

NEURODIVERSITY RESOURCES **UNC FACULTY, STAFF, STUDENTS**

Under the Americans with Disabilities Act, students with disabilities are protected from discrimination. Colleges and universities must make reasonable accommodations for these students to participate in courses and activities. However, support does not stop with accommodations. As more and more neurodivergent students enter higher education, they continue to face serious barriers and challenges on university campuses. These challenges are not only related to learning differences and accommodation needs, but also to the stigma and prejudice that is pervasive as it relates to neurodivergent people. The research indicates that neurodivergent students are less successful than neurotypical peers. In addition, the intersection between neurodivergence and other marginalized groups are associated with even greater inequities. Thus, a system-wide approach is needed to promote inclusion of neurodivergent students, staff, and faculty on postsecondary campuses. More importantly, students need to feel welcomed and valued for their unique learning styles and the strengths and talents they contribute to the university environment and later to society. As an institution of higher learning, we must be prepared to support these students to succeed.

Neurodiversity is the term used to acknowledge that all our brains are wired a bit differently from one another, making us all neurologically diverse, just like biodiversity. *Neurodivergent* is a term that is used to differentiate between those whose brains process information differently than “neurotypical” individuals. In this way, neurotypicality is also a social construct, but both labels are helpful in understanding identities and support needs of students. Neurodivergence can include anything from autism to other cognitive processing differences such as attention deficit/hyperactivity disorder (ADHD), dyslexia, dyspraxia and dyscalculia. As educators, we must work to combat ableism and the myths and biases that exist around neurodiversity and disability. Neurodivergence does not impact a student’s intellect or ability to learn, but instead implies that students will simply need to learn according to their unique terms. We must begin thinking “outside the box” and create educational environments where all students feel as though they belong.

This resource has been created in collaboration with UNC-Chapel Hill, School of Social Work, and the NC AHEC Program via the School of Social Work AHEC Training Partnership

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The purpose of this free inclusive resource is to raise awareness, create a sense of belonging and campus wide support for students who identify as neurodivergent/disabled. Below is a host of on-line resources to help educate UNC faculty, staff, and students on ways to create a welcoming environment for neurodivergent students. These resources can help to deepen understanding of what neurodiversity is, what the needs of neurodivergent students include, and how our campus can support students navigate university life and education so that they can reach their full potential.

Thank you for taking the time to explore some of these very important resources.

Definitions of Neurodiversity:

Coghill, Elizabeth M.H. & Coghill, J.G. (Eds.). (2020). *Supporting Neurodiverse College Student Success: A Guide for Librarians, Student Support Services, and Academic Learning Environments*. Lanham, MD: Rowman & Littlefield.

From Chapter One: An Introduction to Neurodiversity:

The basic premise of neurodiversity is that there is no “normal” baseline for brain processes, but that all individual brains vary and therefore are diverse (Armstrong, 2012). Neurodiversity emphasizes the differences in brain functioning and recognizes that these differences have strengths and challenges that deserve to be recognized and supported (Shmulsky & Gobbo, 2019). Although neurodiversity applies to diverse human neurology, in the larger context it embraces all types of diversity groups on campus including religion, sexual orientation, and race (Robertson & Ne’eman, 2008).

When neurological differences are viewed through the lens of neurodiversity, our viewpoint changes from a medical perspective to a cultural perspective or social justice movement (Shmulsky & Gobbo, 2019). In this context, it can be argued that neurodiverse students comprise a new rising identity group on campus.

