

Making Workplaces and Schools More Accessible for People With Misophonia

For employees, students, parents, teachers, school leaders, HR teams, and employers

“Accommodations for misophonia are necessary since the world is often not a place where persons with misophonia (or misokinesia) can interact easily.” I wrote that in *Misophonia Matters*. I was thinking about the places we have to be: classrooms, offices, clinics, buses, family dinners. The sounds are ordinary to many people. The effect they have on us is not ordinary, and it can get in the way of learning or work.

I know what it is like to sit in class trying to listen while somebody whistles, clicks a pen, or shakes a leg. I have written about looking angry when I was doing everything I could to hold it together, about feeling anxious before I even entered the classroom, and about leaving when asking for help did not work. That history is part of why I wrote about accommodations in my books. People should not have to invent a perfect explanation for misophonia before a school or employer will discuss a seat change, headphones, a break, or a quieter place to work.

This is a long, practical guide. It draws heavily on my books *Misophonia Matters*, *CBT for Misophonia*, and *Full of Sound and Fury*, alongside published research and official disability-rights sources. I have kept my own language wherever it fits and marked quotations from my books. The legal section covers several countries and international frameworks. No one page can set out every national, provincial, state, or local rule, so check the official sources for your location before relying on a legal summary.

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What misophonia can look like

A 2022 international Delphi study reached a consensus definition: misophonia is a disorder of decreased tolerance to specific sounds or stimuli associated with those sounds. The committee did not claim that every question about misophonia had been settled. It gave researchers a shared starting point after years of different terms and measures. People with misophonia may have strong emotional, physical, and behavioral reactions to particular sounds. Some also react to the movements connected with a sound, or to visual cues. Misokinesia is a term some people use for this visual side.

Chewing, sniffing, breathing, throat clearing, tapping, clicking, and whistling are examples that appear in research and in people's accounts. They are examples, not a required list. My triggers are not your triggers. Even the same sound can be tolerable one day and unbearable another, depending on stress, fatigue, the setting, who is making it, and how long the person has been managing it.

In *Full of Sound and Fury*, I wrote about a classmate's whistling bringing me close to hyperventilating and leg movement in my peripheral vision bringing me to tears. At the time, I did not know why these things hit me so hard. That is a very different experience from thinking, "I would prefer a quieter room." A person may feel rage, panic, disgust, nausea, muscle tension, an urge to leave, or a mix that changes from one moment to the next. Their attention can get stuck on the trigger even when they are trying to follow a lesson or finish a report.

Misophonia is still being studied. The Delphi definition is a research consensus definition; it is not the same thing as a universally adopted diagnostic code. That distinction matters when a clinician is documenting a condition or when a benefits system asks for a formal diagnosis. It does not make a student's distress imaginary, and it does not tell a manager whether a practical change would help. Schools and employers can begin by asking what activity is affected and what adjustment might let the person do it.

Why access matters at work and school

In school, a student may be trying to copy notes while another student taps a pencil. In an office, an employee may be listening to a meeting while someone chews gum. In a clinic waiting room, a person may be watching the clock and trying to stay in their seat through a repeated sound. The trigger can take over attention. Then the person is spending effort on getting through the moment instead of learning, thinking, or doing the task they came to do.

I described my own school experience this way in *Full of Sound and Fury*: "If a classmate was making loud, distracting noises, I'd complain to the teacher. It didn't always get me far, but if they didn't help, I'd leave." I also wrote about being anxious just thinking about going to class. This is why the response matters to a school. If a student has to leave every time, then the trigger may be deciding whether they get the lesson. If the teacher and student can agree on a seat, an exit signal, or a way to use earplugs during independent work, the student has a better chance of staying connected to the class.

"Accommodations are the reason why I am able to function in daily life." — Shaylynn Hayes-Raymond, CBT for Misophonia, "Misophonia Accommodations," pp. 217-218

I have also written about the point where avoidance starts taking a person away from people and events that matter to them. That is a real concern, and I do not ignore it. In my experience, the answer is not to deny a useful accommodation; it is to ask what the support is making possible. If a student can leave for five minutes and return to the lesson, the break is supporting participation. If an employee can use a quieter room for concentrated work and join the team meeting afterward, the room is supporting work. If a plan leaves the student out of class most of the day, or keeps an employee away from important work, then we

need to revise the plan together.

