

MY ACCESSIBILITY – HEARING PEERS IN CLASS

Multiple Choice Questions (for all age groups, complexity may be adjusted)

1. When you don't understand what a classmate says during group work, what is the best thing to do?
 - A) Stay quiet and hope to understand later
 - B) Ask them politely to repeat what they said
 - C) Ignore them and do something else
 - D) Leave the group
2. Why might a pass microphone help you in class?
 - A) It makes everyone's voice louder so you can hear better
 - B) It lets only the teacher speak
 - C) It stops everyone else from talking
 - D) It records the class
3. If you find it hard to follow a multimedia presentation, what could you do?
 - A) Ask for captions or subtitles to be turned on
 - B) Leave the room
 - C) Wait until the class is over
 - D) Ask a friend to explain everything later
4. How can moving your seat help your understanding in class?
 - A) It can get you closer to the person speaking
 - B) It helps you see the board better
 - C) It reduces background noise
 - D) All of the above
5. When you hear a classmate answer a question, but don't understand, what might you want your peers to know?
 - A) That you like to hear loud voices
 - B) That you might ask for repetition or clarification
 - C) That you don't want to talk at all
 - D) That you only listen to the teacher

Likert Scale Questions (1=Strongly Disagree to 5=Strongly Agree)

- I feel comfortable asking my peers to repeat themselves if I don't understand.
- I believe other students sometimes have trouble understanding each other in class.
- I often move my seat or body to hear better during class discussions.
- I feel confident expressing my communication needs to my classmates.
- Using a pass microphone helps me understand better during partner or small group work.

Fun, Engaging Assessment Activities

1. "Classroom Communication Detective" (10-12 years)

Goal: Assess understanding of class discussions, partner work, and use of communication supports.

Materials: Scenario cards, checklist, stickers or tokens.

Implementation:

- Prepare cards with short, relatable classroom scenarios (e.g., “Your friend didn’t use the pass mic, and you didn’t hear the answer. What can you do?”).
- Students draw a card and discuss in small groups what they would do, marking responses on a checklist.
- Teacher observes, notes who understands key strategies like asking for repetition or using the mic.
- Use tokens as rewards for correct or thoughtful responses.

Assessment Use:

- Observe student reasoning and verbal responses for competency.
 - Note ability to identify communication strategies (autonomy).
 - Gauge comfort discussing strategies (relatedness).
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2. “Peer Awareness Poster & Role-Play” (12-15 years)

Goal: Explore relatedness and autonomy; identify peer communication barriers and self-advocacy strategies.

Materials: Poster boards, markers, role-play prompts.

Implementation:

- In small groups, students create posters answering: “What would I want my peers to know about communicating with me?”
- Each group presents their poster and role-plays short scenarios where a peer asks for clarification or uses a pass mic.
- Class discusses how comfortable they felt and what motivated asking for help.

Assessment Use:

- Posters reveal students’ understanding of peer communication needs (competency).
 - Role-play shows comfort level and self-advocacy skills (autonomy).
 - Group discussion highlights awareness of peer challenges (relatedness).
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3. “Communication Seating Challenge” (15-18 years)

Goal: Assess practical autonomy skills in optimizing communication environment.

Materials: Classroom seating map, different noise level audio clips, checklist.

Implementation:

- Present students with a seating map of a classroom with different noise distractions marked.
- Play audio clips simulating different classroom noises.
- Ask students to choose their ideal seat to optimize hearing and understanding and justify their choice in writing or verbally.
- Follow-up with a brief reflection: “How often do you change your seating or position to improve understanding? Why or why not?”

Assessment Use:

- Written/verbal justifications show understanding of communication environment (competency).
- Reflection answers provide insight into autonomy and motivation.

4. “Understanding Peers Survey & Discussion” (All ages, adapted complexity)

Goal: Assess relatedness and autonomy via self-report and group dialogue.

Materials: Printed Likert scale survey (above), whiteboard/flip chart.

Implementation:

- Administer the Likert scale survey anonymously.
- Aggregate results and present general findings to the class.
- Facilitate guided discussion: “What do these results say about how we communicate and support each other in class?”
- Encourage students to share ideas for improvement or strategies they use.

Assessment Use:

- Survey quantifies comfort, awareness, and relatedness.
 - Discussion provides qualitative data on group dynamics and individual autonomy.
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Summary for Implementation Across Ages

Activity	Ages 10-12 Adaptations	Ages 12-15 Adaptations	Ages 15-18 Adaptations
Classroom Communication Detective	Use more guided prompts and simplified scenarios	Encourage peer-to-peer explanation	Add complexity to scenarios; include technology options like pass mic
Peer Awareness Poster & Role-Play	Focus on basic peer communication needs, use visuals	Explore more nuanced communication challenges	Add role-plays involving denial or misunderstandings
Communication Seating Challenge	Simplify noise scenarios, more visual aids	Add reflection questions and group discussion	Include written justification and strategic planning
Understanding Peers Survey & Discussion	Simplified Likert items; guided discussion	Full Likert survey with reflection	Full survey with critical discussion on DEIBA and self-advocacy