Reflections on Neurodiversity – Judy Singer: Afterthoughts, Ideas, Polemics, Not always serious - [Reflections on the Neurodiversity Paradigm: Neurodiversity: Definition and Discussion \(neurodiversity2.blogspot.com\)](https://neurodiversity2.blogspot.com)

Duke ND Connections Definition - *Neurodiversity is an inclusive term that emphasizes the abilities of people with “brain differences” that are distinct from what is considered “typical.” As a social justice movement, neurodiversity aims to recognize the strengths and unique challenges of those with autism, ADHD, and other neurological differences.*

To read more about what Neurodiversity is and to learn the basic terms go to:

- The Neurodiversity Approach(es): What Are They and What Do They Mean for Researchers? - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9261839/>
- About Neurodiversity – Neurodiversity Hub - <https://www.neurodiversityhub.org/what-is-neurodiversity>
- Neurodiversity: Some Basic Terms and Definitions – NeuroQueer - <https://neuroqueer.com/neurodiversity-terms-and-definitions/>
- Introduction to Autism: Neurodiversity (What is it and Why Do We Care? – Reframing Autism - <https://reframingautism.org.au/introduction-to-autism-part-5-neurodiversity-what-is-it-and-why-do-we-care/>
- Nothing About Us Without Us: Increasing Neurodiversity in Disability and Social Justice Advocacy Groups - <https://autisticadvocacy.org/wp-content/uploads/2016/06/whitepaper-Increasing-Neurodiversity-in-Disability-and-Social-Justice-Advocacy-Groups.pdf>
- Armstrong, T.(2010). *The power of neurodiversity: unleashing the advantages of your differently wired brain*. De Capo Press.

UNC TEACCH – How We Talk About Autism and What Matters - Webinar with Jemma Grindstaff, Ph.D. and Jackyln Gerda Boheler, MSW, OTR/L -

<https://uncch.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=4bd7a4c5-2592-4a06-ac45-b00e013644c4>

(Includes Brief History of the Neurodiversity Movement; What is ND; Person-First or Identity-First Language; Functioning Labels; Profound Autism, etc.)

Ableism: as defined by **TL Lewis**: “A system that places value on people’s bodies and minds based on societally constructed ideas of normalcy, intelligence, excellence and productivity. These constructed ideas are deeply rooted in anti-Blackness, eugenics, colonialism, and capitalism. This form of systemic oppression leads to people and society determining who is valuable and worthy based on a person’s appearance and/or their ability to satisfactorily [re]produce, excel and ‘behave.’ You do not have to be disabled to experience ableism.”

From: Lewis, T. A. (2021, January 1). January 2021 working definition of ableism.

<https://www.talilalewis.com/blog/january-2021-working-definition-of-ableism>

To read more about what Ableism is and how it shows up in our society and on college campuses go to:

- What is Ableism, and What is its Impact? Medical News Today
<https://www.medicalnewstoday.com/articles/ableism#impact>
- How to Talk About Disability Sensitively and Avoid Ableist Tropes -NPR
<https://www.npr.org/2022/08/08/1115682836/how-to-talk-about-disability-sensitively-and-avoid-ableist-tropes>
- Battling Ableism: How Colleges Can Foster Sense of Belonging for Students with Disabilities - <https://medium.com/@terrell.strayhorn/battling-ableism-how-colleges-can-foster-sense-of-belonging-for-students-with-disabilities-b25efbc5c6c8>
- E-book- Academic Ableism: Disability and Higher Education – Jay Timothy Dolmage - <https://library.oapen.org/bitstream/handle/20.500.12657/47415/1/9780472900725.pdf>
- Kendi, I. X. (2021). Ableism and racism: Roots of the same tree. *Be Antiracist*.
<https://www.pushkin.fm/episode/ableism-racism-roots-of-the-same-tree/>
- Avoiding Ableist Language: Suggestions for Autism Researchers - <https://www.liebertpub.com/doi/10.1089/aut.2020.0014>
- Brown, N. E. (2021). *Lived experiences of ableism in academia: Strategies for inclusion in Higher Education*. Policy Press.
- Dolmage, J.T. (2017). *Academic Ableism: Disability and Higher Education*. University of Michigan Press.

