmolds | batteries, earmolds | batteries, earmolds | full responsibility | full responsibility | full responsibility | full responsibility |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | with prompts | with prompts | with prompts | no prompts | no prompts | no prompts | no prompts |
| | | begins to | begins to | begins to | more frequently | more frequently | more frequently | more frequently |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| less often | less often | rarely | rarely | rarely | | | | |
| | | | | | | | | |
| less often | less often | rarely | rarely | rarely | | | | |
| no prompts | no prompts | | | | no reminders | no reminders | no reminders | no reminders |
| fewer prompts | fewer prompts | | | | no prompts | no prompts | no prompts | no prompts |
| | | | | | | | | |
| rooms & function | rooms & function | | | | | | | |
| without interpreter | without interpreter | | | | | | | |
| | | | | | | | | |
| begins to | begins to | always | always | always | | | | |
| begins to | begins to | more frequently | more frequently | more frequently | | | | |
| with help | with help | little help | little help | little help | | | | |
| interpreter initiates | interpreter initiates | student initiates | student initiates | student initiates | | | | |
| | | | | | | | | |
| | | with prompts | with prompts | with prompts | no prompts | no prompts | no prompts | no prompts |
| | | begins to | begins to | begins to | meets with counselor | meets with counselor | meets with counselor | meets with counselor |
| | | | | | | | | |
| | | | | | | | | |
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| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| independently | independently | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| with help | with help | home, without help | home, without help | home, without help | others, without help | others, without help | others, without help | others, without help |
| | | | | | | | | |
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