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Bridging Neurodiversity and Open Scholarship: How Shared Values Can Guide Best Practices for Research Integrity, Social Justice, and Principled Education

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ABSTRACT

Not all people conform to socially constructed norms, nor should they have to. Neurodiversity, the natural variation in human brains and cognition, is fundamental to understanding human behavior, yet neurodivergent individuals in academia are often stigmatized, undervalued, or pressured to mask their differences. This position statement, authored predominantly by neurodivergent scholars, explores how aligning the values of the neurodiversity movement with practices of Open Scholarship (OSch) can foster greater research integrity, rigor, social responsibility and justice, diversity, equity, inclusivity, and accessibility in academia. We review systemic barriers faced by neurodivergent researchers—from disclosure dilemmas and hidden curriculum expectations to intersectional disadvantages—and identify how OSch principles (transparency, accessibility, collaboration) can help mitigate these challenges. Drawing on lived experiences and current research, we propose concrete reforms, including adopting universal design in scholarly communication, promoting participatory research methods, and enacting supportive policies (e.g., flexible work arrangements, inclusive codes of conduct). By leveraging shared values of openness and

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neuro-inclusion, academia can become more just and epistemically equitable. Our recommendations chart a path toward an academic culture where neurodivergent scholars can thrive openly, to the benefit of scientific rigor and social justice alike .

> "*When people ask me, "Am I normal?" they're asking, "Do I belong?" The answer is yes. You belong in your body. You belong in the world. You've belonged since the day you were born, this is your home. You don't have to earn it by conforming to some externally imposed…standard*." (Nagoski 2015, 306)

1 | Introduction

Academia is often described as an Ivory Tower—closed, privileged, and exclusionary (Bahlai et al. 2019; den Houting et al. 2022; Ledgerwood et al. 2022; Whitaker and Guest 2020). These structural inequities disproportionately disadvantage marginalized scholars and perpetuate systemic barriers. In this paper, we argue that Open Scholarship (OSch) offers a promising solution, as it can help dismantle academic gatekeeping, empower marginalized scholars, and create more equitable access to scientific knowledge. For instance, across 25,000 STEM professionals spanning academia, industry, and other sectors within the United States, Cech (2022) identified significant systemic advantages for racialized White, nondisabled, heterosexual, cisgender males relative to members of marginalized groups, including LGBTQIA+ individuals, racialized ethnic minorities, and disabled individuals. These advantages manifest through increased social inclusion, lower rates of harassment, and higher salaries, which cannot be fully explained by conventional factors such as educational background or job roles. Instead, they result from entrenched systemic privileges that sustain minorities' subjugation, creating a toxic feedback loop (Espino and Zambrana 2019). This persistent inequity contributes to the attrition of marginalized scholars at every stage of the academic pipeline, from undergraduate education to faculty tenure, disproportionately affecting women of color, disabled scholars, and LGBTQIA+ academics (Claeys-Kulik et al. 2019; Griffin 2020; Zambrana 2019). These losses reflect not individual shortcomings but cumulative institutional barriers, including limited mentorship, hostile climates, and epistemic exclusion (Posselt 2020). Moreover, existing power imbalances, privilege-based hierarchies, and pervasive academic disparities appear across diverse fields and disciplines (e.g., anthropology, Tallman and Bird 2020; ecology, Tseng et al. 2020; engineering, Rampler et al. 2022; psychology, Ledgerwood et al. 2022), reflecting academia's broader limitations (if not inability) to equitably represent and acknowledge minority contributions (Reardon 2022). Furthermore, global inequalities compound this problem as researchers from low- and middle-income countries (LMICs) encounter significant barriers to accessing research due to paywalls and missing subscriptions (Mkwizu and Kimeto 2022; Puthillam et al. 2023). Such gatekeeping of scientific and community knowledge hinders evidence-based policymaking in underprivileged regions, perpetuating disparities in health and educational outcomes (Raghupathi and Raghupathi 2020; Spedding 2016). Even for individuals meeting all conventional criteria outlined by Cech (2022), further obstacles persist due to academia's *hidden curriculum*—unspoken rules and norms that, when violated, lead to punishment or exclusion (Parsons et al. 2022) and with which neurodivergent (e.g., autistic) researchers may particularly struggle (Jones 2023).

To address long-standing inequities in academia, early-career researchers across the globe have initiated grassroots movements and collaborative networks, such as the Framework for Open and Reproducible Research Training (FORRT; forrt.org), ReproducibiliTea (https://reproducibilitea.org/), or ABRIR (https://abrirpsy.org/). These initiatives have become prominent advocates for **OSch** (terms in bold are defined in the Glossary of terms in Supporting Material (Table S1). In this article, we understand OSch as both a set of principles and a set of concrete practices. As a set of principles, OSch seeks to reform pedagogical and scientific norms to make them more equitable, inclusive, open, diverse, and accessible—values closely aligned with **social justice** values (Azevedo et al. 2019, 2022a; Azevedo et al. 2022b; Corral-Frías et al. 2023; Fecher and Friesike 2014; Middleton et al. 2025; Sauvé et al. 2025). These principles can be realized through specific practices and tools, including utilizing preprint repositories alongside publishing in open access journals, sharing data, code, and educational materials using Creative Commons licensing, and conducting participatory, community, and citizen science to improve acceptability, reproducibility, replicability, and generalizability (Delios et al. 2022; Farrar et al. 2020; Farrar et al. 2022; Korbmacher et al. 2023; Parsons et al. 2022; Pownall et al. 2021a, Pownall et al. 2022; Skubera et al. 2025; Tierney et al. 2020; Tierney et al. 2021). A goal of utilizing such practices and tools of OSch is to reach a broader readership and underrepresented scholars across the globe, where evidence-based knowledge and access have historically been gatekept.