Resources for Supporting ND/Disabled Students in Higher Education

- How to Teach Your (Many) Neurodivergent Students – The Chronicle for Higher Education
<https://www.chronicle.com/article/how-to-teach-your-many-neurodivergent-students>
- Emerging Practices for Supporting Students on the Autism Spectrum in Higher Education: A Guide for Higher Education Professionals - <https://paautism.org/wp-content/uploads/2019/05/A-Guide-for-Higher-Education-Professionals.pdf>

- Building Neurodiversity-Inclusive Postsecondary Campuses: Recommendations for Leaders in Higher Education - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10024274/>
- Neurodiversity in Higher Education: A Narrative Synthesis - https://www.researchgate.net/publication/341991983_Neurodiversity_in_higher_education_a_narrative_synthesis
- Exploring the Effect of Disability Microaggressions on Sense of Belonging and Participation in College Classrooms - <https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=7903&context=etd#:~:text=Frequent%20microaggressions%20targeting%20students%20with,current%20classroom%20culture%20and%20climate>
- Podcast - *Responding to neurodiversity and shifting campus culture with Elizabeth Coghill, Director of the Pirate Academic Success Center, East Carolina University* <https://thinkudl.org/episodes/responding-to-neurodiversity-and-shifting-campus-culture-with-elizabeth-coghill>
- Duke ND Connections - Faculty and Staff Resources (shared with permission) <https://sites.duke.edu/neurodiversityatduke/>
 - [Academic Advising Tip Sheet](#)
 - [Faculty Classroom Inclusion Guide](#)
 - [Faculty Tip Sheet](#)
 - [How to Support Neurodiverse-Students](#)
 - Online Resources - <https://sites.duke.edu/neurodiversityatduke/resources/online-resources/>
- ECU Libraries – Research Guides – Neurodiversity – includes articles, videos, podcasts, excellent resource - <https://libguides.ecu.edu/Neurodiversity>
- UNC Greensboro – Neurodiversity and Universal Design for Learning Resources <https://accessibility.uncg.edu/2022/09/26/neurodiversity-udl/>
- Neurodiversity Hub – Resources for Universities <https://www.neurodiversityhub.org/resources-for-universities>
- LiNC-IT – Higher Education Faculty Resources - <https://linc-it.org/higher-education/>
- A Guide for Understanding Neurodivergent Communication Styles created by Jacklyn Boheler, OTR/L, Co-Founder of Ots for Neurodiversity [A Guide for Understanding Neurodivergent Communication Styles | TPT \(teacherspayteachers.com\)](#)
- Neurodiversity-Affirming Versus Ableist Practice with Transition-Aged Clients created by Jacklyn Boheler, OTR/L, Co-Founder of Ots for Neurodiversity [A Guide for Understanding Neurodivergent Communication Styles | TPT \(teacherspayteachers.com\)](#)
- Neurodiversity at DePauw: In Classroom/Teaching Resources/Higher Education Support - <https://libguides.depauw.edu/c.php?g=1303543&p=9579261>
- GUEST POST: A Student’s Lived Experience Account of Neurodiversity in Higher Education - <https://www.learningscientists.org/blog/2023/12/7-1>
- Autism Goes to College - <https://www.autismgoestocollege.org/for-professors/>

- College Autism Network - <https://collegeautismnetwork.org/home/training/>
- California State University Chico - <https://www.csuchico.edu/fdev/fdev-teaching-guides/teachingguide-42.shtml>
- Understanding Asperger Syndrome: A Professor's Guide - [Understanding Asperger Syndrome: A Professor's Guide | OAR \(researchautism.org\)](#)
- The Neurodiversity Initiative: For Faculty - [For Faculty | William & Mary \(wm.edu\)](#)
- The Higher Education – The Podcast: Making Teaching More Inclusive and Equitable - [THE podcast: making teaching more inclusive and equitable | THE Campus Learn, Share, Connect \(timeshighereducation.com\)](#)
- UC Davis – Recorded Webinar – Graduate Student Workshop-Accessibility and Inclusion in Teaching: Perspectives of Autistic and Neurodivergent Students - [Graduate Student Workshop-Accessibility and Inclusion in Teaching: Perspectives of Autistic and Neurodivergent Students - University of California, Davis \(ucdavis.edu\)](#)
- About Universal Design for Learning - [CAST: About Universal Design for Learning](#)
- Building Neurodiversity-Inclusive Postsecondary Campuses: Recommendations for Leaders in Higher Education - <https://www.liebertpub.com/doi/10.1089/aut.2021.0042>
- Four Ways to Design a Course That Supports Neurodivergent Students - <https://hbsp.harvard.edu/inspiring-minds/4-ways-to-design-a-course-that-supports-neurodivergent-students>
- H., C. E. M., & Coghill, J. (2021). *Supporting Neurodiverse College Student Success: A guide for librarians, student support services, and Academic Learning Environments*. Rowman & Littlefield.
- Woodruff, John; Accardo Amy & Kruder, Jay. (2021). *College Success for Students on the Autism Spectrum: A Neurodiversity Perspective*. Stylus Publishing.
- Ladau, E. (2021). *Demystifying disability: What to Know, What to Say and How to be an Ally*. Ten Speed Press.

