

## UofG Resources

Please see below for the University's resources on neurodiversity. **Important note: this list is not exhaustive and does not cover the entire University's work.**

### Neurodiversity & Disability Equality Event

The University's "Every Mind Matters: Neurodiversity & Disability Equality" talks are now available to watch on UofG Video YouTube account.

These talks explore neurodiversity and disability in terms of inclusivity, accessibility, and disability-friendly practices for both staff and students.

The playlist can be accessed at:

<https://youtube.com/playlist?list=PLD0Vkr8SYbtHDTFiPcjVqdKekE7xT0xcW>

Talks include:

- [Dr David Simmons: Sensory Processing in Autism within HE Settings](#)
- [Dr Jonathan Vincent: Building Positive Relationships between Autistic and Non-autistic People](#)
- [Professor Jay Dolmage: Accessible Research Laboratories](#)
- [Vivienne Isebor: ADHD, Race, and Gender Intersectionality](#)
- [Dr Leon Franzen: Neurodiversity, Accessibility, and Dyslexia in HE](#)
- [DISC: Implementing Reasonable Adjustments within HE for Disabled People](#)
- [Dr Elliott Spaeth & Leigh Abbott: Inclusive Practices for Both Neurodivergent Students and Staff](#)

The Neurodiversity & Disability Equality Talks were hosted by Leigh Abbott who is the Research Project Lead on a Wellcome Trust ISSF neurodiversity project. Funding for the talks were provided from the Chancellor's Fund to Leigh Abbott, Kirsteen Allison, and Dr Lydia Bach.

### Neurodiversity Celebration Week 2021

Neurodiversity Celebration Week was organised by the [UofG Neurodiversity Network](#) (led by Dr Chiara Horlin and Dr Elliott Spaeth) in partnership with the University of Strathclyde Postgraduate Neurodiversity Network.

### Videos- UofG

[Student focused panel discussion](#)

[Staff focused panel discussion](#)

## Shorts on being neurodivergent in academia

[Dustin Hosseini](#)

[Prof Peter Hastie](#)

[Prof Karin Oien](#)

## Writing from ND UofG Staff

[Neurodivergent Friendly Workplaces by Dr Marion Hersh](#)

[My ADHD Superpowers by Dr Nathalie Tasler](#)

## Research papers / publications

[Anxiety in adults with autism: perspectives from practitioners.](#)

[Assessing autism in females: The importance of a sex-specific comparison.](#)

[Autism in Higher Education: Dissonance between educators' perceived knowledge and reported teaching behaviour.](#)

[A hyperlexic-like reading style is associated with increased autistic features in girls with ADHD.](#)

[A Reflective Analysis on Neurodiversity and Student Wellbeing: Conceptualising Practical Strategies for Inclusive Practice.](#)

[A theory of motivation and ontological enhancement: the role of disability policy in student empowerment and institutional change](#)

[Barriers and enablers of inclusion for young autistic learners.](#)

['Because I've got a learning disability, they don't take me seriously': violence, wellbeing and devaluing people with learning disabilities.](#)

[Blaming the victim, all over again: Waddell and Aylwards biopsychosocial \(BPS\) model of disability.](#)

[Constant vigilance: a conceptualisation of the vigilance regulation model of ADHD in relation to learning and teaching in higher education.](#)

[Chronic pain and health-related quality of life in women with autism and/or ADHD: a prospective longitudinal study.](#)

[Disability and adult education - the consumer view.](#)

[Education professionals' attitudes towards the inclusion of children with ADHD: the role of knowledge and stigma.](#)

[Employment equity and minority legislation in the UK after two decades: a review.](#)

[Frameworks, models, theories, and experiences for understanding disability.](#)

[Herding Cats: The ADHD Academic.](#)

[Hiding in plain sight: functional neurological disorders in the news.](#)

[Inclusion in Higher Education.](#)

[Increasing undergraduate student satisfaction in Higher Education: the importance of relational pedagogy.](#)

[Individuals with dyslexia use a different visual sampling strategy to read text.](#)

[Insights from a dyslexia simulation font: can we simulate reading struggles of individuals with dyslexia?](#)

[Is camouflaging autistic traits associated with suicidal thoughts and behaviours? Expanding the interpersonal psychological theory of suicide in an undergraduate student sample.](#)

[Learning technology and disability - overcoming barriers to inclusion: evidence from a multi-country study.](#)

[Motivations for entering and pathways of progression of disabled students in further education.](#)

[Multidisciplinary research network on health and disability training on the international classification of functioning, disability and health, ethics, and human rights.](#)

[Procedural learning in Tourette syndrome, ADHD, and comorbid Tourette-ADHD: Evidence from a probabilistic sequence learning task.](#)

[Reflections on the value of autistic participation in a tri-national teacher-training project through discourses of acceptance, othering and power.](#)

[Tackling disability discrimination in the United Kingdom: the British Disability Discrimination Act.](#)

[Ten simple rules for supporting a temporary online pivot in higher education.](#)

[The association of ADHD symptoms to self-harm behaviours: a systematic PRISMA review.](#)

[The cost of autism spectrum disorders.](#)

[The relationship between sensory sensitivity and autistic traits in the general population.](#)

[The sensory experiences of adults with autism spectrum disorder: a qualitative analysis.](#)

[What are the views and experiences of autistic teachers? Findings from an online survey in the UK.](#)

[Who gets ahead? The impact of age, disability, ethnicity, gender on teachers' careers.](#)