OSch practices and tools can be a means to enhance social justice values if used and implemented through participatory research approaches that include marginalized community members. For example, Hobson et al. (2023) underscore the promise of integrating open science with participatory autism research, which not only enhances acceptability and reproducibility but also validates autistic individuals' lived experiences. They argue that meaningful participation requires directly addressing the power imbalances between researchers and autistic collaborators. In their study, Hobson et al. (2023) investigated views of autistic adults and parents of autistic children on the OSch practice of open data, finding both benefits as well as preferences for restrictive practices that recognize risks of sensitive data with vulnerable participants, such as misuse and re-identification. This overlaps with growing calls challenging universal open raw data mandates for qualitative research (Pownall 2025; Prosser et al. 2024), as marginalized individuals (e.g., autistic, transgender) could be identified or harmed if made public (Hobson et al. 2023). Instead, researchers might consider a data availability statement

that engages with why researchers chose not to share data (Prosser et al. 2024). Similarly, autism journals increasingly have community involvement statements[1], a practice that overlaps with OSch practices and the neurodiversity movement (Tan et al. 2024), although for similar ethical reasons—re-identification of marginalized identities, these statements should not be required (Fletcher-Watson 2024; Pownall 2025).

Despite recent advances, the relationship between OSch and social justice remains underexplored (Azevedo et al. 2019, 2022a; Azevedo et al. 2022b; Ghai et al. 2025; Liu et al. 2025; Middleton et al. 2025; Thalmayer et al. 2021; Sauvé et al. 2025). This is especially surprising given mounting evidence that OSch can amplify marginalized voices and transform academic norms (Grahe et al. 2020; Holbrook 2019; Murphy et al. 2020; Pownall et al. 2021b; Puthillam et al. 2023; Roberson 2020; Zaneva et al. 2024)[2]. Persistent barriers to OSch adoption (e.g., Azevedo et al. 2022a, Azevedo et al. 2022b; Rahal et al. 2023) risk entrenching existing inequalities, unless these efforts are intentionally aligned with structural change. Indeed, while OSch has made considerable strides in promoting transparency and reproducibility (Korbmacher et al. 2023; Munafò et al. 2017; Nosek et al. 2022), it has often failed to interrogate the structural inequalities embedded in knowledge production and dissemination. For instance, open-source code and datasets, though ostensibly inclusive, are typically curated by researchers from well-resourced institutions, leading to the reproduction of unconscious biases and epistemic exclusion throughout the data pipeline (Finley 2017; Johnson 2014). When social justice principles are meaningfully integrated into OSch, however, they can help dismantle these systemic barriers. Indeed, under the right conditions (e.g., balanced restricted access models), voices from marginalized communities such as the autism community have suggested that open data for good research can reshape knowledge and promote positive change (Hobson et al. 2023). This integration enables a redistribution of epistemic power by bridging disparities between well-resourced and under-resourced institutions and researchers.[3] These practices foster both accessibility and equity, supporting the broader democratization of knowledge across global, disciplinary, and ability-based divides (Demeter et al. 2021).

2 | Aim

Within the social justice literature, there has been some discussion about how OSch can benefit marginalized voices, including women (Fokken and van Kessel 2020), LGBTQIA+ individuals (Leskinen et al. 2024), and racial and ethnic minorities (Fox et al. 2021). However, **neurodivergent** scholars have not received the attention that they deserve. In this article, we review the relationship between **neurodiversity** and OSch, highlighting their mutual benefits and relevance to each other, first introducing neurodiversity as a concept, then highlighting where OSch can be beneficial. Our approach will lay the groundwork for transformative change that includes key policy recommendations, future advancements in academic inclusivity, and ultimately, social justice. By breaking down the boundaries of the present academic environment, we can construct an inclusive space for all scholars to thrive, including neurodivergent scholars who are underrepresented and often marginalized in academia (Brown et al. 2018).

2.1 | Neurodiversity

Before discussing the relationship between neurodiversity and OSch, it is necessary to first contextualize the link between neurodivergence and intersectionality. Neurodiversity refers to population-level variation in neurological development and behaviors, including domains such as movement, sociability, attention, and cognition. An individual is considered neurodivergent when their neurocognitive profile (e.g., autism, ADHD, dyslexia, dyspraxia; Johnson 2023; Kapp 2020; Smith and Kirby 2021) diverges from the population majority—often referred to as neurotypical. Although there is no universal consensus on the boundaries of neurodivergence—for example, some scholars argue that left-handedness may qualify as a form of neurodivergence (Stenner et al. 2025)—current frameworks often center conditions that can result in disability or impairment, particularly under the **medical model of disability**[4] (Armstrong 2011; Goldberg 2023). Additionally, the prevailing concepts of neurodiversity were shaped predominantly by High Income Countries (HICs) perspectives (Botha et al. 2024; see also Pearson et al. 2025), and critiques have been raised that this basis may obscure sociocultural variability in conventions, language, and medicalization as well as approaches to diversity and identity (Cheng et al. 2023; Hirota et al. 2024; Kassous 2023; Nair et al. 2024). Diagnostic practices frequently focus on narrowly defined behavioral phenotypes that emerge through developmental trajectories or acquired conditions, such as brain injury or resulting disability. Moreover, there are many individuals who are multiply neurodivergent—having received more than one diagnosis or multiple disabilities (Kapp 2020; Leitner 2014). In this article, we use neurodivergence and disability interchangeably, which is reflective of present-day discourse traversing between the medical model of disability, neurodiversity, and the social model of disability.

Neurodiversity is critically relevant across disciplines, including behavioral, biomedical, cognitive, and social sciences, as it addresses the diverse cognitions and behaviors forming the foundations of what it means to be unique and human. The neurodiversity movement challenges the normative assumption that all humans need to conform to neurotypical standards in order to flourish (Chapman 2020; Dwyer 2022). The movement further contends that pressuring neurodivergent people to mask their characteristics or conform to neurotypical behavior can negatively impact mental health and well-being (Byrd et al. 2024; Radulski 2022; Sedgewick et al. 2021). Rather than viewing neurodivergence as a deficit, this perspective recognizes neurobiological and behavioral differences as valuable aspects of human diversity that need to be acknowledged, accepted, and included in all sectors of society.