Resources for UNC Health Science Schools

Social Work

- Let's Talk Social Work – Different Ways of Thinking: Neurodiversity and Social Work – UK podcast - <https://shows.acast.com/lets-talk-social-work/episodes/a-different-way-of-being>
- Making Disability Visible in Social Work Education - https://www.researchgate.net/publication/335806269_Making_Disability_Visible_in_Social_Work_Education
- Neurodivergent Social Workers 'Exhausted' from Lack of Understanding at Work - <https://www.communitycare.co.uk/2022/08/17/neurodivergent-social-workers-exhausted-workplace-lack-of-understanding/>
- #CripplingSocialWork: Why Disability is a Social Work Issues - <https://disabilitysocialwork.wordpress.com/2020/07/21/crippingsocialwork-why-disability-is-a-social-work-issue/>
- Keynote from Seminar on “Social Workers Confronting Racial Injustice Centering Disability Justice” - <https://www.youtube.com/watch?v=5SCowjam6uI>
- Infusing MSW Programs with Disability Studies - <https://www.tandfonline.com/doi/abs/10.1080/10437797.2022.2029309>

- Autism Spectrum Disorder and the Science of Social Work: A Grand Challenge for Social Work Research - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6521880/>
- Curricular Resources on Issues Disability and Disability-Competent Care: Diversity and Justice Supplement – CSWE - <https://www.cswe.org/CSWE/media/SBIRT-Curricular-Resource/Issues-of-Disability-Curricular-Resource-Copyright.pdf>
- Neurodiversity and Autism Spectrum Disorders: Grounding for Social Work Education and Praxis - <https://sophia.stkate.edu/cgi/viewcontent.cgi?article=1058&context=dsw>
- Neurodivergent social workers ‘exhausted’ from lack of understanding at work - <https://www.communitycare.co.uk/2022/08/17/neurodivergent-social-workers-exhausted-workplace-lack-of-understanding/>
- The Neurodivergent Social Worker - <https://ndsociaworker.wixsite.com/ndsw>

Dental

- Accommodating Dental Students with Disabilities <https://pubmed.ncbi.nlm.nih.gov/7962911/>
- [Embracing neurodiversity-informed dentistry. Part five: Diverse minds in the dental profession | BDJ Team \(nature.com\)](#)

Nursing

- Neurodiversity in Nursing Training and Professional Development - <https://susanfitzell.com/neurodiversity-in-nursing-training-and-professional-development/>
- [Support and Understanding for Neurodivergent Nurses \(SUNN\) – #dontdystheneurodiversenurseproject \(wordpress.com\)](#)
- [Neurodiversity Guidance | Peer Support Service | Royal College of Nursing \(rcn.org.uk\)](#) (AMAZING resource)

Medical:

- Untapped Potential: Embracing Neurodiversity in Medicine - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9299741/>
- How Autistic Doctors Can Thrive: A Medical Student’s Journey of Discovery of Their Self and Embracing Their Difference - <https://medicguild.com/articles/neurodiversity-in-medicine/>
- Neurodiversity in medical education: How can we improve postgraduate learning for neurodiverse doctors? <https://pubmed.ncbi.nlm.nih.gov/35236237/>
- Embracing Neurodiversity in Our Healthcare Educators - <https://www.medicaleducators.org/Embracing-Neurodiversity-in-our-Healthcare-Educators>

