

Name:

Grade:

Date:

School:

Setting:

Possible Goal: By \_\_\_\_\_ (the next annual review date), the student will demonstrate appropriate compensatory strategies by using self-advocacy skills as measured by achieving \_\_\_\_ out of \_\_\_\_ points on the Transition Rubric.

Dates:	Baseline	1st	2nd	3rd	4th
<b>Self-advocacy</b>					
Appropriately seeks help					
Requests processing time					
Asks for rephrasing/restatement					
Seeks preferential/flexible seating					
Requests access to lecture notes/outlines					
Requests use of a technology					
Requests interpreter, as needed (sign language/system preference)					
<b>Equipment</b>					
Maintains personal equipment (i.e. batteries, cleaning) with assistance					
Maintains personal equipment (i.e. batteries, cleaning) independently					
Wears personal equipment daily					
Informs staff when not working effectively					
<b>Hearing Loss</b>					
Explain my specific diagnosis (i.e. hearing loss)					
Describe possible limitations					
Explain impact on academic performance and career					
Compiles documentation related to disability					
<b>Requesting Services</b>					
Identify agencies (i.e. NCDHH, VR, HHS, SS, Student Services)					
Know legal rights (ADA) relating to state and local requirement in academic and career settings					

**scoring key**

- 0 = never/not observed/inappropriate - 0
- 1 = rare/occasional/very inconsistent - 25%
- 2 = some of the time/partial - 50%
- 3 = most of the time/fairly consistent - 75%
- 4 = always/complete - 100%