This is a practical question, not a test of whether the trigger would upset everyone. The person with misophonia can describe their experience; the school or employer can look at the activity, safety, and available options. If a small change makes the task possible, that is useful information. If one adjustment does not help, that is a reason to discuss another one.

What research can and cannot tell us

Research on misophonia has grown, but school and workplace accommodation research is still thin. The literature helps describe symptoms, functional impact, and how people respond to sounds. There are far fewer studies that follow a student or employee before and after a particular accommodation. I want to be plain about that. The options in this guide come from my books and practice-informed experience, published work on access, and ordinary problem-solving. They should be tried and reviewed with the person using them.

What studies of education tell us

Porcaro, Alavi, Gollery, and Danesh surveyed 686 instructors at six public universities in Florida. In the authors' sample, 18.4% said they knew the definition of misophonia, and 2.3% said a student had disclosed it to them. Instructors who were familiar with misophonia or viewed it as a serious concern were more likely to say they would accommodate hypothetical student requests. The survey did not observe actual accommodation meetings or measure grades, attendance, or learning outcomes. It had a low response rate and represents a particular group of university instructors. Still, it gives us a concrete reason to explain the condition: instructors cannot respond to a request they do not recognize.

Seaborne and Fiorella studied learning in a classroom task with a chewing sound. It is a small, specific experiment, not proof that every person will lose learning under every sound condition. Guzick and colleagues interviewed 20 young people with misophonia, ages 10 to 17, and their parents. Participants described difficulty concentrating, anticipatory anxiety, leaving situations, and the effect of misophonia on family and school life. Interviews cannot tell us how common each experience is; they show how an access problem can spread beyond the minutes when a sound is present.

Studies of symptoms and impairment

Wu and colleagues asked 483 undergraduates about misophonia symptoms and related experiences. Nearly one in five in that university sample met the study's threshold for clinically significant symptoms. This is not a population prevalence estimate. Möllmann and colleagues examined an online, non-random sample of 1,881 people and found that symptom severity was closely tied to functional impairment. That sample cannot stand in for everyone either. These studies are useful for a narrower point: researchers have measured distress and impairment, rather than treating misophonia as a preference for quiet.

There is now more work on treatment than there was when my early writing was published. A 2023 systematic review found promising early results for several approaches, while also describing small samples, inconsistent measures, and a need for stronger trials. A randomized CBT trial and later youth studies add to that developing literature. Treatment research answers different questions from accommodation research. A therapy trial does not tell a school which seat to offer or an employer whether a quiet workspace is feasible.

My CBT for Misophonia book includes a worksheet asking what accommodations a person has tried, whether they helped, what else might help, and whether those changes are possible. I included those questions because people's needs and settings differ. The research has not produced a universal answer, and neither

has my experience. The right next step is often a small trial with a clear purpose and a check-in date.

One research detail is easy to misread. A 2024 study compared family accommodation in 102 children and adolescents with misophonia and 95 young people with anxiety disorders. Parents often described changing routines or helping a child avoid a trigger. That research concerns family patterns and clinical questions. It does not test a student's legal school accommodation or an employee's workplace adjustment. Those are different settings, with different purposes and responsibilities. A school break pass should not be judged by a study about parents changing family routines.

Newer treatment research also belongs in the picture, with its limits kept clear. A 2026 randomized study of 43 young people compared transdiagnostic CBT with psychoeducation and relaxation training; the authors reported promising results for brief treatment. A 2026 scoping review mapped 30 CBT-family publications from 2013 to 2025 and described a heterogeneous literature. Neither study tested school or workplace accommodations. They tell us that treatment research is moving; they do not answer whether a particular student should be allowed to use earplugs in class.

What the evidence does not prove

There is no large set of controlled trials showing that one accommodation works for every student or employee with misophonia. The instructor survey measured knowledge and stated willingness, not outcomes. The youth research was qualitative. Other studies use self-report, convenience samples, or early measures. If someone claims that accommodations always help or always make misophonia worse, ask what study tested that exact claim. The answer should be specific about the people studied and the outcome measured.

How to make an accommodation useful

Begin with the situation the person is trying to get through

"What sounds bother you?" may be too broad a first question. Ask where the problem shows up, what task is happening, and what happens to the person's ability to stay, listen, read, write, meet, or finish the work. Is the issue the cafeteria, a particular class, open-plan desk space, a weekly meeting, or a room where the person must sit for a long time? The answer points toward a change that can be tested.