Public Health

- Neurodiversity in Healthcare and Public Health - <https://www.nationaldisabilityinstitute.org/uncategorized/neurodiversity-in-healthcare-and-public-health/>
- Reframing Neurocognitive Differences: What the Neurodiversity Movement Means for Public Health and Equity - <https://communitycommons.org/collections/What-the-Neurodiversity-Movement-Means-for-Public-Health-and-Equity>

- Health Career Collaboration – Neurodiversity - <https://healthcareercollaborative.com/neurodiversity/>

Allied Health

- Guide to Practice-Based Learning (PBL) for Neurodivergent Students - [First Contact Practitioners and Advanced Practitioners in Primary Care: \(Musculoskeletal\) A Roadmap to Practice](#)
[First Contact Practitioners and Advanced Practitioners in Primary Care: \(Musculoskeletal\) A Roadmap to Practice \(hee.nhs.uk\)](#)

Speech and Language Pathology

- From An Autistic SLP: How Neurotypical Colleagues Can Help - <https://leader.pubs.asha.org/doi/10.1044/leader.FT1.26042021.38/full/>
- [A Primer on Neurodiversity-Affirming Speech and Language Services for Autistic Individuals | Perspectives of the ASHA Special Interest Groups](#)
- [Neuro Allies: A Graduate Program Offers Neurodiversity Specialization in Autism \(asha.org\)](#)
- [How to be a Neurodiversity-Affirming Speech Therapist \(communicationcommunity.com\)](#)
- [AutisticSLT | Emily Lees | Supporting autistic children's communication](#)

Occupational Therapy

- Jacklyn Gerda Boheler, MS, OTR/L – OT's for Neurodiversity [Facebook](#)
- [Special Issue on Occupational Therapy With Neurodivergent People | The American Journal of Occupational Therapy | American Occupational Therapy Association \(aota.org\)](#)

Physical Therapy

- [Perspective | The Need for Neurodiversity-Affirming Care for Autistic Adults | APTA](#)
- [Neurodiversity: Navigating Scenarios Using a Neurodiversity-Affirming Approach \(physicaltherapy.com\)](#)
- [Autism and Neurodiversity | 3781 | \(physicaltherapy.com\)](#)
- [Physical Therapist Iris Warchall on Supporting Autistic Patients \(thinkingautismguide.com\)](#)

Pharmacy

- [Challenging barriers for pharmacists with disabilities \(rpharms.com\)](#)
- Engaging Neurodivergent Talent for Pharma Roles - https://pharmatimes.com/web_exclusives/Engaging_neurodivergent_talent_for_pharma_roles_1340894/
- The Spectrum Pharmacist - <https://www.facebook.com/thespectrumpharmacist/>
- Autism Familiarity and Knowledge Among Pharmacy Students - https://www.researchgate.net/publication/259167460_Autism_familiarity_and_knowledge_among_pharmacy_students

Other UNC Schools/Departments/Units

Education

- [Neurodiversity in the classroom: a teacher's guide \(structural-learning.com\)](#)
- [Neurodiversity: A New Approach for Students with Special Needs | Teaching Channel](#)
- [Neurodiversity in the Classroom: A Teacher's Guide \(educationelephant.ie\)](#)

- [Education Crisis - Neurodiversity Affirming Teacher Training Needed \(autisticrealms.com\)](http://autisticrealms.com)
- [Certificate in Learning Differences and Neurodiversity – LC Online \(landmark.edu\)](http://landmark.edu)
- [Neurodiversity Resources for Educators \(heinemann.com\)](http://heinemann.com)

