
Advocacy in Action is an innovative all-in-one tool for helping students with a hearing loss develop the self-advocacy skills that are key to their success in the classroom and in life. This curriculum was designed by itinerant teachers of the deaf to fulfill the need for a comprehensive assessment and curriculum for students in grades K-12. This tool is for use by classroom and itinerant teachers of students with a hearing loss as well as other involved professionals and parents. It includes detailed lesson instruction, worksheets and samples, and a quick-reference, multi-year assessment tool that is easy to update and that follows the student from teacher to teacher.

Self-advocacy for students who are deaf or hard of hearing means being able to recognize, explain, and appropriately ask for help to meet the needs they have related to their hearing loss. Teaching these skills is not a paper-and-pencil task nor is it a one-size-fits-all formula. Each student’s hearing loss, amplification, personality, and needs are unique. The basic goal of self-advocacy is for students to succeed at independently getting their needs met, which by definition requires the students themselves to take some type of action to meet this goal. The manner in which each student advocates will be different.

The Self-Advocacy Skills Assessment Tracker lists all topics of instruction covered by the curriculum as well as goals and sub-skills. The tracker provides a user-friendly checklist format also allowing room for notes to be made. The purpose of this tracker is to provide continuity between teachers, therapists and parents.

The curriculum provides a fun way to present and practice these goals. It can be easily adapted for the variety of students who may need this curriculum. Adaptations can be made in the curricular material or suggested grade levels to meet the needs of the student. The most important part of using Advocacy in Action is that the study is able to share information about students’ hearing loss and their needs with others.

Some things you will find in this curriculum:

- Synopsis of the importance and key aspects of self-advocacy
- Four distinct instructional levels including:
  - Lower Elementary (Grades K-2)
  - Upper Elementary (Grades 3-5)
  - Middle School (Grades 6-8)
  - High School (Grades 9-12)
- Easy to follow Assessment checklist which follows the student throughout their schooling (printable on the included CD)
- Resource List including suggested books and websites
Within the above levels you will find:

- Topics of instruction including amplification, listening skills, social awareness, audiograms, assistive devices, IEP participation, post-secondary planning and more
- Instructional Strategies that provide a framework for teaching self-advocacy skills for students
  - Additional strategies provided for students who use sign language
  - Suggestions for activities that bridge the skills from school to the home and community
  - Examples of students using self advocacy in the classroom
- Informal topic evaluation tools
- CD that includes reproducible worksheets to support the instructional strategies
- Culminating project ideas and samples

Christy Musselman and Jennifer Bitz began their work together as itinerant teachers of the deaf in Pennsylvania. Their caseloads included students in kindergarten through twelfth grade who had hearing aids, cochlear implants, FM systems, and other assistive technology. As teachers of mainstreamed students, they sought to find a comprehensive curriculum to teach their students self-advocacy skills which could follow a student not only from Kindergarten to graduation; but, also through transitions between itinerant teachers. With this need in mind, they created this curriculum for their own students who experienced success through its use at all academic levels.

Advocacy in Action is published by Butte Publications in Hillsboro, Oregon. The table of contents and front matter, along with purchasing information, are available at buttepublications.com.