Keep the person in the conversation

I wrote in *Misophonia Matters* that the accommodations needed "will depend on what the triggers are and what environments the person with misophonia frequents." That is still my starting point. Do not assume a seat at the back is better, or that headphones solve every sound problem. Ask. A student may need to see the board, a worker may need to hear customers, and a visual trigger may matter more than the sound in a particular room.

Think about the trigger and the return

A plan often needs two parts: what can reduce the chance of a trigger taking over, and what the person can do when it happens anyway. Moving a desk may reduce the exposure. An agreed short break may help someone settle and return. Written instructions can help after a person misses a sentence. It is worth agreeing on the return, because people do not always know whether they are allowed to come back after stepping out.

Be careful with headphones and other devices

In CBT for Misophonia, I call assistive devices adaptive coping tools. I also note that earbuds and earphones should be used at safe listening levels. In a school or workplace, there is another practical question: can the person still hear the teacher, customer, alarm, equipment, or safety instruction? Some people use earplugs for independent work and remove them for discussion. Others need filtered earplugs or a different room. Agree on a safe, workable use with the person instead of banning the device without discussing why it is needed.

Make the change specific enough to use

“Take a break when you need one” can leave a student wondering whether leaving will count as skipping class. “You can show this card, go to the support room for up to ten minutes, and return through the side door” gives everyone a shared plan. An employee may need to know which room is available, how to reserve it, and what to do if a meeting runs long. The less improvisation required during a trigger, the easier it is to use the accommodation.

Keep the goal in view

The accommodation should help the person do something they are expected and want to do. If the original idea keeps a student out of instruction or takes an employee away from core duties, ask whether another arrangement could protect access better. This is the place for adjustment, not blame. A plan can change when the room, class, job, or person’s needs change.

Keep private information private

Usually, the people implementing a plan need to know what to do, not every detail of the person’s diagnosis or history. A substitute teacher may need the break signal and re-entry routine. A manager may need to know when the employee can use a quiet room. Classmates and coworkers do not need a medical file. Follow the privacy rules that apply in your country and institution, and tell the person before sharing information whenever the law and circumstances allow.

Accommodating misophonia at school

In Misophonia Matters, I listed school accommodations from kindergarten through college: noise-cancelling headphones, earplugs, the ability to leave class if overstimulated, online schooling when misophonia is impeding learning, a smaller class, no eating in class if possible, and a set seat or desk in the area where the student is most comfortable. I presented those as suggestions. The child, family, school, and clinician have to decide what fits the actual situation.

Here is the part I would add from my own years as a student: the support needs to be easy enough to use that the student can use it before they are at the end of their rope. If a student has to raise a hand and explain a trigger in front of the room, they may wait until they are already overwhelmed. A quiet signal, agreed seat change, or pass to leave briefly can prevent that public moment.

In the classroom

A fixed seat can help when a trigger comes from behind, from a particular side of the room, or from a classmate’s movement. It can also fail if the student can no longer see the board or is placed away from the teacher. Ask the student where they can concentrate best and let them try it. If a visual trigger is involved, changing the line of sight may matter as much as reducing sound.

If a student needs earplugs or headphones during independent work, then set out when they can wear them and how the teacher will get their attention. If the student needs to hear oral instruction, then provide written directions as well or have a discreet way to check understanding. If a trigger is making it impossible to stay in the room, then an agreed break and re-entry plan gives the student a route back to learning. These arrangements can be adjusted around supervision, fire alarms, communication, and the learning objective.

For tests, consider a quieter room, a smaller group, or flexible seating. Keep the same test and standards unless the student's formal plan calls for something else. For group work, talk through room choice, seating, and what the student can do if a trigger begins. The student should not be assigned the job of asking every classmate to stop moving or making ordinary sounds.

Lunch, assemblies, buses, and the spaces between classes

Students often tell me that the hardest part of school is not the lesson. It is lunch, the bus, the hallway, or the few minutes when everyone is moving and making sound at once. Those settings may have less structure and fewer predictable seats. Ask the student which part of the day is hardest. If lunch is the barrier, possible arrangements include a quieter table, a smaller lunch group, a different eating time, or a room where a friend can join them. If an assembly is difficult, the student might need an aisle seat and permission to step out with a designated adult. If the bus ride is the problem, headphones, seating, or a different transport plan may be relevant, depending on safety and local rules.