Despite this growing recognition, neurodivergent individuals—particularly researchers and scholars—remain underrepresented and often hidden in academic contexts. While approximately 19% of undergraduates in the U.S. report having a disability, aligning with national prevalence estimates (Yougov 2024), this number drops to 12% among graduate students (NCES 2017). In the United Kingdom, 21.1% of undergraduates and 15.6% of postgraduates report disabilities, closely mirroring population estimates of 17.8% (Higher Education Statistics Agency 2025; Office for National Statistics 2023). However, 7.7% of academic staff in U.K. universities reports a disability, whether physiological or

neurological (HESA 2025). These figures likely underestimate their true prevalence due to barriers to disclosure, including internalized stigma and concerns about discrimination (Brown and Leigh 2018; Jones and Westermann 2021; Mellifont 2021; Tan et al. 2024). For instance, Thompson-Hodgetts et al. (2020) found that while family members of autistic individuals perceived disclosure positively, autistic individuals themselves reported fears of stigma and adverse outcomes associated with disclosure.[5] Moreover, existing disability accommodation systems often rely on formal disclosure processes that are not only bureaucratic but also risky, as disclosure can trigger stigma or career penalties (see examples of negative and positive disclosures in Supporting Material [Tables S2 and S3]). Indeed, some neurodivergent individuals may not self-identify as "disabled" (especially if their condition is less visible or highly stigmatized), resulting in under-reporting in official statistics, even while facing similar barriers. Stigma contributes to the systemic underestimation of neurodivergent needs in institutional policy.

In summary, the visibility of neurodivergent scholars in academia is limited, not necessarily due to absence, but due to systemic and cultural barriers to disclosure and inclusion. Encouragingly, the field of autism research is beginning to address these issues through greater emphasis on the lived experiences of neurodivergent researchers and efforts to dismantle structural barriers to their participation (Dwyer et al. 2021; Malone et al. 2022; Milton 2014).

2.2 | Bridging Neurodiversity and Intersectionality

As demonstrated by Cech (2022), neurodivergence alone does not fully account for the inequities individuals face; instead, people navigate multiple, overlapping socio-political identity spheres. However, neurodiversity research has historically been constrained by a narrow focus on "white, straight, middle-class boys in High Income Countries" (Botha and Gillespie-Lynch 2022; Jones and Mandell 2020). **Intersectionality** offers a more comprehensive lens by acknowledging the complex, dynamic nature of identity, and exploring how multiple forms of inequality intersect, often amplifying one another (Crenshaw 1989). This framework highlights that identity cannot be examined on a single axis at a time in isolation—whether based on only race/ethnicity, gender, sexuality, or (dis)ability (see outer ring in Figure 1 and Supporting Material [Table S4] for definitions of categories and identities). Instead, it requires an understanding of how overlapping identities simultaneously shape individual experiences. These intersections can have multiplicative effects, with individuals navigating a privilege-discrimination spectrum, meaning they may experience a combination of advantages and disadvantages based on their intersecting identities. As Cech (2022) highlights, individuals with intersecting marginalized identities often find themselves in survival mode, navigating the fraught calculus of whether to disclose—for instance, to seek reasonable adjustments—while facing the risk of stigma, lost opportunities, or being labeled as difficult. This compounded pressure, known as minority stress, is linked to poorer psychological and physical well-being (Meyer 2003) and is often intensified by adaptive behaviors adopted to conform to dominant expectations (Botha and Gillespie-Lynch 2022; Sedgewick et al. 2021). These dynamics are not simply additive but multiplicative, especially for individuals who are multiply neurodivergent (e.g., autism and ADHD) and simultaneously navigate other marginalized identities (e.g., race, gender, class, sexuality).

In the context of neurodiversity, the term has been proposed as a new axis within the intersectionality framework, aimed at integrating neurology-based discrimination (Botha and Gillespie-Lynch 2022). Neurodivergent individuals with intersecting marginalized identities, many of whom experience multiple co-occurring neurodivergences such as autism and ADHD (Leitner 2014), often resort to survival mechanisms such as masking, camouflaging, or code-switching to *blend in* with neurotypical peers, often at the expense of their psychological well-being and sense of identity (Sedgewick et al. 2021). Importantly, expectations around conformity and self-presentation are culturally contingent. Humans are cultural beings. We exist and function within the cultural context in which we are born, reside, and traverse (Goode and Jones 2008); therefore, cultural consideration needs to be included in the discourse of intersectionality. In some sociocultural contexts, maintaining group cohesion may intensify the pressure to mask or suppress neurodivergent characteristics. For example, recent research comparing social camouflaging among autistic individuals in Japan and the United Kingdom revealed notable cultural differences. In the United Kingdom, camouflaging showed a linear negative relationship with mental health, whereas in Japan, both excessive and insufficient camouflaging were associated with poorer outcomes (Oshima et al. 2024). This emphasis on social norms, or "cultural tightness," contributes to greater stigma toward autistic people in East Asian contexts (e.g., South Korea) than Western contexts (e.g., the United States; Kim and Gillespie-Lynch 2023; Kim et al. 2022). Contexts in which autism is often stigmatized and perceived as "unique" can be seen as a threat to group harmony—resulting in heightened pressure on autistic people to conform through masking (Carruthers et al. 2018; Keating et al. 2021).