Business

- Neurodiversity and a Skilled, Diverse Workforce – UNC Kenan Institute - [Neurodiversity and a Skilled, Diverse Workforce - Frank Hawkins Kenan Institute of Private Enterprise \(unc.edu\)](http://unc.edu)
- Neurodiversity and the Future of Work - [Neurodiversity and the Future of Work | AACSB](http://AACSB)
- How are Business Schools Improving Inclusion for Neurodiverse Students - <https://www.mbastudies.com/articles/how-are-business-schools-improving-inclusion-for-neurodiverse-students>
- Reframing Neurodiversity as Competitive Advantage: Opportunities, Challenges, and Resources for Business and Professional Communication Educators - <https://journals.sagepub.com/doi/10.1177/2329490620944456?icid=int.sj-abstract.similar-articles.1>
- [Neurodiversity ‘the new frontier of inclusion’ at business school \(ft.com\)](http://ft.com)
- Neurodiversity as a Competitive Advantage - <https://hbr.org/2017/05/neurodiversity-as-a-competitive-advantage>

Law School

[NALP - National Association for Law Placement | Accessibility Without a Disadvantage: Supporting Neurodivergent Lawyers and Law Students](http://NALP)

Training on Neurodiversity and Disability

- [Certificate in Learning Differences and Neurodiversity – LC Online \(landmark.edu\)](http://landmark.edu)
- Florida State University – Professional Certification in The Fundamentals of Neurodiversity for Multidisciplinary Professionals - <https://learningforlife.fsu.edu/professional-certification-fundamentals-of-neurodiversity/>
- Therapist Neurodiversity Collective – Neurodiversity Training - <https://neurodiversity-training.therapistndc.org/>
- Disability Justice Self-Study Guide - Topics include physical, cognitive, intellectual, and mental disabilities; accessibility, broadly defined; ableism in education; and intersections of ableism with other systems of oppression. [Disability Justice Self-Study Guide - Students \(wustl.edu\)](http://wustl.edu)
- Neurodiversity Network – Neurodiversity 101 - [Neurodiversity 101 | Neurodiversity Network](http://Neurodiversity101.com)

Resources for University Students

- Tips for Neurodivergent Students and Academics – podcast- <https://studyingpixels.com/tips-for-neurodiverse-students-and-academics/>
- College STAR Student Support Network - [Home - College STAR Student Support Network](http://Home-CollegeSTAR.com)
- ADHD in College, ATTitude Magazine - Articles for college students and their parents about ADHD and the college experience - suggested accommodations, steps to success, and entries

written by students. [ADHD in College: Helping Teens and Young Adults Succeed \(additudemag.com\)](#)

- College Central, Organization for Autism Resources - Support resources for college students about self-advocacy, academics, social life, and careers. [College Central | OAR \(researchautism.org\)](#)
- Association for Autism and Neurodiversity - [AANE Homepage - AANE](#)
- Resources for Tertiary Students and Young Adults, Parents and Carers - [Neurodiversity Resources For Students - Neurodiversity Hub](#) — [Neurodiversity Hub](#)
- The Neurodiversity Initiative: For Students - [For Students | William & Mary \(wm.edu\)](#)
- How to Navigate College as a Neurodivergent Student – US News and World Report - [How to Navigate College as a Neurodivergent Student \(usnews.com\)](#)
- Neuro Guides: Life Guides for Autistics – Blog - [Blog - NeuroGuides](#)
- Cook B. & Purkis, Y. (2022). *The Autism and Neurodiversity Self-Advocate Handbook: Developing Skills to Determine Your Future*. London: Jessica Kingsley Publishers.
- UNC Apples Program Service-Learning Course <https://ccps.unc.edu/apples/> - EDUC 400 - *Autism in Our Communities: An Interdisciplinary Perspective* - Students have 30 hours of service-learning with individuals with autism at community partner sites. Class discussions introduce students to diverse topics related to autism spectrum disorder. This is an APPLS course.

Other Resources – Books, podcasts, social media, etc.

