WHAT NEURODIVERGENT STUDENTS WANT

1. **Understanding and Acceptance**: Many students with High-functioning autism emphasize the importance of being understood and accepted by teachers, peers, and school staff. They desire educators who are knowledgeable about High-functioning autism and who demonstrate empathy, patience, and acceptance of their unique traits and differences.

2. **Supportive Learning Environment**: Students with High-functioning autism value a supportive and inclusive learning environment where they feel safe, respected, and valued. They appreciate teachers who create a positive classroom atmosphere, provide clear expectations, and offer opportunities for success and growth.

3. **Clear Communication**: Students with High-functioning autism emphasize the importance of clear and effective communication in the classroom. They prefer teachers who use straightforward language, provide explicit instructions, and offer visual supports to aid comprehension.

4. **Individualized Support and Accommodations**: Many students with High-functioning autism express the need for individualized support and accommodations to help them succeed academically and socially. They appreciate educators who recognize their strengths and challenges, and who tailor instruction, assignments, and assessments to meet their specific needs.

5. **Social Skills Development**: Students with High-functioning autism often desire support and instruction in developing social skills and navigating social interactions. They value opportunities for social skills training, peer mentoring, and group activities that promote socialization and friendship-building.

6. **Emotional Regulation Support**: Students with High-functioning autism may struggle with emotional regulation and managing stress and anxiety. They appreciate teachers who offer support and strategies for coping with emotions, reducing stress, and managing sensory sensitivities in the classroom.

7. **Respect for Differences**: Students with High-functioning autism emphasize the importance of respect for neurodiversity and acceptance of their differences. They desire an educational system that celebrates diversity, promotes inclusion, and values the contributions of individuals with High-functioning autism and other neurodevelopmental differences.

8. **Opportunities for Self-Advocacy**: Many students with High-functioning autism express a desire for opportunities to advocate for themselves and their needs within the educational system. They value educators who empower them to self-advocate, participate in decision-making, and advocate for accommodations and support services.