Survival mechanisms appear to be regularly tapped into by neurodivergent people with other intersecting marginalized identities. For example, ethnic minorities, women, and LGBTQIA+ individuals, who all experience under- or misdiagnosis of neurodivergent conditions (Green et al. 2019; Keynejad et al. 2018; Leedham et al. 2020; Niessen et al. 2018) and under-representation in research (both as researchers and participants; Malone et al. 2022), are more likely to "triple mask" in predominantly white spaces. This term refers to the unique challenges faced by neurodivergent people of color—particularly those with multiple neurodevelopmental diagnoses—who must code-switch, a strategy used to adjust one's speech or behavior in order to optimize others' comfort while suppressing one's own cultural expressions—and conceal neurodivergent traits to avoid discrimination or ostracization based on their multiple identities (Botha and Gillespie-Lynch 2022; Morgan et al. 2022; Liang 2022). This pressure to conform is further exacerbated by the primacy effect, where first impressions are given undue weight, thus requiring individuals to mask from the outset to avoid negative judgments (Forgas 2011). These intersecting pressures can be even more overwhelming for individuals managing multiple neurodivergent conditions simultaneously, who must calibrate their behavior across several identity axes at once. This reality and dynamic place neurodivergent ethnic minorities at a disadvantage in

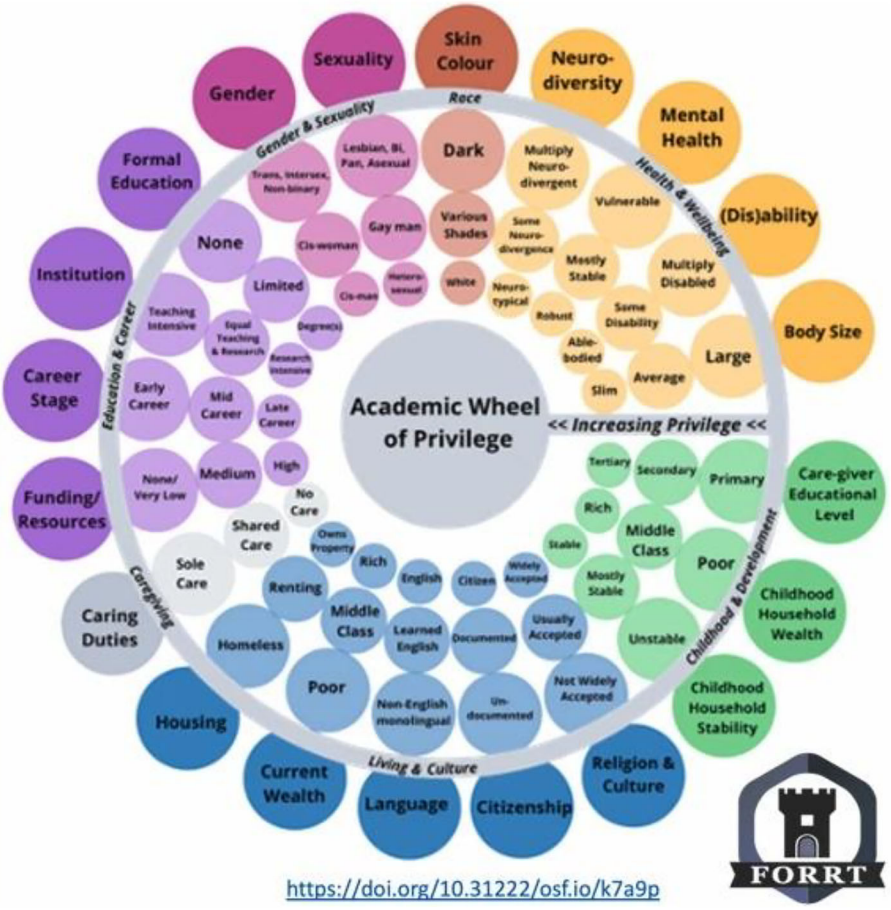

FIGURE 1 | The Academic Wheel of Privilege is based on 20 identity types spanning seven categories: living and culture, caregiving, education and career, gender and sexuality, race, health and well-being, and childhood and development. These identity types are shown as circles connected to three concentric rings (outer, middle, and inner) of "identity" circles with increasing privilege as you go towards the center. The effect of the concentric rings makes it appear like a funnel—the closer you get to the center, the more you are likely to spiral into more privilege. For further explanation of categories and identities, see Table S4. We used the Academic Wheel of Privilege to determine authorship order in this manuscript based on points, with each identity weighted equally. The maximum "points" is 60, representing the most privilege/least marginalization. Those with a lower privilege score were prioritized in the authorship order. Identities in the outer ring of circles equal 1 point, the middle ring of circles equals 2 points, and the inner ring of circles represent 3 points. The identities circles read from least to most privileged are skin color: dark, various shades, White; neurodiversity: multiply neurodivergent, some neurodivergence, neurotypical; mental health: vulnerable, mostly stable, robust; disability: multiply disabled, some disability, able-bodied; body size: large, average, slim; caregiver educational level: primary coma secondary, tertiary; childhood household wealth: poor, middle class, rich; childhood household stability: unstable, mostly stable, stable; religion and culture: not widely accepted, usually accepted, widely accepted; citizenship: undocumented, documented, citizen; language: non-English monolingual, learned English, English; current wealth: poor, middle class, rich; housing: homeless, renting, owns property; caring duties: sole care, shared care, no care; funding/resources: none/very low, medium, high; career stage: early career, mid-career, late career; institution: teaching intensive, equal teaching and research, research intensive; formal education: none, limited, degree(s); gender: (trans, nonbinary, intersex), cis woman, cis man; sexuality: (lesbian, bi, pan, asexual), gay man, heterosexual. The center of the wheel of privilege shows a large circle with the text Academic Wheel of Privilege. The identities listed here are a subset and are by no means exhaustive. Adapted from Sylvia Duckworth. [Color figure can be viewed at wileyonlinelibrary.com]

critical settings, limiting access to opportunities, and impeding professional advancement (Giwa Onaiwu 2020). The intersection of race, ethnicity, gender, and neurodiversity is a crucial area that warrants further exploration, both in academic research and in societal policies, to ensure equitable support for all individuals.