Do not assume a separate room is automatically the best answer. If the student wants to eat with friends, a quieter table may preserve that connection. If they want time alone, that is a different need. Ask the student and family what would make participation feel possible, then check whether the plan is working.

When a student leaves, shuts down, or appears angry

I know what it is like to look like a rude or inattentive student when I was actually trying not to be overwhelmed. A reaction can look like anger, refusal, or withdrawal from the outside. That does not mean every behavior should be ignored. It does mean the first response should include a question: was there a trigger, and was the agreed support available?

If a student leaves class after a trigger, then ask whether they knew they were allowed to leave, whether the exit plan worked, and what will help them return. If they are missing assignments, then look at whether they are missing instruction or spending time recovering. If the school is considering discipline for behavior connected to a disability-related need, follow the applicable education and disability procedures before treating it as misconduct.

Older students, college, and university

A university student may be expected to contact disability or accessibility services and arrange accommodations through the school's process. Faculty can still make practical classroom changes and follow approved adjustments. A student should not have to tell the whole class why they need a quieter exam room. For younger students, include parents or guardians under local law, while giving the student an age-appropriate voice in decisions about their own day.

Online learning can be a useful option for some students when a particular program or period is inaccessible. It can also cost a student peer contact, lab access, routine, or a class they value. In my book I included online schooling as one possible accommodation when misophonia is impeding learning. I would treat it as an option to assess with the student, not a default response that removes them from school.

Accommodating misophonia at work

My workplace list in Misophonia Matters is direct: headphones, earplugs, a private office or cubicle away from others, working from home, flexible hours, and no eating in meetings. I added that these options depend on whether they are feasible for the person's position. That is still a useful way to begin. Identify the barrier and the job task, then look at what can be changed without losing the work itself.

A person can be capable and reliable at their job and still find an open office, a shared meal, or a long meeting difficult. If the task requires quiet concentration, then a low-trigger location for that task may solve the problem. If the job depends on hearing instructions or customers, then headphones may not be appropriate at that time, and a different seat or brief reset may be better. The plan should be built around the actual work, not assumptions about what a person can do while wearing earplugs.

Workstation, schedule, and location

A move away from a kitchen, busy walkway, printer, or visually distracting seat may be enough. A private office is one possibility, but a bookable room, quiet desk, or a few scheduled hours in a calmer area may do the job. If work can be performed remotely, then a hybrid or remote arrangement may reduce a barrier; assess the role's essential duties and communication needs. If the trigger is strongest at a particular time, then a flexible start or schedule may help, where coverage permits.

Meetings, shared meals, and training

If a meeting includes food, gum, or a long period of close seating, then ask whether the meeting can be held in a different room, run without eating, or include a way to step out and return. If the employee misses information during a trigger, then send agendas and decisions in writing. If the problem is a large, unpredictable meeting, then a smaller meeting, remote attendance, a seat near the exit, or permission to leave for a few minutes may be worth testing.

My book includes "no eating in meetings" as one possible request. An employer can consider a general practice for focused meetings without naming the employee or making coworkers monitor one person's behavior. Some meetings will involve meals for business reasons; others will not. It is reasonable to talk about the specific meeting rather than deciding that every request is either automatically easy or impossible.

Headphones, earplugs, and safe work

Agree on when an audio aid can be used, how the person will hear alarms and urgent instructions, and what happens in customer-facing or equipment-heavy work. An employee may use headphones for a report and remove them for a meeting. If that will not work safely, discuss other adjustments. Do not turn a safety concern into a blanket rule without considering alternatives that could preserve both safety and access.

Coworkers, managers, and confidentiality

In Misophonia Matters, I describe how daunting it can be to tell someone about misophonia when you cannot predict how they will react. If the employee wants to speak with a coworker, choosing a calm time and explaining what would help may make the conversation easier. The formal accommodation process should not depend on the employee persuading every coworker to be considerate. HR or a manager can set practical meeting or workspace expectations and keep personal information private.

If a coworker makes a sound without knowing it is a trigger, then a discreet request or a manager's general adjustment may solve the immediate problem. If someone deliberately repeats the sound after being asked

to stop, then the issue has changed; the employer should use its ordinary conduct and anti-harassment procedures. The employee should not have to endure targeted behavior as the price of asking for access.

