



What Would You Do? Possible Answers

This activity helps children identify solutions to accessibility issues in the classroom, and ways they can self-advocate.

Ramona:

- She can request her classmates to mute their microphones
- She can ask the teacher to remind students to remain on mute
- The teacher can use the “ask to unmute” feature to reduce interruptions

Tyler:

- He can explain that hearing technology does not restore hearing to “normal”
- He can suggest that she gets his attention first before talking
- She can get his attention by waving or tapping him first (if he’s comfortable with her doing so)
- She can wait for eye contact before she begins to speak

Amar:

- Amar can request for the teacher to face him while speaking
- Amar can request the use of an FM system, so he can hear the teacher when their back is turned
- The teacher can repeat the answers his classmates say, or hand them the FM system before they speak at length
- The teacher can face Amar while speaking
- The teacher can use real time captioning

Selena:

- Selena can remain on mute while she isn’t talking and the dog is barking
- Selena can move herself or her dog to another room
- If not possible to move away from the dog, Selena can type her answer