In the academic context, while diversity, equity, and inclusion (DEI) are often promoted on a surface level, their implementation in teaching and practice remains inconsistent (Cage and Howes 2020). This dissonance can create confusion regarding the safety of disclosing intersectional identities and asking for reasonable adjustments, even when such requests are made through established administrative mechanisms. When a request for a reasonable adjustment is denied, individuals may be left uncertain whether the rejection stems from their disability status, socio-political identity, or both. This ambiguity contributes to the daily microaggressions faced by individuals marginalized by social norms that favor neurotypical, nondisabled, and heteronormative standards (Remnant et al. 2023; Spier and Natalier 2021). For neurodivergent students, this added burden can negatively impact academic performance or even lead to withdrawal from their program of study (Botha and Gillespie-Lynch 2022; Cage and Howes 2020). Accessibility must extend beyond physical accommodations to include open access to knowledge and education,

particularly for populations most affected by systemic inequities, such as those at the intersection of neurodivergence and race.

Even when accommodations are possible, they are often framed as burdensome exceptions to the normative institutional flow, reinforcing ableist assumptions about productivity and standardization. This is especially the case for those multiply disprivileged. We argue, however, that adjustments should be normalized as routine, flexible, and collaborative practices of care in OSch organizations. Rather than assuming a static set of needs, an OSch approach welcomes ongoing conversations and iterative improvements. Moreover, the offer of accommodations should not be conditional on diagnosis or disclosure; adjustments need to be accessible to all, grounded in a culture of trust that enables individuals to feel safe enough to be asked, trusted, and believed.[6] This shift aligns with broader principles of universal design and relational accountability, promoting a more inclusive research culture.

When scholarship becomes inaccessible—whether through publication fees or journal subscriptions, the inequity gap widens. This is reflected in the underrepresentation of authors from LMICs and the lack of data on neurodivergent lead authors, as well as those with other marginalized and intersectional identities (Puthillam et al. 2023; Roberts et al. 2020). OSch is necessary in bridging these gaps, connecting marginalized individuals with professionals, researchers, educators, and policymakers. For this to be effective, scientific work on these communities must be accessible, enabling the use of empirical science and theoretical frameworks to inform policy changes.

Archaic systems of oppression and domination collude to construct a narrow, outdated image of neurodivergent individuals as cisgender, White, middle class and male. This misinformed representation distorts perceptions of a typical neurodivergent individual and their experiences, reinforcing systems that pathologize neurodivergence, misdiagnose underrepresented minorities, and provide minimal (if any) reasonable accommodations. Moreover, these systems often treat neurodivergence as a subject of study rather than recognizing neurodivergent individuals as active participants and world-makers within society. Those with intersecting identities face not only the oppression associated with any single identity but also encounter unique forms of prejudice and disadvantage resulting from the intersection of these identities (Crenshaw 1989, 2017). The intersectionality framework is fundamental to address the compounded prejudices and inequities that permeate society. True equity can only be achieved when institutions assume responsibility for making necessary adjustments to support underrepresented individuals, rather than placing this burden on the individuals themselves. How can academia address these issues? We propose *OSch* as a means to foster change.

2.3 | Synergy between Neurodiversity and Open Scholarship

OSch policies and practices are rooted in ethical interests that align with social justice, including transparency, accessibility, inclusivity, equity, and integrity (Azevedo et al. 2022a; Azevedo et al. 2022b; Fecher and Friesike 2014; McKiernan et al. 2016; Willinsky 2006). Both OSch and contemporary social justice share the goal of creating equitable and inclusive spaces that benefit the entire community, rather than a select few. While multiple models of social justice exist (see North 2006), a central tenet is the pursuit of fairness through collective efforts to address inequalities (Barry 2005). In this pursuit, it is important to recognize the multidirectional tensions that exist between individual researchers who adopt open practices, where conflicts emerge between individuals to communities and institutions (North 2006). Similar tensions arise within OSch policies and practices, where conflicts emerge between individual researchers who adopt open practices early and institutions that are slow to implement change or provide support.

OSch and social justice. Given these shared goals and barriers, it is essential to pair OSch and social justice to create an inclusive environment for learning and research where all can thrive. Without this synergy, OSch practices alone are unlikely to promote social justice and may even perpetuate inequities, as those with the time and resources to implement open practices already hold academic power and privilege (Bahlai et al. 2019; Ledgerwood et al. 2022; Whitaker and Guest 2020). Addressing the ways in which inequalities are reinforced in both societal and academic spheres requires an understanding of how power–privilege systems interact at the individual, institutional, and societal levels. While current discussions in OSch have raised awareness of these risks among some minoritized groups (e.g., Bahlai et al. 2019; Fokken and van Kessel 2020; Fox et al. 2021; Ledgerwood et al. 2022; Leskinen et al. 2024; Whitaker and Guest 2020), they have often overlooked the unique experiences of neurodivergent individuals.

Benefits of OSch. The cultural and institutional reforms advocated by the OSch movement are especially beneficial to neurodivergent researchers. **Team Science** (Kozlowski 2018; Rolland et al. 2021) and large-scale collaborations offer opportunities to showcase our strengths while allowing others to compensate for areas where we may face challenges. For instance, an ADHD researcher might excel in lateral thinking and the development of research questions and methodologies but struggle with the repetitive nature of data collection and analysis, whereas an autistic researcher may thrive in the latter due to its structure and predictability. To fully benefit from these collaborations, it is essential that they are accessible to all and considerate of diverse communication needs.

Similar benefits could emerge from embracing the principles of "**slow science**." In contrast to the current publish-or-perish culture, which often promotes questionable research practices in pursuit of higher output, slow science advocates for fewer, but higher-quality publications, emphasizing research integrity, collaboration, and transparency throughout the process (Antonakis 2023; Kuus 2015; Lowther 2018; Parsons et al. 2022). While slow science would benefit all researchers, the reduction in publication pressure and the shift toward a teamwork-oriented research culture would provide neurodivergent researchers with greater opportunities to leverage their strengths and thrive in group ecologies that value diverse mental functions (Chapman 2021).