- Neurodivergent Insights - Featuring books, fidgets, directories, and resources to empower and support neurodivergent experiences. <https://neurodivergentinsights.com/resources>
- Neurodivergent Therapist - <https://ndtherapists.com/resources/>
- Therapist Neurodiversity Collective - <https://therapistndc.org/neuro-pride-connect-page/>
- Neurodiversity Network: Self-Care - <https://www.neurodiversitynetwork.net/neurodivergent-self-care>
- The Neurodiversity Podcast - <https://neurodiversitypodcast.com/>
- 11 Autism Social Media Influencers to Follow - <https://beaminghealth.com/article/11-autism-social-media-influencers-to-follow>
- Spectrum News - <https://autismspectrumnews.org/>
- The Center for Connection - Neurodiversity Resources for Parents & Professionals - <https://www.thecenterforconnection.org/ot-resources>
- NPR – How “unmasking” leads to freedom for autistic and other neurodivergent people - <https://www.npr.org/2022/04/14/1092869514/unmasking-autism-more-inclusive-world>
- Divergent Pathways Resources - <https://www.divergentpathways.com/resources>
- Lakshmi Piepzna-Samarasinha, L. (2019). *Care Work: Dreaming Disability Justice*. Vancouver, BC: Arsenal Pulp Press.
- Nerenberg, J. (2021). *Divergent Mind: Thriving in a World That Wasn't Designed for You*. New York, NY: HarperCollins.
- Price, D. (2022). *Discovering the New Faces of Neurodiversity: Unmasking Autism*. New York, NY: Harmony Books.
- Vorme, C. (2020). *Connecting with the Autism Spectrum: How to Talk, How to Listen, and Why You Shouldn't Call It High Functioning*. Emeryville, CA: Rockridge Press.

- Wong, A.(Ed.). (2020). *Disability Visibility: First-Person Stories from the Twenty-First Century*. New York, NY: Vintage Books.
- Kapp, S. K. (Ed.). (2020). *Autistic community and the Neurodiversity Movement: Stories from the frontline*. Palgrave Macmillan.
- Morgan, L. & Donahue, M. (2021). *Living with PTSD on The Autism Spectrum: Insightful Analysis with Practical Applications*. London: Jessica Kingsley Publishers.
- Honeybourne, V. (2020). *The Neurodiversity Workplace: An Employer’s Guide to Managing and Working with Neurodivergent Employees, Clients, and Customers*. London: Jessica Kingsley Publishers.
- Garcia, E. (2022). *We’re not broken: Changing the autism conversation*. Harvest, an imprint of William Morrow.

Inclusive Language Guidelines – American Psychological Association

<https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines>

Disability: can be broadly defined as the interaction of physical, psychological, intellectual, and socioemotional differences or impairments with the social environment (World Health Organization, 2001). The members of some groups of people with disabilities—effectively subcultures within the larger culture of disability—have ways of referring to themselves that they would prefer others to adopt. The overall principle for using disability language is to maintain the integrity (worth and dignity) of all individuals as human beings (APA, 2020b).

Neurodiversity: a term that evolved from the advocacy movement on behalf of individuals with autism spectrum disorders (ASD) and has been embraced by other groups of individuals with neurologically based disabilities (e.g., learning disabilities [LDs]). Neurodiversity suggests that these disabilities are a natural variation in brain differences and that the workplace should adapt to them (Sumner & Brown, 2015).

Person-first and identity-first language

person-first versus identity-first language: the discussion of person-first versus identity-first language was first applied to issues regarding people with disabilities. However, the language has been broadened to refer to other identity groups. Authors who write about identity are encouraged to use terms and descriptions that both honor and explain person-first and identity-first perspectives. Language should be selected with the understanding that the individual’s preference supersedes matters of style. In person-first language, the person is emphasized, not the disability or chronic condition. In identity-first language, the disability becomes the focus, which allows the individual to claim the disability or the chronic condition and choose their identity rather than permitting others (e.g., authors, educators, researchers) to name it or to select terms with negative implications. It is often used as an expression of cultural pride and a reclamation of a disability or chronic condition that once conferred a negative identity. It is permissible to use either approach or to mix person-first and identity-first language unless or until you know that a group clearly prefers one approach, in which case, you should use the preferred approach (APA, 2020b).