How to request or plan an accommodation

My book includes a sample accommodation letter, but I wrote that it should not be used as-is. A letter is a starting point for describing a person's needs; it cannot know the job, school, local law, or the person's preferred solution. A request can be simple. It should explain the barrier and name a change to discuss.

A sample request for an employee

I have misophonia. Certain sounds and related sensory cues can interfere with my concentration in [setting or task]. This is affecting my ability to [specific job activity]. I would like to discuss trying [requested adjustment] for [task or time period]. If that option does not work for the team or the role, I am open to discussing another change that addresses the same barrier. Could we set a time to review this?

This draft does not require an employee to tell coworkers or provide more personal history than the process asks for. If documentation is requested, the employee can ask what information is needed, who will see it, and how it will be kept. The rules for documentation differ among countries and employers.

A sample request for a student or family

My child/student has misophonia, and [sound, movement, or setting] is making it difficult to take part in [class, test, lunch, group work, or another activity]. We would like to meet with the school team to discuss a practical plan. One option we would like to try is [seat, break, quieter room, earplugs, or other support]. We want to help the student stay connected to school and return to the activity after a trigger.

A student can make the request directly when that is appropriate. Families of younger students can contact the teacher, counselor, disability coordinator, principal, or the team named in school procedures. In college or university, the disability or accessibility office usually handles formal documentation. The process depends on local rules.

Try a change and review it

Before a meeting, it can help to note when the problem happens, which activity is affected, and what has helped even a little. That is enough to make the discussion concrete. A person should not have to keep a distress diary or prove every trigger. The goal is to find the minimum useful information, then agree on who will do what.

Write down the accommodation, how to use it, a backup option, and a date to check in. If the quiet room is occupied, where does the employee go? If the usual seat is unavailable, who can help the student move? If a trial works, keep it. If it does not, adjust it. A review date keeps the discussion practical and gives everyone a chance to say what has changed.

What teachers, school leaders, HR, and employers can do

You do not need to know everything about misophonia before a student or employee asks for help. You do need to listen carefully enough to understand what activity is becoming difficult. A respectful answer can be as simple as, “Tell me what happens in that room, and what change would help you stay or return.”

Teachers and school staff

Make sure the staff who need to implement the plan know the practical details: where the student may sit, how to request a break, what room they can use, and how they return to class. A substitute teacher needs that information too, without being given the student’s whole history. Offer choices discreetly. Do not ask the student to explain misophonia in front of classmates.

If a student leaves, then follow the agreed plan and help them re-enter. If the plan is unclear, ask the student and family privately. Do not use a sound to test whether the student is affected, ask classmates to repeat a trigger, or describe the accommodation as a reward. When a student appears angry, allow time to settle before discussing what happened. Later, work out whether the current plan gave them a workable choice.

HR professionals and managers

Tell employees where to make an accommodation request. Respond promptly enough that a person is not left to cope indefinitely while a form moves through the system. Focus on the essential duties, the barrier, and possible adjustments. Keep medical information on a need-to-know basis and do not turn the request into a performance judgment.

If headphones create a real safety or communication issue, explain the task-specific concern and discuss alternatives. If a requested private office is unavailable, that does not end the discussion; consider a quiet room, different desk, remote work for certain tasks, or schedule adjustment. Record what the team agrees to, who will implement it, and when it will be reviewed. Follow local law and the organization’s accommodation process.

Classmates and coworkers

A person’s reaction may look directed at you when it is actually a reaction to a sound or movement. They may know that you did not mean to trigger them and still need space. If they ask for a change, listen. They should not expect classmates or coworkers to diagnose misophonia, but deliberate teasing or repeating a trigger after someone has explained the effect is not a harmless joke.

Disability law: what applies where you live

Disability law can protect access to employment and education, but the wording, coverage, eligibility rules, employer size thresholds, documentation requirements, complaint routes, and limits differ. Laws usually do not need to name every condition individually. A person may be covered when they meet the law’s definition of disability and the condition has the required impact. That does not mean every person with misophonia automatically qualifies, or that every requested change must be granted. The decision depends on the law, evidence, setting, and proposed adjustment.

United States: ADA, Section 504, and IDEA

Employment: Title I of the Americans with Disabilities Act (ADA) protects qualified individuals with disabilities in employment and requires covered employers to provide reasonable accommodation for known limitations unless doing so would create undue hardship. The ADA generally covers private employers with 15 or more employees, as well as state and local government employers. An accommodation can be a change in how work is usually done, the work environment, or the application process. The EEOC describes an interactive process for clarifying needs and identifying an effective accommodation. State and local laws may cover more employers or provide additional protections.

