

Resources on Working with Students Neurodiversities

* = Article

** = Book

† = Podcast

‡ = Video

ADHD

*[7 Tips For ADHD-Friendly eLearning...From An Instructional Designer With ADHD \(eLearning Industry\)](#)

This article gives seven quick tips to improve e-learning instructional design for students with ADHD, including making tidy (but not boring) slides, building in break reminders, giving praise, and using real-world problems.

*[The ADHD Academic](#)

This website, designed by a person diagnosed with ADHD as an undergraduate, contains tips for designing courses, assignments, and syllabi to accommodate students with ADHD; information about ADHD in adults; and blog posts about learning with ADHD.

†[Supporting ADHD Learners \(Teaching in Higher Ed Podcast\)](#)

This podcast episode discusses what ADHD is, how the classroom experience can feel for students with ADHD, and how to support those students.

Autism

*[10 Things Faculty Need to Understand About Autism \(Inside Higher Ed\)](#)

In this article, an autistic academic shares what she has learned about working with her own neurodiversity and the neurodiversities of her students.

*[How To Talk About Autism Respectfully \(Public Neurodiversity Support Center\)](#)

This article, written by an autistic and ADHD software engineer, aims to complicate mainstream narratives about autism by arguing that autism is a disability; describing the Double-Empathy Problem, which states that autistic and non-autistic people both struggle to understand one another, rather than autistic people having a communication deficit; stating that identity-first language (“autistic person” versus “person with autism”) is generally preferred in the autistic community, but that individual choice is important; writing about masking; and debunking the misconception that autistic people lack empathy.

Created by Sydnee O’Donnell, FCIP’s Program Assistant and Jessica Mansbach, FCIP Co-Director

[***Preparing Future Faculty to More Inclusively Teach Autistic College Students: Examining an Inclusive Teaching Professional Development Course**](#)

This academic article describes how a professional development unit about autism helped aspiring faculty members become more knowledgeable about and prepared to teach autistic college students. Page 308 details Universal Design for Instruction (UDI) principles that align with teaching autistic students, and pages 314-315 discuss how the study's aspiring faculty members plan to use UDI to make their teaching more inclusive.

[***Stairway to STEM**](#)

This resource hub contains articles about supporting students on the autism spectrum, particularly those in STEM, as they transition from high school to college.

[‡**Students with ASD at College: Student Perspectives \(VCU Center on Transition Innovations\)**](#)

In this video, autistic students at Virginia Commonwealth University share their perspectives on transitioning to college, including managing sensory overload, receiving individualized accommodations, and finding comfort and strength in self-advocacy.

[****College Success for Students on the Autism Spectrum: A Neurodiversity Perspective \(Routledge\)**](#)

This book helps educators understand the experiences of college students on the autism spectrum, explains factors associated with college success for these students, advises faculty and staff on their role, and outlines a comprehensive program to help autistic students achieve college success by creating a support system and providing accommodations and services when needed.

Universal Design for Learning (UDL) and Neurodiversity

[***Addressing Neurodiversity Through Universal Design \(Different Brains\)**](#)

This article gives clear recommendations for how to define neurodiversity, accommodate individual differences through technology, and incorporate UDL principles in the classroom.

[***Bringing Theories to Practice: Universal Design Principles and the Use of Social Annotation to Support Neurodiverse Students \(Faculty Focus\)**](#)

This article describes how social annotation tools such as Hypothesis and Voice Thread, which allow students to see and respond to each other's annotations of a reading, fulfill the essential UDL components: multiple means of engagement, representation, and expression and action.

[***UDL in Higher Ed \(CAST\)**](#)

This resource hub includes an overview of UDL, tips for implementing the framework into course curricula, case studies of courses that use UDL principles, and links to colleges and universities with UDL initiatives.

[***Universal Design For Learning: Fostering Neurodiversity, Equity, And Inclusivity Through Educational Technology \(CUNY\)**](#)

This article describes how Universal Design for Learning (UDL) principles can be used to address the needs of neurodivergent students by allowing flexibility in the classroom. It also discusses the four critical elements of implementing UDL: establishing clear goals, intentionally planning for learner variability, using flexible methods and materials, and maintaining timely progress monitoring.

†[Academic Minute | From Disability to Diversity \(Inside Higher Ed\)](#)

In this short podcast episode, Lynne Shea from Landmark College discusses how changing from a deficit to a diversity model could lead to better outcomes for schools and societies. We need to promote UDL, develop college-wide supports for neurodiverse students, train faculty and staff, and reduce the stigma around neurodiversity.

†[The Neurodiversity Podcast](#)

This podcast delves into a range of topics surrounding neurodiversity in education, including UDL, sensory needs, and fostering executive functioning skills. Episode 208, “The Tricky Transition from High School to Higher Ed,” discusses how to help neurodivergent students thrive in higher education.

†[Responding to Neurodiversity and Shifting Campus Culture with Elizabeth Coghill \(Think UDL\)](#)

This podcast episode features Elizabeth Coghill, Director of the Pirate Academic Success Center at East Carolina University, who outlines how her tutoring center implements UDL strategies to help neurodiverse learners succeed in college. Additional resources are provided as well.

Supporting Neurodiverse Students and Learning More

[***Neurodiverse Universities & Initiatives \(Neurodiversity Network\)**](#)

This webpage highlights universities with initiatives to support neurodiverse students and encourages readers to “find the inspiration to start a wave at your campus!”

[***Resources for Universities \(Neurodiversity Hub\)**](#)

This resource hub contains information on topics such as the transition to university, supports for autistic students in STEM, checklists for students to use as they begin college, student coaching and mentoring programs, skills training, and more.

[***University Counseling Services: Neurodiverse Students \(Virginia Commonwealth University\)**](#)

This article defines neurodiversity and provides links to articles about neurodiversity in higher education and information about organizations, associations, advocacy groups, non-profits, and expert websites.

‡[Accommodations for Neurodiversity in the Classroom \(YouTube Video\)](#)

In this video, an autistic physics professor defines the concept of accommodations and gives tips for professors working with neurodiverse students, such as using direct, precise language; avoiding sarcasm; not assuming that neurodiverse students are intentionally being rude if they speak bluntly; and seeking advice from experts on neurodiversity.

‡[Serving Neurodiverse Students \(Chronical of Higher Education\)](#)

This short video (transcript available) features the president of Landmark College, an institution for students who are on the autism spectrum or who have dyslexia, attention deficit disorders, or other learning disabilities. He discusses Landmark's pedagogical approach, which includes UDL principles, executive function coaching, individualized attention, and social-pragmatics programs for students on the autism spectrum.