

# How I Communicate Best

Use fictional examples. Leave out diagnoses, medical information, names, passwords and contact details.

**Learning goal:** Identify communication access preferences without assuming one method fits everyone.

Deaf and hard-of-hearing people use different languages and communication tools. Your choices belong to you. Describe what helps in one learning situation, and what others should ask rather than assume.

1. Choose a real or made-up learning situation. Leave out names, diagnoses and private details.
2. Explore the three activities. Choose supports that fit you; skip any that do not.
3. Write, type, draw, point, sign, use AAC or ask someone to scribe your own ideas.
4. Choose one next step and an adult who can help make it possible.

**Grades 3–5 support:** Use the prompts and examples, or explain your ideas in your own way. Ask for words, a scribe or one direction at a time.

## My communication choices

Select options you use or would like to discuss with an adult.

Optional choices · choose any, none or your own

- ☐ Signed language
- ☐ Spoken language
- ☐ Written text
- ☐ Captions
- ☐ Interpreter
- ☐ Assistive listening support

## My choices in a class discussion

## What others should ask me first

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## Access in a busy room

Imagine three classmates talk at once during a design debate. Identify a barrier and an access change.

### Barrier to following ideas

### Change that would support participation

## Optional deeper thinking · Grades 6–8

Plan an accessible multi-person debate and explain how turn-taking protects access to complex arguments.

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## My introduction

Prepare a short message about a communication preference without private information.

To include me in the discussion...

Please check access by...

## My next step

What will I try, and who can support it? Write, draw, dictate, sign or use AAC.

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## Accessibility & alternative responses

Provide complete written directions and accurate captions. Do not rely on audio alerts; offer a visible or agreed tactile signal.

## Teacher facilitation

Ask preferences; do not assume ASL, lipreading or hearing technology. Arrange qualified interpreting or other communication services where appropriate. Face the group, maintain sightlines and use one speaker at a time.

## Family-use suggestion

Invite the learner to choose what to share. Try one support together, ask what helped, and change the plan with their permission. Do not turn this sheet into a test or require private information.

## Specialist formats

These printouts are not Braille. Embossed Braille and specialist tactile materials need qualified, technically validated production. The accessible digital version supplies structured text, not a specialist-format substitute.