OSch can also significantly benefit the neurodiversity movement beyond academia by reducing barriers to accessing and engaging with science, allowing all neurodivergent individuals to access

and benefit from research about and for them, and thereby increasing the ability of neurodivergent individuals to contribute to research. The traditional peer review model, which often relies on a small group of field-specific reviewers typically chosen by the author(s), limits the diversity of perspectives and constructive feedback influencing published research. Early access to preprints helps address this limitation by allowing a broader range of perspectives, including those of both academic and nonacademic backgrounds. A further step implemented by some journals is for editorial boards to actively recruit reviewers from neurodivergent communities, whose unique experiences and strengths enhance the clarity of manuscripts, improve the accessibility of de-identified large datasets, and provide laypersons with a more profound understanding of their neurodivergence. For instance, the journal *Autism in Adulthood* has implemented a policy requiring at least one autistic reviewer per paper, including nonacademic autistic reviewers. This policy ensures that neurodivergent perspectives directly influence research that impacts them, with findings potentially informing their self-advocacy efforts and contributing to broader social or organizational policies. It is important to note, however, that, similar to the requirement for fair compensation of community partners in **participatory research** (Nicolaidis et al. 2019), community reviewers should also be compensated (see Aczel et al. 2021).

Participatory research and lived experiences. Neurodivergent perspectives can be more explicitly integrated in research and policy-making processes through emancipatory and participatory approaches, such as participatory action research[7] (e.g., Bertilsdotter-Rosqvist et al. 2019; Fletcher-Watson et al. 2019; Gourdon-Kanhukamwe et al. 2023; Grant and Kara 2021; Leadbitter et al. 2021; Nicolaidis et al. 2019; Phan et al. 2025; Strang et al. 2019; Strang et al. 2020). These approaches offer significant potential for fostering collective knowledge creation while simultaneously driving social change that benefits neurodivergent people. By enabling the co-creation of projects that incorporate a broad range of perspectives, these methods can ensure that the research is more inclusive and representative. In particular, the inclusion of lived experiences from neurodivergent adults provides insight into whether bias exists in research questions and conclusions, and provides opportunities for discussions on how to counteract it (Pellicano and den Houting 2022). While participatory approaches are rarely utilized in quantitative research (Gearing 2004), there is some discussion within qualitative research on their application (see Bennett 2021 and Tamminen et al. 2021 for recommendations). A review by Tan et al. (2024) found that participatory research is still infrequently practiced in studies published in the journal *Autism*, with most neurodivergent roles being consultative rather than decision-making, and the reporting of which often lacked transparency. For these methods to be effective, researchers can report community consultations transparently and recognize and address the power imbalances between themselves and neurodivergent individuals involved in their research. Additionally, neurodivergent inclusion can also be enhanced through **community science**, which bridges the gap between academia and society by emphasizing a transdisciplinary approach to knowledge creation and dissemination (Cohn 2008). This democratization of research can be facilitated by harnessing technological advances, such as artificial intelligence and smartphone applications (Robinson et al. 2018; Scheibein et al. 2022).

Benefits of neurodiversity. We propose that the benefits of neurodivergent inclusion in OSch are not unidirectional; neurodivergent individuals can also offer significant contributions to the OSch movement. As discussed earlier in this article, neurodivergent individuals process cognition and information differently from neurotypical individuals, resulting in unique perspectives. Their inclusion in OSch advances research and practices to be more comprehensive and generalizable. Some studies suggest that neurodivergent individuals also differ in moral judgments and decision-making (Dempsey et al. 2020; Rozenkrantz et al. 2021). For example, autistic individuals (Russell et al. 2019) and individuals with ADHD (Schäfer and Kraneburg 2015) have been reported to exhibit a strong sense of justice, a characteristic that is also anecdotally associated with other neurodivergences. However, it is important to approach these findings with caution, as they may not apply universally to all neurodivergent individuals and could risk reinforcing stereotypes or placing undue expectations. For those who do possess a heightened sense of justice, this characteristic can be particularly beneficial to the OSch movement and the advancement of science. In academia, this sense of justice can drive scholarship and activism within OSch and other social movements, such as social justice and climate action. Grant and Kara (2021), in their discussion of the experiences of autistic researchers, identify this strong sense of justice as a motivating factor for engaging in emancipatory and participatory action research. Additionally, differences in moral reasoning may enable neurodivergent researchers to identify ethical or epistemological issues that might otherwise remain unaddressed (Hartman and Hartman 2024).

This difference in moral reasoning reflects the broader heterogeneity in information processing across the neurodiversity spectrum, which includes differences in creative and divergent thinking (Best et al. 2015; Colautti et al. 2021; Liu et al. 2025; Majeed et al. 2021), pattern recognition (Schneps et al. 2011), and lower susceptibility to cognitive biases (Rozenkrantz et al. 2021). Specifically, cognitive biases, such as confirmation bias, have been recognized as a significant challenge in the interpretation of scientific results. Since one of the key goals of OSch is to identify and mitigate these biases (Bishop 2020), neurodivergent researchers can play a critical role in assessing existing research systems and standard operating procedures for potential sources of bias. They can contribute to the development of strategies to reduce these biases or conduct more rigorous replication studies, including meta-analyses and systematic reviews. Cognitive and behavioral differences also impact the process of evaluating others' work. For example, autistic researchers have reported strengths in repetitive, pattern-based thinking and detail-oriented tasks, such as data processing or reference checking (Grant and Kara 2021; Hawker 2017; Phan 2025). These abilities are particularly valuable in the peer review of preprints or open code, as they facilitate the identification of errors—one of the primary goals of OSch.

