



List of Resources for Instructors

Purpose: Here are some resources that can help instructors develop structures and practices that center neurodivergent students. We also included some links to resources we like to use related to classroom accommodations, as well.

Blogs, Curated Tips, and Bank of Workplace Accommodations

[Dimensions of ability tool](#)

Tool to assess an instructional activity based on the load it places on different dimensions of ability (i.e., physical/mobility, cognitive, hearing, emotional/mental health, visual, health)

[Ideas for implementation universal design for learning](#)

Giant list of ideas to help instructors get started using universal design in their classrooms.

[Resource to help identify possible accommodations & supports](#)

Searchable database to help develop accommodation and/or support ideas based on the experiences of disabled people. The database can be searched by diagnosis, types of challenges experienced, and occupation (including student).

[Guide for navigating conflicting access needs](#)

Explanation of what access needs are and how facilitators can manage how to handle conflicting access needs when they arise.

[Resources for postsecondary faculty, administrators, and students with disabilities \(University of Washington - DO-IT Programs\)](#)

Extensive list of resources for accessible postsecondary education, separated by audience and topic.

Articles with Recommendations for Instructors

[Reinholz & Ridway \(2021\). Access Needs Essay](#)

Essay explaining what an access need is and tips for asking about access needs in STEM contexts.

[Pfeifer, et al. \(2023\). Tips for Active Learning in STEM Courses](#)

Research article about the experiences of students with ADHD and specific learning disabilities in active-learning STEM courses. Table 4 of the paper offers a big list of teaching tips organized by active-learning practice.

[Salvatore, et al. \(2024\). Tips for Group Work in STEM Courses](#)

Research article about the experiences of neurodivergent STEM students in group work. Figures 5 and 6 of the paper offer teaching ideas for structuring group work in STEM courses.

Additional Resources for Designing and Implementing Assignments

[Transparency in Learning and Teaching Project](#)

Templates and examples for building transparency into assignments and curricula by describing “purpose, task, and criteria for success.” May be used for designing and describing group work assignments.

[Resources for combining executive function scaffolds, metacognitive prompting, and problem-solving in math learning](#)

Examples of and resources for scaffolding students' executive functioning and metacognition that can be used in group problem-solving assignments.

[Enhancing Learning by Improving Process Skills in STEM Project](#)

Rubrics for providing feedback and self-assessment on students' processing skills, including teamwork, interpersonal communication, and management. Can be used alongside group work in an inclusive way when recognizing that students may meet learning goals in different ways and with different timelines.