Person-first language may also be appropriate in the following scenarios (Brandeis University PARC, n.d.):

Term to avoid	Suggested alternative
victim, survivor	person who has experienced... person who has been impacted by...
wheelchair-bound	person who uses a wheelchair
mentally ill	person living with a mental health condition person with a mental disorder person with a mental illness
abusive relationship	relationship with a person who is abusive
addict	person with a substance use disorder
homeless person	person without housing
prostitute	person who engages in sex work
prisoner, convict	person who is/has been incarcerated
slave	person who is/was enslaved

For more information on person-first and identity-first language, please refer to the [APA bias-free language guidelines for writing about disability](#) (APA, 2020b).

Identity-related terms

Age

ageism: stereotyping and discrimination against individuals or groups based on their age. Ageism can take many forms, including prejudicial attitudes, discriminatory practices, or institutional policies and practices that perpetuate stereotypical beliefs (APA, 2020a). Reverse ageism literature also indicates that young employees—broadly defined as people under 40—comprise a socially disadvantaged group that is likely to be exposed to workplace discrimination stemming from reverse-ageist ideologies (Kessler et al., 1999; Raymer et al., 2017).

Term to avoid	Suggested alternative
the elderly elderly people the aged aging dependents seniors senior citizens	older adults older people persons 65 years and older the older population

Avoid using terms such as “seniors,” “elderly,” “the aged,” “aging dependents,” and similar “othering” terms because they connote a stereotype and suggest that members of the group are not part of society but rather a group apart (see Lundebjerg et al., 2017; Sweetland et al., 2017). For more information on problematic and preferred language use related to age, please refer to the [APA bias-free language guidelines for writing about age](#) (APA, 2020b).

Disability status

ableism: stereotyping, prejudicial attitudes, discriminatory behavior, and social oppression toward people with disabilities to inhibit the rights and well-being of people with disabilities, which is currently the largest minority group in the United States (APA, 2021b; Bogart & Dunn, 2019). Understanding the concept of ableism, and how it manifests in language choices, is critical for researchers who focus on marginalized groups such as the autistic community (Bottema-Beutel et al., 2021).

Term to avoid	Suggested alternative	Comment
Use of person-first and identity-first language rather than condescending terms		
special needs physically challenged mentally challenged mentally retarded handi-capable differently-abled	person with a disability person who has a disability disabled person people with intellectual disabilities child with a congenital disability child with a birth impairment physically disabled person person with a physical disability	Use person-first or identity-first language as is appropriate for the community or person being discussed. The language used should be selected with the understanding that disabled people’s expressed preferences regarding identification supersede matters of style. Avoid terms that are condescending or patronizing.
mentally ill	person with a mental disorder person with a mental illness	

Term to avoid	Suggested alternative	Comment
	person living with a mental health condition	
Description of Deaf or hard-of-hearing people		
person with deafness person who is deaf	Deaf person	Most Deaf or Deaf-Blind individuals culturally prefer to be called Deaf or DeafBlind (capitalized) rather than “hearing-impaired,” “people with hearing loss,” and so forth.
hearing-impaired person person who is hearing impaired person with hearing loss	hard-of-hearing person person who is hard-of-hearing	
person with deafness and blindness	Deaf-Blind person	
Description of blind people and people who are visually impaired		
person with blindness visually challenged person sight-challenged person	blind person person who is blind visually impaired person vision-impaired person person who is visually impaired person who is vision impaired	
Use of pictorial metaphors, negativistic terms, and slurs		
wheelchair-bound person	wheelchair user person in a wheelchair	Avoid language that uses pictorial metaphors, negativistic terms that imply restriction, and slurs that

Term to avoid	Suggested alternative	Comment
		insult or disparage a particular group. As with other diverse groups, insiders in disability culture may use these terms with one another; it is not appropriate for an outsider (nondisabled person) to use these terms.
AIDS victim	person with AIDS	
brain damaged	person with a traumatic brain injury	
cripple invalid	person with a physical disability	
defective nuts crazy	person with a mental disorder person with a mental illness person living with a mental illness	
alcoholic	person with alcohol use disorder	
meth addict	person with substance use disorder	

For more information on problematic and preferred language use related to disability, please refer to the [APA bias-free language guidelines for writing about disability](#) (APA, 2020b).