

NEURODIVERSITY RESOURCES

For UNC Faculty, Staff, and Students

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Introduction

Under the Americans with Disabilities Act (ADA), students with disabilities are protected from discrimination. Colleges and universities are required to provide reasonable accommodations to ensure these students can participate in academic and campus life.

However, support goes beyond accommodations. Many neurodivergent students still face significant challenges in higher education, including stigma and bias. These barriers are compounded for students who also belong to other marginalized groups.

Research shows that neurodivergent students often experience lower success rates than their neurotypical peers. Therefore, we need a campus-wide commitment to fostering inclusion, belonging, and support—not just compliance.

Neurodivergent students, staff, and faculty deserve environments that honor their unique learning styles, strengths, and contributions. As an institution of higher learning, UNC must be ready to support their success.

Understanding Neurodiversity

Neurodiversity is the concept that all brains are wired differently, and this variation is both natural and valuable—just like biodiversity.

Neurodivergent describes individuals whose brains process information in ways that differ from the "neurotypical" norm. Conditions such as autism, ADHD, dyslexia, dyspraxia, and dyscalculia are examples.

These terms can help us understand students' identities and needs. Importantly, neurodivergence does not reflect a lack of intelligence or ability to learn—it means students may learn best in nontraditional ways.

As educators and community members, we are responsible for dismantling ableism and rethinking educational environments so that all students feel they belong.

About This Resource

This resource was 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

The purpose of this free resource is to raise awareness and support neurodivergent and disabled students across campus. The following links and readings offer guidance for faculty, staff, and students on how to build a more inclusive community.

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General Neurodiversity Resources

- ☐ [The Neurodiversity Approach\(es\): What Are They and What Do They Mean for Researchers?](#)
- ☐ [What Is Neurodiversity – Neurodiversity Hub](#)
- ☐ [Neurodiversity: Basic Terms and Definitions – NeuroQueer](#)
- ☐ [What is Ableism? – Medical News Today](#)
- ☐ [Talking About Disability Sensitively – NPR](#)
- ☐ [Battling Ableism in Higher Ed – Medium](#)
- ☐ [Academic Ableism – Jay Timothy Dolmage \(E-book\)](#)
- ☐ [Ableism and Racism: Roots of the Same Tree – Be Antiracist](#)
- ☐ [Avoiding Ableist Language – Autism Research](#)
- ☐ [Neurodivergent Insights](#)
- ☐ [Neurodivergent Therapist Resources](#)
- ☐ [Therapist Neurodiversity Collective](#)
- ☐ [Self-Care for Neurodivergent Individuals – Neurodiversity Network](#)
- ☐ [Neurodiversity Podcast](#)
- ☐ [Neurodiversity Resources – Center for Connection](#)
- ☐ [Divergent Pathways Resources](#)

Recommended Neurodiversity Readings

- ☐ Armstrong, T. (2010). *The Power of Neurodiversity: Unleashing the Advantages of Your Differently Wired Brain*. De Capo Press.
- ☐ Brown, N. E. (2021). *Lived Experiences of Ableism in Academia*. Policy Press.
- ☐ Dolmage, J. T. (2017). *Academic Ableism: Disability and Higher Education*. University of Michigan Press.
- ☐ Piepzna-Samarasinha, L. (2019). *Care Work: Dreaming Disability Justice*. Arsenal Pulp Press.
- ☐ Nerenberg, J. (2021). *Divergent Mind: Thriving in a World That Wasn't Designed for You*. HarperCollins.
- ☐ Honeybourne, V. (2020). *The Neurodiversity Workplace*. Jessica Kingsley Publishers.
- ☐ Wong, A. (Ed.). (2020). *Disability Visibility: First-Person Stories from the Twenty-First Century*. Vintage Books.

Autism-Specific Resources

- ☐ Webinar: [How We Talk About Autism](#) – UNC TEACCH Autism Program
- ☐ [Introduction to Autism: Why Neurodiversity Matters – Reframing Autism – What is it and Why do we care?](#)
- ☐ [Nothing About Us Without Us: Increasing Neurodiversity in Disability and Social Justice Advocacy Groups](#)
- ☐ [11 Autism Social Media Influencers to Follow](#)
- ☐ [Autism Spectrum News](#)
- ☐ [Freedom Through Unmasking – NPR](#)

Recommended Autism Readings

- Price, D. (2022). *Discovering the New Faces of Neurodiversity: Unmasking Autism*. New York, NY: Harmony Books.
- Vormer, 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.
- 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.
- Garcia, E. (2022). *We're not broken: Changing the autism conversation*. Harvest, an imprint of William Morrow.

