When a classmate **hums, makes noises, or talks to themselves**



What you might notice:

Your classmate hums while working, makes sounds, or sometimes talks out loud when no one is talking to them.

What might be going on:

Sometimes making sounds helps people feel calm, think, or feel comfortable. They might not even realize they're doing it!

What could you do?:

1. Remember that they might have a reason for making those sounds.
2. Try not to stare, laugh, or make fun of them.
3. Keep including them in activities and conversations.
4. If the sounds make it hard for you to concentrate, you can ask your teacher for help.

When a classmate **rocks, moves around, walks on their toes, or has trouble sitting still**



What you might notice:

Your classmate moves their body a lot, rocks back and forth, walks on their toes, or gets up from their seat.

What might be going on:

Moving might help them feel comfortable, stay focused, or get their bodies ready to learn.

What could you do?:

1. Remember that everyone moves their body differently.
2. Give them room to move when it's safe.
3. Don't copy their movements to mock them.
4. Invite them to join activities without expecting them to participate exactly like everyone else.

When a classmate **seems overwhelmed by noise or changes**



What you might notice:

Your classmate covers their ears, gets upset when plans change, becomes quiet, or has a hard time during a loud or busy activity.

What might be going on:

Something around them might feel too loud, too busy, or different than they expected. They might need a little time or space to feel comfortable again.

What could you do?:

1. Try not to add more noise or attention to the situation.
2. Be patient if they need a little time.
3. Ask if there's something they need, if it seems like an appropriate time.
4. If you're worried about them or think they need help, let a trusted adult know.

When a classmate **spends recess or lunch walking around or playing alone**



What you might notice:

Your classmate walks around the playground, spends time by themselves, or doesn't seem interested in joining a group.

What might be going on:

They might enjoy having time to themselves, need a break, or simply prefer a different activity. They might also want a friend but aren't sure how to join in.

What could you do?:

1. Invite them to play or join your group.
2. Ask if they'd like to walk with you.
3. If they say no, that's okay. Give them space.
4. Look for things you might both enjoy doing.
5. Remember that being alone doesn't always mean someone is lonely.

When a classmate **responds differently, or communicates in a different way**



What you might notice:

You ask your classmate a question, but they answer in a way you weren't expecting, or they communicate without using many words.

What might be going on:

They might need more time to think, have trouble finding the words, or communicate in a different way than you do.

What could you do?:

1. Give them a little extra time to respond.
2. Try not to assume they're ignoring you.
3. Use clear words when you're talking with them.
4. Be patient if they communicate differently than you do.
5. Remember that there are lots of ways to share ideas and have a conversation.

PEER INCLUSION TOOL

A Spectrum of Support