Public education: Section 504 of the Rehabilitation Act applies to programs and schools receiving federal financial assistance and protects qualified students with disabilities from disability discrimination. Public elementary and secondary schools have Section 504 responsibilities that may include evaluation, accommodations, aids, and services so a qualified student can receive an appropriate education. The Individuals with Disabilities Education Act (IDEA) covers eligible children who need special education and related services. A student may qualify for Section 504 protections without qualifying for IDEA services. The ADA also applies to public schools under Title II, subject to the law's requirements.

Postsecondary education: Colleges and universities have obligations under Section 504 when they receive federal financial assistance, and public institutions are also covered by ADA Title II. Private colleges may be covered by ADA Title III and other laws. Students generally work with the institution's disability services office and provide documentation under the institution's process.

Official sources: ADA statute, U.S. disability rights overview, EEOC accommodation guidance, U.S. Department of Education Section 504, and IDEA overview.

Canada: federal and provincial or territorial human-rights law

Canada does not have one single employment-accommodation law for every workplace and school. The Canadian Human Rights Act applies to federally regulated employers and service providers, such as federal government operations, banks, broadcasting and telecommunications, and interprovincial transportation. Provincial and territorial human-rights codes generally apply to most other workplaces and services in their jurisdictions. The duty to accommodate is assessed individually and can require changes to rules, policies, practices, or physical environments, up to the applicable legal limit of undue hardship.

In New Brunswick, the Human Rights Act protects against discrimination based on physical and mental disability in employment and in services, which include schools. Federally regulated activities are handled under federal law rather than the provincial Act. New Brunswick's Human Rights Commission explains the Act's jurisdiction and provides a practical guide to requesting workplace accommodations. Other provinces and territories have their own codes, commissions, procedures, and terminology.

Official sources: Canadian Human Rights Commission: duty to accommodate, New Brunswick Human Rights Act explained, and New Brunswick workplace accommodation guide. Find the human-rights commission or tribunal for your province or territory for the rules that apply to your setting.

United Kingdom: Equality Act 2010 and Northern Ireland

In England, Wales, and Scotland, the Equality Act 2010 protects disabled people in employment, education, and other covered areas. The Act includes a duty to make reasonable adjustments in specified circumstances. Whether an individual meets the statutory disability definition and what adjustment is reasonable depend on the facts and applicable provisions. Northern Ireland has separate disability discrimination legislation, including the Disability Discrimination Act 1995, and separate enforcement arrangements. People in Northern Ireland should check the local rules rather than assuming that every Equality Act provision applies.

Official sources: Equality Act 2010, section 20, Schedule 13 on education adjustments, and the Equality Commission for Northern Ireland.

European Union

EU Council Directive 2000/78/EC establishes a general framework for equal treatment in employment and occupation, including disability, and requires reasonable accommodation subject to the directive's provisions. Member States implement and enforce these protections through national law. Education and school accommodation rules may arise under national law, other EU law, and international obligations, so the directive is not a complete guide to a student's rights. Check the national legislation and the relevant equality body.

Official source: Council Directive 2000/78/EC on EUR-Lex.

Australia

Australia's Disability Discrimination Act 1992 addresses disability discrimination in employment and education, among other areas. The Disability Standards for Education 2005 explain education-provider responsibilities concerning enrolment, participation, curriculum, support services, and reasonable adjustments. These provisions apply across schools, vocational education, and higher education within their scope. The law includes limits such as unjustifiable hardship, and the details depend on the circumstances.

Official sources: current Disability Discrimination Act 1992 compilation, Australian Government: Disability Standards for Education, and the Australian Human Rights Commission workplace guide.

International framework: Convention on the Rights of Persons with Disabilities

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) sets out international commitments concerning equality, inclusive education, and work and employment. Article 24 addresses education, and Article 27 addresses work and employment. The Convention is binding on States Parties that have ratified or acceded to it, but how its commitments operate in an individual school or workplace depends on national and local law. The CRPD is an important framework; it does not replace the need to check domestic protections and procedures.

Official source: United Nations Convention on the Rights of Persons with Disabilities.