General ADHD Resources

- [Dealing with ADHD as an Adult – NPR](#)
- [Top ADHD Resources for Adults – Verywell Mind](#)
- [Women with ADHD: Falling Through the Cracks – Liz Welshman](#)
- [ADHD and Energy Management – Liz Welshman](#)
- [ADHD Essentials Guide – ADDitude Magazine](#)

Recommended ADHD Readings

- Hallowell, E. M., & Ratey, J. J. (2023). *ADHD 2.0: New Science and Essential Strategies for Thriving with Distraction – From Childhood Through Adulthood*. Sheldon Press.
- Davis, K. (2022). *How to Keep House While Drowning: A Gentle Approach to Cleaning and Organizing*. Simon Element.

Inclusive Language Guidelines

Source: [APA Inclusive Language Guidelines](#)

Disability

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).

Some disability communities prefer specific terminology to describe themselves. It is important to respect these preferences. The guiding principle is to use language that upholds the dignity and humanity of individuals (APA, 2020b).

Neurodiversity

Neurodiversity is a term that emerged from autism advocacy and has been adopted by people with other neurologically based conditions, such as learning disabilities.

The concept suggests that neurological differences are part of natural human variation. It promotes the idea that workplaces and institutions should adapt to meet diverse neurological needs (Sumner & Brown, 2015).

Person-First and Identity-First Language

- ☐ Person-first language emphasizes the person before the condition (e.g., "person with ADHD").
- ☐ Identity-first language places the condition first as a source of pride or identity (e.g., "Autistic person").

Both approaches are valid and context dependent. It is important to:

- ☐ Use the individual's or group's stated preference. Always ask them what they prefer.
- ☐ Acknowledge that identity-first language may be used to reclaim historically stigmatized identities.
- ☐ Recognize that person-first language may be preferred in medical or general communication settings as well as with family members.
- ☐ Unless a clear preference is known, it is acceptable to use both person-first and identity-first language or to use them interchangeably, depending on context.
- ☐ According to Brandeis University's PARC project, person-first language may be especially appropriate in contexts where:
 - ☐ The condition is temporary or contextual.
 - ☐ The individual does not see their condition as central to their identity.
- ☐ Respectful general communication is the priority.

Suggested Inclusive Language Alternatives

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 refers to stereotyping and discrimination against individuals or groups based on their age. It can include prejudicial attitudes, discriminatory behaviors, or institutional practices that reinforce stereotypes (APA, 2020a).

While ageism is often directed toward older adults, reverse ageism literature also indicates that younger employees—broadly defined as under age 40—can experience workplace discrimination based on age-related assumptions (Kessler et al., 1999; Raymer et al., 2017).

Suggested Language for Referring to Older Adults

Avoid using terms that separate or “other” older adults from society. The following table provides inclusive alternatives:

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

Avoid terms such as “seniors,” “the elderly,” and “aging dependents,” as they can reinforce stereotypes and imply that older adults are separate from society (Lundebjerg et al., 2017; Sweetland et al., 2017).

For more information, refer to the [APA Bias-Free Language Guidelines for Writing About Age](#) (APA, 2020b).

➤ Disability Status

Ableism refers to stereotyping, prejudice, discriminatory behaviors, and systemic oppression toward people with disabilities. It serves to limit the rights, inclusion, and well-being of individuals in what is currently the largest minority group in the United States (APA, 2021b; Bogart & Dunn, 2019).

Recognizing and avoiding ableist language is critical—particularly for researchers and professionals working with or within communities such as the autistic and neurodivergent communities (Bottema-Beutel et al., 2021).

