

Teacher Checklist

Transition & Self-Advocacy Skills

Early Childhood / PreK-K

Support intentional, developmentally appropriate instruction of autonomy, access awareness, and self-advocacy skills across grade levels for Deaf and hard of hearing students.

Foundations of Autonomy

- ☐ Provide structured choices daily
- ☐ Teach and reinforce attention-getting strategies
- ☐ Model and practice turn-taking in communication
- ☐ Encourage children to indicate wants/needs independently

What this looks like:

- Offering 2 - 3 choices during centers, snack/meal times, and routines
- Use language for turn-taking such as: MY-TURN/YOUR-TURN

Early Access Awareness

- ☐ Model visual attention and communication norms
- ☐ Model language use not just gestures
- ☐ Teach children to signal when they don't understand
- ☐ Use simple language/signs for support (HELP/AGAIN/SHOW-ME)

What this looks like:

- Gaining attention by tapping or waving before signing or drawing/writing
- Explicitly teaching and reinforcing HELP/AGAIN/SHOW-ME

Participation Skills

- ☐ Support children in expressing preferences
- ☐ Encourage children's independent attempts before adult assistance
- ☐ Provide intentional wait time before prompting or helping
- ☐ Use visual supports for routines and expectations

What this looks like:

- Asking the child to make choices within a set selection
- Wait for child to request items or help instead of anticipating needs

NOTES

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