Japan

Japan's Act for Eliminating Discrimination against Persons with Disabilities addresses discriminatory treatment and reasonable accommodation. Since April 1, 2024, providing reasonable accommodation has been a legal obligation for private businesses as well as public bodies. The Cabinet Office explains that this applies to businesses providing goods, services, or other activities; employment matters are handled under the separate employment-disability framework. Whether a person with misophonia qualifies and what change is required still depends on the circumstances and applicable law. See the Cabinet Office policy page and its 2024 annual report summary.

Other countries and local rules

Many countries have disability, equality, education, employment, or human-rights laws that may apply to misophonia-related barriers. The name of the condition may not appear in the legislation. Check how the local law defines disability, which employers and schools it covers, whether it provides a duty to adjust or accommodate, what counts as an effective or reasonable change, what limits apply, and how to challenge a refusal. A national disability-rights organization, education ombuds office, union, legal clinic, human-rights commission, or disability services office may help identify the correct process.

Additional examples from other regions

These examples show why a worldwide guide must point readers toward local law. They do not create one international accommodation procedure.

- **New Zealand:** the Human Rights Act 1993 lists disability among prohibited grounds and contains provisions concerning employment and access to educational establishments. The Act also has disability-related exceptions, so coverage depends on the facts. See the official Act and New Zealand Ministry of Justice overview of the Human Rights Act.
- **India:** the Rights of Persons with Disabilities Act, 2016 includes protections and provisions concerning equality, education, and employment, and defines reasonable accommodation. The Act's protections and remedies have specific eligibility rules and application. See the official India Code text.
- **Brazil:** the Brazilian Inclusion Law (Law No. 13,146/2015) addresses participation and accessibility for people with disabilities, including education and work. The official text is in Portuguese. See the Brazilian Government publication.
- **South Africa:** the Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000 forms part of the country's equality and anti-discrimination framework. Its application, remedies, and interaction with employment and education law are matters for local advice. See the South African Government Act page.

Research limits and respectful language

We have a consensus definition, growing clinical studies, and reports from people describing how misophonia affects everyday life. We do not yet have a final explanation for every person's experience, or a big set of trials telling schools and employers which accommodation will work. It is fine to say what remains uncertain. It is not fine to use uncertainty as a reason to laugh at a student, dismiss a request, or force someone to stay in a triggering situation as proof.

In *Full of Sound and Fury*, I wrote that it should not be assumed that people with misophonia need to force themselves to endure triggers in order to "get used to them." I have not changed my mind about treating a person's distress as an experiment. A school or employer is arranging access, not delivering exposure therapy. Do not deliberately play a trigger or ask a person to endure it to find out whether they are serious.

Use the language a person prefers. Some people say “person with misophonia”; some use “misophonic person.” Avoid calling the person dramatic, rude, oversensitive, or controlling. They may need to work on how they communicate while triggered; that does not give others permission to make the trigger worse on purpose. These are separate problems and can be addressed separately.

My position is simple: accommodations are one of the reasons I can function in daily life. I also wrote that accommodations should help a person have a better quality of life, and that completely disconnecting from people or meaningful activities can become unhealthy. Both ideas belong in the same conversation. If a support helps someone return to class, do the work, or keep a relationship that matters, then it is doing something important. If it stops working, or shuts the person out of something they want, revisit it with them.

Training for HR professionals and educators

Misophonia International offers two classes for people responsible for workplace and school environments. These courses provide a more focused introduction to the impact of misophonia, communication, and practical accommodations.

For HR professionals and business owners

The Misophonia Course for HR Professionals and Business Owners covers misophonia’s possible effects on employees and workplace functioning, communication, and accommodations. It includes text-based learning and downloadable resources, including a presentation that can be used for staff education.

For teachers and educators

The Misophonia Course for Teachers and Educators is designed for teachers, school staff, and educators. It covers the impact misophonia can have on students, classroom functioning, emotional regulation, concentration, and participation, with practical tools for supporting students in educational settings.

Share these links with the person who handles staff development, disability support, student services, or workplace accommodation. Staff still need an individualized plan and, when needed, local legal advice. A course can give them shared language and a clearer starting point for responding to a request.