Inclusive Language for Disability and Health-Related Terms

Use of Person-First and Identity-First Language

Term to Avoid	Suggested Alternative(s)	Comment
special needs	person with a disability person who has a disability disabled person	Use person-first or identity-first language, depending on the preferences of the person or community being described. Avoid patronizing or euphemistic terms.
physically challenged	person with a physical disability physically disabled person	
mentally challenged	person with an intellectual disability person with a developmental disability	
mentally retarded	person with an intellectual disability	This term is outdated and offensive.
handi-capable / differently-abled	person with a disability disabled person	These terms are often considered euphemistic and patronizing.
mentally ill	person with a mental illness person with a mental disorder person living with a mental health condition	Choose based on the individual's or community's preference.
child with a congenital disability	child with a congenital disability	Use factual, respectful terms rather than euphemisms.
child with a birth impairment	child with a congenital disability	"Birth impairment" is vague and may carry negative connotations.

Describing Deaf, Deaf-Blind, and Hard-of-Hearing Individuals

Term to Avoid	Suggested Alternative(s)	Comment
person with deafness	Deaf person (capitalized when culturally preferred)	Many Deaf or Deaf-Blind individuals identify with Deaf culture and prefer "Deaf" or "Deaf-Blind" to person-first terms.
hearing-impaired person	hard-of-hearing person person who is hard-of-hearing	"Hearing-impaired" is often viewed as negative and medicalizing.
person with hearing loss	hard-of-hearing person person who is Deaf	Use culturally preferred terms.
person with deafness and blindness	Deaf-Blind person	Use capitalized terms if culturally appropriate.

Describing Blind and Visually Impaired Individuals

Term to Avoid	Suggested Alternative(s)	Comment
visually challenged	person who is blind blind person person who is visually impaired	Avoid euphemisms. Use the individual's preferred identity language.
sight-challenged	person who is blind person with a visual impairment	"Sight-challenged" is not a widely accepted term.
vision-impaired person	person who is visually impaired	Ensure person-first or identity-first language reflects community norms and individual preferences.

Avoiding Pictorial Metaphors, Slurs, and Negativistic Terms

Term to Avoid	Suggested Alternative(s)	Comment
wheelchair-bound	wheelchair user person who uses a wheelchair	Avoid implying restriction. These metaphors can be harmful.
AIDS victim	person with AIDS	"Victim" implies helplessness.
brain damaged	person with a traumatic brain injury	Use clinical, person-first language.

Term to Avoid	Suggested Alternative(s)	Comment
cripple, invalid	person with a physical disability	These are outdated and offensive terms.
defective	person with a disability	"Defective" is dehumanizing.
nuts, crazy	person with a mental illness person living with a mental illness	Avoid slang and stigmatizing terms.
alcoholic	person with alcohol use disorder	Use clinical and person-first language.
meth addict	person with substance use disorder	Avoid language that defines a person by their condition.

For more information, refer to the [APA Bias-Free Language Guidelines on Disability](#) (APA, 2020b).

Academics and Neurodiversity: Faculty, Staff, and Student Resources

Faculty and Staff Resources

- ☐ [How to Teach Your \(Many\) Neurodivergent Students – The Chronicle of Higher Education](#)
- ☐ [Emerging Practices for Supporting Students on the Autism Spectrum in Higher Education – A Guide for Higher Education Professionals \(PA Autism\)](#)
- ☐ [Building Neurodiversity-Inclusive Postsecondary Campuses – NCBI](#)
- ☐ [Guide to Inclusion in the Classroom – Neurodiversity at Duke \(PDF\)](#)
- ☐ [Higher Education Faculty Resources – LiNC-IT](#)
- ☐ [Understanding Asperger Syndrome: A Professor's Guide | OAR](#) (Organization for Autism Research)
- ☐ [The Neurodiversity Initiative: For Faculty – William & Mary](#)
- ☐ THE Podcast: [Making Teaching More Inclusive and Equitable – Times Higher Education](#)
- ☐ [Graduate Student Workshop on Accessibility and Inclusion – UC Davis Webinar](#)
- ☐ About Universal Design for Learning – CAST
- ☐ [Building Neurodiversity-Inclusive Postsecondary Campuses – Liebert Publishing](#)
- ☐ [Four Ways to Design a Course That Supports Neurodivergent Students – Harvard Business Publishing](#)

Recommended Readings

- ☐ 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.

