

Making assumptions about an individual's skills, abilities, and temperament based on stereotypes. This includes physical as well as mental/academic capacity, e.g., assuming the capacity of someone who is physically disabled

Not asking for input into work or a project a person is involved in; not taking them seriously, and seeing only the disability, not the whole person

Eye rolling, sniggering, or mocking someone with a disability

Being made to feel "other". Neurodivergent people often feel as if they "didn't get the memo" so ostracising behaviours can enhance this feeling

Not being invited to senior meetings because they might not behave in a neurotypical manner

Not understanding the challenges faced by neurodivergent individuals, which can prevent individuals from presenting their best selves in meetings and interviews

"Otherisation" – seeing having a disability as 'abnormal' and denying them equal access to life experiences

Interrupting someone when they're speaking, or completing their sentences because they're "being too slow"

Not believing or accepting someone has a disability or a learning difference, particularly if it's non-visible such as neurodivergence, sight or hearing impairment

Insisting people behave in neurotypical ways, e.g., maintaining eye contact – considering them to be rude if they don't

Accusing people with a disability and/or accessibility needs of being difficult

Using equipment labelled for someone with adjustment requirements when not required

Intentionally not extending social invites, to avoid making allowances for them, such as choosing a wheelchair friendly place

Using a condescending voice to explain

Assuming someone with a disability & learning difference is incompetent

Being actively ignored and excluded from meetings and group activities

Not greeting someone with a disability, assuming they will not know how to respond or talk to you

Not providing additional support or reasonable adjustments as requested, so individuals are unable to fully participate, including in educational settings

Overstepping boundaries, even when well-meant, such as assuming an individual with a disability is incapable or not aware when they need help, e.g., pushing someone in their wheelchair when they have declined help

Making a 'fuss' about needing to make and accommodate adjustments both in work and socially



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What do disability related microaggressions look like?

Disability related micro-aggressive behaviours can be verbal, non-verbal or environmental, including: