

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
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
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