- Praslova, L. N. (2024). *The Canary Code: A Guide to Neurodiversity, Dignity, and Intersectional Belonging at Work*. Berrett-Koehler Publishers, Inc.
- Honeybourne, V. (2020). *The Neurodiverse Workplace: An Employer's Guide to Managing and Working with Neurodivergent Employees, Clients, and Customers*. Jessica Kingsley Publishers.

General Mental Health Resources for Neurodivergent Individuals

- [ND Therapists](#) – A directory of neurodivergent therapists.
- [Neurodivergent Practitioners](#) – A network of neurodivergent professionals.
- [Inclusive Therapists](#) – A therapist directory centering marginalized communities.
- [Psychology Today](#) – Nationwide directory of licensed mental health professionals.
- [UNC CAPS \(Counseling and Psychological Services\)](#) – Mental health support for UNC students.
- CAPS Autistic Students Social Group – A peer group focused on community-building and support.
- [UNC TEACCH Autism Program](#) – Offers diagnostic and clinical services, skills-based therapy, and parent/family training. Here are some of the services available at the TEACCH Autism Program:
 - **Adult Psychoeducational Sessions:**
Short-term, goal-directed individual sessions for autistic adults focused on personal topics like relationships or work. Family or support providers may be included with consent.
 - **Dialectical Behavior Therapy (DBT) Groups:**
Structured 16-week virtual group sessions for individuals 18+ with ASD, focusing on mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness. Individual DBT sessions also available.
 - **Parent Training:**
Guidance for families and caregivers supporting autistic individuals of all ages.
 - **Consultation and Training:**
Custom services for departments, organizations, and institutions.
 - **UNC-Specific Campus Resources**
- [UNC Carolina Institute for Developmental Disabilities \(CIDD\)](#) – Offers interdisciplinary clinical services and training.
- [UNC Digital Accessibility Office](#) – Resources and support for creating accessible digital content.
- [UNC Accessible Events](#) – Guidelines and tools for organizing inclusive campus events.
- [UNC ADHD and Learning Differences Support – Learning Center](#)
- UNC CAPS: Being Successful with ADHD – Support and strategies for students with ADHD. [UNC CAPS](#)

General Substance Use Resources for Neurodivergent Individuals

- De Alwis, D., Agrawal, A., Reiersen, A. M., Constantino, J. N., Henders, A., Martin, N. G., & Lynskey, M. T. (2014). [ADHD symptoms, autistic traits, and substance use and misuse in adult Australian twins. *Journal of Studies on Alcohol and Drugs*, 75\(2\), 211–221.](#)

- Sussman, S. (2021). Addiction, Stigma, and Neurodiversity. *Evaluation & the Health Professions*, 44(2), 186–191.
- [Pathfinders for Autism – Addictions and Neurodiversity \(Part 1\)](#)
- [Pathfinders for Autism – Addictions and Neurodiversity \(Part 2\)](#)
- [Killing Them Softly: Addiction in the Autistic and Neurodivergent Community – NeuroClastic](#)
- [Podcast: The Tricky Relationship Between Addiction and Neurodiversity – Neurodiversity Podcast](#)
- Kunreuther, E., Palmer, A., & Attwood, T. (2018). *Drinking, Drug Use and Addiction in the Autism Community*. Jessica Kingsley Publishers.

Additional College-Age Neurodiversity Resources

- [College STAR Student Support Network](#) – Network supporting students with learning differences.
- [ADHD in College: Helping Teens and Young Adults Succeed](#) - ADDitude Magazine
- [College Central](#) – Organization for Autism Research – Resources on self-advocacy, academics, social life, and careers.
- [Association for Autism and Neurodiversity \(AANE\)](#) – Support and advocacy for autistic and neurodivergent individuals.
- [Neurodiversity Hub](#) - Resources for Students, Parents, and Carers – Tips and tools for navigating higher education.
- [The Neurodiversity Initiative](#) – Resources for students at William and Mary

Recommended Reading for Neurodivergent College Students

- Cook, B. & Purkis, Y. (2022). *The Autism and Neurodiversity Self-Advocate Handbook: Developing Skills to Determine Your Future*. London: Jessica Kingsley Publishers.

Discipline-Specific Resources

Social Work

- [Let's Talk Social Work – A Different Way of Thinking: Neurodiversity and Social Work \(Podcast\)](#)
- [Making Disability Visible in Social Work Education](#)
- [Neurodivergent Social Workers ‘Exhausted’ from Lack of Understanding at Work – Community Care](#)
- [#CripplingSocialWork: Why Disability is a Social Work Issue](#)
- [Keynote: “Social Workers Confronting Racial Injustice Centering Disability Justice” \(YouTube\)](#)
- [Infusing MSW Programs with Disability Studies – *Journal of Social Work Education*](#)
- [Autism Spectrum Disorder and the Science of Social Work – Grand Challenges for Social Work Research](#)
- [CSWE Curricular Resource on Disability-Competent Care](#)

- [The Neurodivergent Social Worker – Resource Hub](#)

Dental Education and Practice

- [Accommodating Dental Students with Disabilities – Journal of Dental Education \(PubMed\)](#)
- [Embracing Neurodiversity-Informed Dentistry: Diverse Minds in the Dental Profession – BDJ Team](#)

Nursing

- [Neurodiversity in Nursing Training and Professional Development – Susan Fitzell](#)
- [Support and Understanding for Neurodivergent Nurses \(SUNN\) – #dontdystheneurodiversenurseproject](#)
- [Neurodiversity Guidance | Peer Support Service | Royal College of Nursing](#) *(This is a highly recommended resource.)*

Medical

- [Untapped Potential: Embracing Neurodiversity in Medicine – NIH/NLM](#)
Explores the value of neurodivergent minds in medicine and the barriers to inclusion.
- [Neurodiversity in Medical Education: How Can We Improve Postgraduate Learning for Neurodiverse Doctors? – PubMed](#)
Discusses adaptations and supports to enhance learning and performance in clinical training.
- [Embracing Neurodiversity in Our Healthcare Educators – Academy of Medical Educators \(UK\)](#)
Highlights strategies to support neurodivergent educators in clinical and academic settings.

Public Health

- [Neurodiversity in Healthcare and Public Health – National Disability Institute](#)
Examines how public health systems can recognize and support neurodivergent populations.
- [Reframing Neurocognitive Differences: What the Neurodiversity Movement Means for Public Health and Equity – Community Commons](#)
Advocates for inclusive public health practices rooted in neurodiversity-affirming principles.
- [Health Career Collaborative: Neurodiversity](#)
Provides resources for students, educators, and health systems on supporting neurodivergent health professionals.

Allied Health

- **Guide to Practice-Based Learning (PBL) for Neurodivergent Students - [First Contact Practitioners and Advanced Practitioners in Primary Care](#)**

Speech and Language Pathology

- [From an Autistic SLP: How Neurotypical Colleagues Can Help – The ASHA Leader](#)
An autistic speech-language pathologist shares insights on navigating professional dynamics and offers guidance for creating more inclusive and respectful workplace relationships between neurodivergent and neurotypical colleagues.
- [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

- [OTs for Neurodiversity – Facebook Group - Jacklyn Gerda Boheler, MS, OTR/L](#)
- [Special Issue on Occupational Therapy With Neurodivergent People - The American Journal of Occupational Therapy](#)

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](#)
- [Physical Therapist Iris Warchall on Supporting Autistic Patients – Think Autism Guide](#)

Pharmacy

- [Challenging barriers for pharmacists with disabilities](#)
- [Engaging Neurodivergent Talent for Pharma Roles](#)
- [The Spectrum Pharmacist - Facebook](#)
- [Autism Familiarity and Knowledge Among Pharmacy Students](#)

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 \(autisticrealms.com\)](#)
- [Certificate in Learning Differences and Neurodiversity – LC Online \(landmark.edu\)](#)
- [Neurodiversity Resources for Educators \(heinemann.com\)](#)

Business

- [Neurodiversity and a Skilled, Diverse Workforce – UNC Kenan Institute - *Neurodiversity and a Skilled, Diverse Workforce* - Frank Hawkins Kenan Institute of Private Enterprise \(unc.edu\)](#)
- [Neurodiversity and the Future of Work | AACSB](#)
- [How Are Business Schools Improving Inclusion for Neurodiverse Students – *MBAStudies.com*](#)
- [Reframing Neurodiversity as Competitive Advantage – *Business and Professional Communication Quarterly*](#)
- [Neurodiversity ‘the new frontier of inclusion’ at business school](#)
- [Neurodiversity as a Competitive Advantage – *Harvard Business Review*](#)

Law School

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

General Resources on Neurodiversity in Higher Education

- [Neurodiversity in Higher Education: A Narrative Synthesis – ResearchGate](#)
A comprehensive review exploring how neurodiversity is conceptualized, supported, and challenged within higher education contexts.
- [Exploring the Effect of Disability Microaggressions on Sense of Belonging and Participation in College Classrooms – Utah State University](#)
This study examines how disability microaggressions affect neurodivergent students' ability to feel included and participate meaningfully in classroom environments.
- [Podcast: Responding to Neurodiversity and Shifting Campus Culture – Think UDL](#)
Elizabeth Coghill, Director of the Pirate Academic Success Center at ECU, discusses strategies to create more inclusive and neurodiversity-affirming campus environments.
- [Duke ND Connections – Faculty and Staff Resources](#)
A resource hub from Duke University's Neurodiversity Connections initiative, including inclusive teaching guides, training materials, and support strategies.
(Shared with permission.)
 - [Academic Advising Tip Sheet](#)
 - [Faculty Classroom Inclusion Guide](#)
 - [Faculty Tip Sheet](#)
 - [How to Support Neurodiverse-Students](#)
 - [Duke ND Connections – Online Resources](#)
Offers curated online content from Duke University's Neurodiversity Connections initiative, including tools, training materials, and support strategies.
- [ECU Libraries – Neurodiversity Research Guide](#) - A highly regarded resource guide featuring articles, videos, podcasts, and academic content focused on neurodiversity. Created by East Carolina University Libraries.
- [UNC Greensboro – Neurodiversity and Universal Design for Learning Resources](#) - Tools and guidance on implementing Universal Design for Learning (UDL) to foster inclusive and neurodiversity-affirming educational environments.
- [Neurodiversity Hub – Resources for Universities](#) - An international collection of resources for postsecondary institutions seeking to enhance inclusion, curriculum design, student support, and graduate employability for neurodivergent students.
- [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 at DePauw: In Classroom/Teaching Resources/Higher Education Support](#)
- [Guest Post: A Student's Lived Experience Account of Neurodiversity in Higher Education – The Learning Scientists](#)
- [Autism Goes to College – Resources for Professors](#)
- [College Autism Network – Training Resources](#)
[California State University Chico – Faculty Development Teaching Guide](#)

Recommended Reading on Neurodiversity in Higher Education

- 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.

Taking a Deeper Dive – Professional Training on Neurodiversity

- [Certificate in Learning Differences and Neurodiversity – LC Online](#)
- [Florida State University – Professional Certification: Fundamentals of Neurodiversity for Multidisciplinary Professionals](#)
- [Therapist Neurodiversity Collective – Neurodiversity Training](#)
- [Disability Justice Self-Study Guide - Students](#)
- [Neurodiversity 101 | Neurodiversity Network](#)
- [NC AHEC – Trainings on Neurodevelopmental and Intellectual/Developmental Disabilities](#)
Offers numerous training opportunities for students and professionals across North Carolina.
- [UNC School of Social Work – ND/IDD Certificate Program](#)
Certificate program in development, launching Fall 2025. Watch for more information.
- [UNC TEACCH – Professional Training Programs](#)
Offers evidence-based training for educators, clinicians, and other professionals. Learn more at [TEACCH.org](https://teacch.org).
- [UNC Carolina Institute for Developmental Disabilities \(CIDD\)](#)
Offers a range of [professional training programs](#) including the [Leadership in Neurodevelopmental and Related Disabilities \(LEND\) Training Program](#).
- UNC APPLES Service-Learning Course - [EDUC 400 – Autism in Our Communities: An Interdisciplinary Perspective \(APPLES course\)](#) - This service-learning course includes 30 hours of direct engagement with individuals with autism at partner sites. Class discussions address diverse autism-related topics.