It is important to emphasize that we are not suggesting that neurodivergent individuals be pigeonholed into these roles within OSch, but if provide a source of "special interests" (Murray 2020, Murray et al. 2005), they empower productive hyperfocus (Dwyer et al. 2024; Russell et al. 2019). Rather, we argue that some neurodivergent individuals can offer valuable contributions to OSch, enriching its practices with their unique strengths.

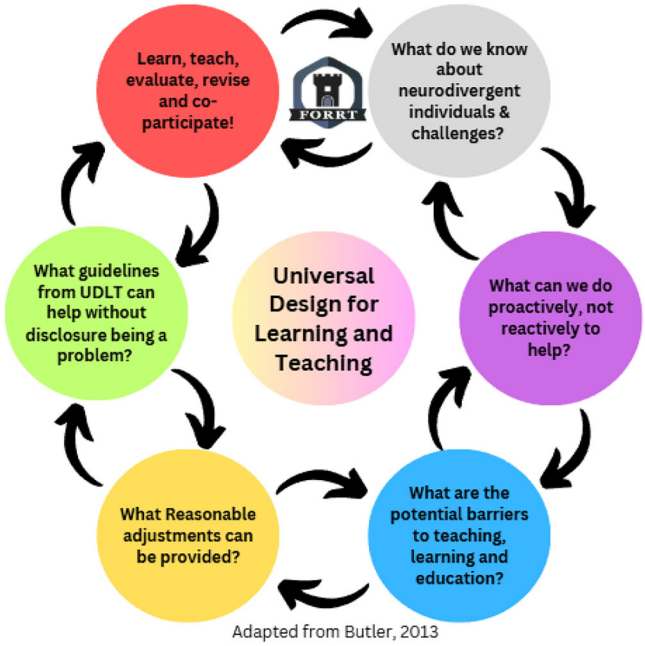

FIGURE 2 | The Universal Design for Learning and Teaching cycles. Adapted from Physical Education in New Zealand and credited to Chrissie Butler. As a starting point, you can move from blue to purple circles. Once you establish each circle in your teaching, you can begin exploring different approaches to develop your learning and teaching styles. The Universal Design for Learning and Teaching Cycle is centered on how UDL should be considered within a broader educational context. It outlines how each stage can progress from identifying challenges and knowledge to proactively addressing barriers, making reasonable adjustments, and applying guidelines. Ultimately, this cycle fosters a lifelong learning mindset for both teachers and students, emphasizing the importance of co-participation. The factors listed here are a subset and by no means exhaustive. Adapted from Physical Education in New Zealand and credited to Chrissie Butler. [Color figure can be viewed at wileyonlinelibrary.com]

The previous sections have primarily focused on autistic and ADHD academics, reflecting the available literature, which has limited research on other neurodivergent minorities (Bishop 2010; McLennan et al. 2025). However, OSch would clearly benefit from the greater inclusion of neurodivergent researchers, and in turn, diverse neurodivergent individuals would gain significant benefits from participating in this movement (Stenner et al. 2025).

Communication. One of the key challenges within OSch is the ability to communicate efficiently and effectively across individuals with diverse lived experiences. The double empathy approach (Crompton et al. 2021; Milton 2012) provides a framework for reducing mutual misunderstandings and enhancing mutual understanding between individuals with differing perspectives, experiences, and dispositions (Finke and Dunn 2025). This approach encourages asking reflective and sometimes "difficult" questions—not to challenge others, but to better grasp how each party perceives and processes the interaction. Such dialogue fosters self-reflection on one's own assumptions and communication style, while also opening space for others to share their perspectives on equal terms. This reciprocal process can help bridge experiential gaps, making scholarly collaboration more inclusive and effective (Hawker 2017; Milton 2012; Muggleton and Johnston 2016; Radev 2020). The double empathy approach can benefit everyone by challenging the hidden curriculum of academia, prompting reflection on educational and research practices, and encouraging critical evaluation of implicit biases that we all hold. Additionally, Radev (2020), then an assistant psychologist diagnosed with autism, emphasized that "being self-aware of my difficulties further encourages me to follow information-gathering procedures and to always be questioning my own conclusions and methods" (p. 50). Although these insights were shared in the context of clinical training, they reflect crucial elements of OSch—namely, the transparent and critical evaluation of both one's own work and the work of others.

Universal learning. The systems designed to support neurodiversity are equally advantageous to OSch. In higher education, there has been a recent shift toward **Universal Design for Learning (UDL)**, a framework in which educational institutions proactively adjust their approach to learning, rather than requiring students to request reasonable accommodations. Examples of UDL include offering flexible workspaces, providing documents in multiple accessible formats, and offering diverse assignment options, such as allowing recorded presentation submissions instead of in-person presentations—a format that can be challenging for neurodivergent individuals (Figure 2). When properly implemented, UDL fosters an inclusive environment for learning and scholarship, accommodating individuals from all backgrounds in higher education (Burgstahler and Cory 2010; CAST 2022). This approach not only promotes a more flexible and inclusive learning environment but also reduces the need for individuals to disclose their neurodivergence, thereby offering greater autonomy in learning while still adhering to professional standards (Clouder et al. 2020).

We propose that the principles of UDL should be applied to OSch. This would involve extending the FAIR principles, which currently govern scientific data management, to all aspects of shared information. For example, providing audio or video format lay summaries with closed captions, a practice already employed for lectures (Chen et al. 2022), and placing greater emphasis on using plain language to support individuals who may struggle with processing both oral and written text (Jones and Westermann 2021; Raymaker et al. 2019; Senelmis 2019). Ensuring that open materials made available by universities are in accessible formats would address the gaps in accessibility found in published materials, where journal articles often fail to meet these standards (e.g., Kumar and Wang 2024). While the UDL framework offers significant benefits for neurodivergent and disabled scholars and learners (Spaeth and Pearson 2021), its implementation in practice can be challenging. Research has highlighted a lack of robust evidence regarding its universal effectiveness across diverse groups (Boysen 2021). To address these challenges, training is essential to ensure that staff is equipped and confident to implement UDL in OSch. However, this must be accompanied by a shift in workplace culture, allowing academic workers to engage with their profession in ways that align with their neurocognitive styles. This approach should include both bottom-up and top-down strategies.