Research and legal references

Misophonia research

- Hayes-Raymond, S. Misophonia Matters, Part 3, “Accommodations and Negotiations,” pp. 131–138. The school and workplace lists and the interview with Dr. Ali Danesh are the starting points for this guide’s accommodation sections.
- Hayes-Raymond, S. Cognitive Behavioral Therapy (CBT) for Misophonia, “Misophonia Accommodations,” pp. 217–218; “Sample Accommodation Letter,” pp. 219–220; and “My Misophonia Accommodations,” pp. 221–222.
- Hayes-Raymond, S. Full of Sound and Fury (2021), first-person chapters and interviews describing school, work, triggers, and accommodations.
- Swedo et al. (2022). Consensus Definition of Misophonia: A Delphi Study. *Frontiers in Neuroscience*. DOI: 10.3389/fnins.2022.841816.

- Porcaro, Alavi, Gollery, & Danesh (2019). Misophonia: Awareness and Responsiveness among Academics. *Journal of Postsecondary Education and Disability*, 32(2), 107–118.
- Wu, Lewin, Murphy, & Storch (2014). Misophonia: Incidence, Phenomenology, and Clinical Correlates in an Undergraduate Student Sample. *Journal of Clinical Psychology*, 70(10), 994–1007.
- Seaborne & Fiorella (2018). Effects of Background Chewing Sounds on Learning: The Role of Misophonia Sensitivity. *Applied Cognitive Psychology*, 32(2), 264–269.
- Guzick et al. (2024). “How Can I Get Out of This?”: A Qualitative Study of the Phenomenology and Functional Impact of Misophonia in Youth and Families. *Psychopathology*, 58(1), 33–43. DOI: 10.1159/000535044.
- Möllmann et al. (2023). The Central Role of Symptom Severity and Associated Characteristics for Functional Impairment in Misophonia. *Frontiers in Psychiatry*, 14, 1112472.
- Jager et al. (2020). Misophonia: Phenomenology, Comorbidity and Demographics in a Large Sample. *PLoS ONE*, 15(4), e0231390.
- Storch et al. (2024). Family Accommodation in Children and Adolescents With Misophonia. *Behavior Therapy*, 55(3), 595–604. DOI: 10.1016/j.beth.2023.09.001. This concerns family accommodation, not workplace or school disability accommodations.
- Lewin et al. (2026). Treatment of Youth Misophonia: A Randomized Controlled Trial Comparing Transdiagnostic Cognitive-Behavioral Therapy to Psychoeducation and Relaxation Training. *Behavior Therapy*. DOI: 10.1016/j.beth.2025.04.006. Treatment research, not an accommodation study.
- Detroy et al. (2026). Cognitive-Behavioural Therapy Applied to Misophonia: A Scoping Review. *Hearing Research*. DOI: 10.1016/j.heares.2026.109661. The review maps CBT research and does not evaluate workplace or classroom accommodations.
- Jager et al. (2021). Cognitive Behavioral Therapy for Misophonia: A Randomized Clinical Trial. *Depression and Anxiety*, 38(7), 708–718. DOI: 10.1002/da.23127.
- Mattson et al. (2023). A Systematic Review of Treatments for Misophonia. *Personalized Medicine in Psychiatry*, 39–40, 100104. The review describes early promise alongside important limits in study design and measurement.
- Brout et al. (2018). Investigating Misophonia: A Review of the Empirical Literature, Clinical Implications, and a Research Agenda. *Frontiers in Neuroscience*, 12, 36.

Disability-rights and accommodation sources

- Americans with Disabilities Act, as amended (United States).
- U.S. Equal Employment Opportunity Commission: Reasonable Accommodation and Undue Hardship Under the ADA.
- U.S. Department of Education: Section 504 and FAPE.
- Canadian Human Rights Commission: Duty to Accommodate.
- New Brunswick Human Rights Commission: The Human Rights Act Explained.
- Equality Act 2010, section 20 (United Kingdom, except Northern Ireland).
- Council Directive 2000/78/EC (European Union).
- Disability Discrimination Act 1992 (Australia), current compilation.
- Convention on the Rights of Persons with Disabilities (United Nations).
- Japan Cabinet Office: policy for persons with disabilities.
- Human Rights Act 1993 (New Zealand).

- Rights of Persons with Disabilities Act, 2016 (India Code).
- Brazilian Inclusion Law, Law No. 13,146/2015.
- Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000 (South Africa).

Prepared from Shaylynn Hayes-Raymond's books, published research, and official legal sources. Legal provisions and course details can change. Confirm current requirements with the official sources linked above and the school or workplace process that applies to you.