



Engaging with People with Social Anxiety & Autism

- Respect the delay of social-emotional cues.
- Make the conversation appropriately personable by prioritizing building rapport.
- Give options, such as writing a paper OR doing a presentation
- Provide visuals and reiterate expectations in writing
- Model learning through mistakes
- Check for understanding
- Provide written follow-ups
- Give information one step at a time
- Avoid using analogies or cultural references
- Set clear written and stated expectations around participation.
- Provide multiple ways for students to participate.

**BE CLEAR. BE CONCISE.
BE DIRECT. BE PATIENT.**





Environments

- Provide or allow sensory items (fidget toys, sound machines, markers, doodle paper)
- Ask for feedback regarding the environment lighting, noise level, etc.
- Foster a welcoming culture where students feel safe to express themselves without fear of judgment, (i.e. validate their feelings, don't make them feel like their emotions are a burden, avoid thinking avoidance is disinterest).
- Maintain a calm, positive, and responsive tone of voice
- Keep a predictable routine
- Provide syllabi in advance
- Be flexible and patient. Allow students to take breaks, adjust their pace. Be flexible in timing and expectations
- Communicate overtly if there will be a new meeting space
- Respect personal space

