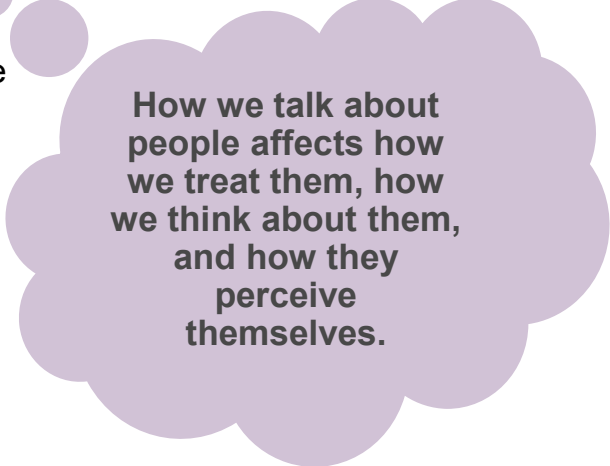


Reflecting on Cultural Impacts

Think about a culture that you identify with. Imagine if that culture was framed in a way that communicated:

- Low functioning
- Attention-seeking behaviour
- Fixates or Hyper-focuses
- Immature for their age
- Rigid thinking
- Emotionally dysregulated
- They need to learn how to function in the real world.
- He has rigid tendencies because of [culture].
- She just uses her [culture] as an excuse.



How we talk about people affects how we treat them, how we think about them, and how they perceive themselves.

- How would I feel if this was written/said about me?

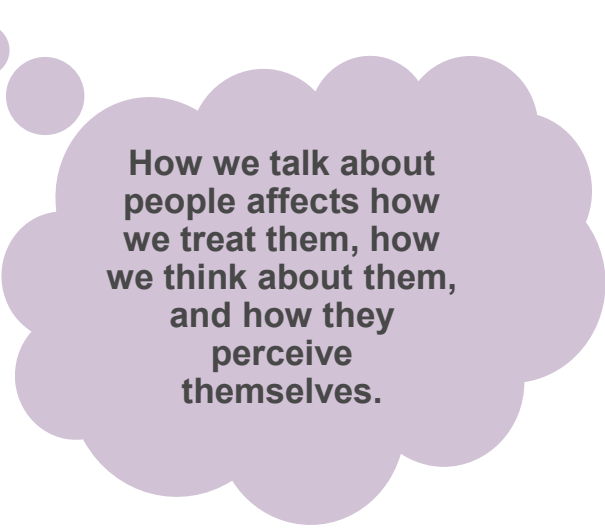
- Does this language suggest that the something about the student needs to be fixed, cured, controlled, or avoided?

- Am I using particular words or phrases solely because it is tradition?

- Does this information provide enough detail to be helpful and supportive to the reader?

Reflecting on Language

- [Student] gets easily distracted in class and does not complete work during provided class time. I recommend that the student asks for help when needed instead of staring into space.
- [Student] is not making friends or relating to peers.



How we talk about people affects how we treat them, how we think about them, and how they perceive themselves.

- How would I feel if this was written/said about me?
- Does this language suggest that the something about the student needs to be fixed, cured, controlled, or avoided?
- Am I using particular words or phrases solely because it is tradition?
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Less Lecture, More Tools: Neuroaffirming Language for Autism-Inclusive Classrooms

Turn each growth statement below into a neuroaffirming statement. When you are done with the provided statements, try thinking of some statement you commonly use and transform them into neuroaffirming statements.

Current Statement	Neuroaffirming Statement
Student often cannot follow verbal instructions. When asked a direct question, they refuse to answer and avoid eye contact.	
Student cannot focus in class. They are often listening to the conversation of peers or staring into space instead of doing their work during the time provided.	
Student is very uncooperative, sitting in the same spot each class, when the seating plan changes, they cannot focus or complete tasks.	
Student cannot adapt to unexpected changes. If the schedule is changed, the rest of their day is unproductive.	
Student refuses to engage in small talk with peers. They have difficulty interacting with peers and do not initiate conversations.	
Student has inappropriate emotional reactions. They have an inability to be compassionate to others' struggles and challenges.	

Current Statement

Neuroaffirming Statement

Questions? We would love to hear from you!



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