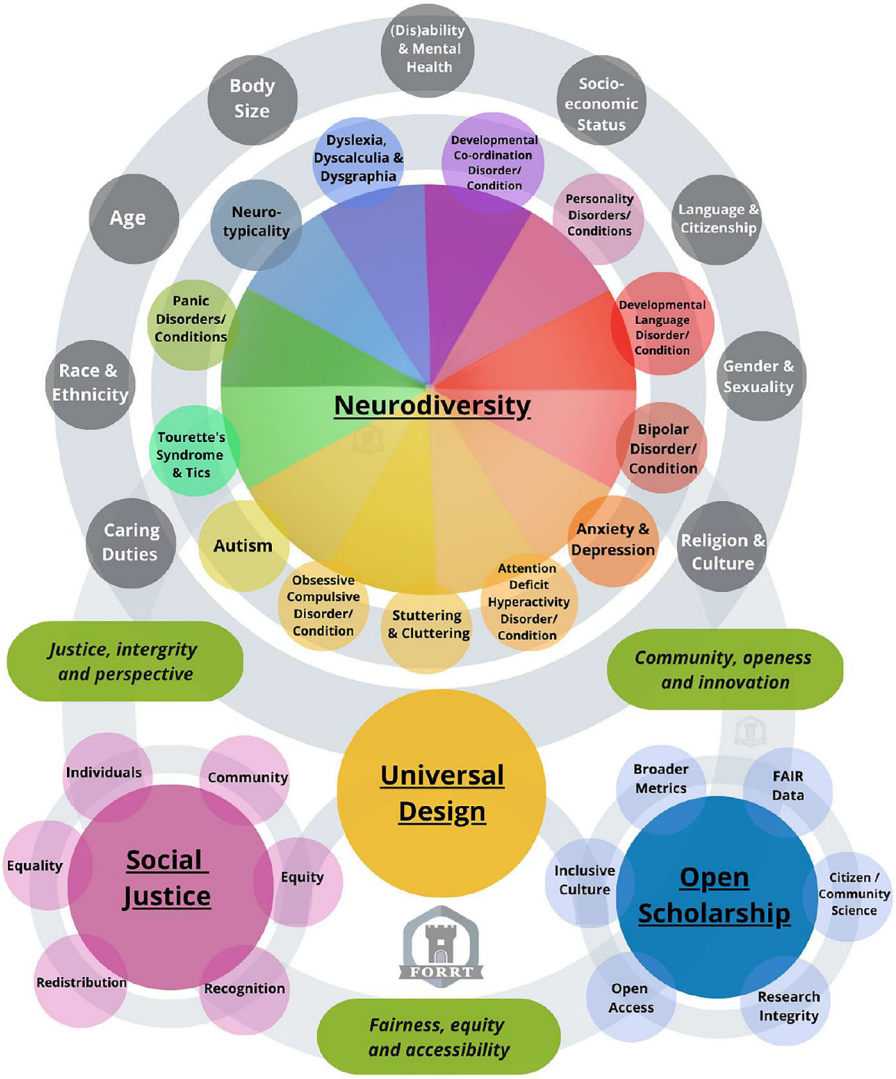

FIGURE 3 | The nested intersecting spheres of neurodiversity, Open Scholarship (OSch), Social Justice, and Universal Design for Learning are shown as four large circles with their examples as smaller circles, all linked by interlocking gray rings labeled with shared values. The top circle is the largest and is labeled neurodiversity and has 12 equal sectors covering the rainbow colors. The smaller spheres of Open Scholarship and Social Justice show key pillars and their interactions with each other. The six pillars in the social justice sphere are adapted from North (2006). The smaller spheres in the neurodiversity sphere illustrate examples of neurodiversity. Examples of neurodiversity are displayed as 13 smaller circles overlapping the neurodiversity circle. The neurodiversity examples listed are Developmental Co-ordination Disorder/Condition, Personality Disorders/Conditions, Developmental Language Disorder/Condition, Bipolar Disorder/Condition, Anxiety and Depression, Attention Deficit Hyperactivity Disorder, Obsessive Compulsive Disorder/Condition, Autism Spectrum Disorder/Condition, Stuttering and Cluttering, Tourette's syndrome and Tics, Panic Disorders/Conditions, Neurotypicality, Dyslexia, Dysgraphia and Dyscalculia. The outermost ring of the neurodiversity sphere indicates other identities (e.g., socio-economic status) that intersect with being neurodivergent/neurotypical and each other. The outermost ring of the neurodiversity circle has nine circles providing examples of identities which can intersect. They read (dis)ability and mental health, socio-economic status, language and citizenship, gender and sexuality, religion and culture, caring duties, race and ethnicity, age, and body size. The outer ring connecting neurodiversity, OSch, and social justice shows the shared values between them, with Universal Design being at the intersection of these values. The neurodiversity circle is linked by a ring to two other circles, social justice, and OSch. The social justice circle is pink and has six central tenets shown as smaller circles labeled as individuals, community, equity, equality, recognition, and redistribution. The shared values of social justice and neurodiversity are labeled as justice, integrity, and perspective. The OSch circle is blue and has six examples shown as broader perspectives, FAIR data, citizen/community science, research integrity, open access, and inclusive culture. The shared values of OSch with neurodiversity are community, openness, and innovation. The shared values of social justice and OSch are fairness, equity, and accessibility. Universal design is shown as a yellow circle linked to social justice and OSch and overlapping with the outer identity ring. Note that our examples of neurodivergence and intersecting identities are not exhaustive. [Color figure can be viewed at wileyonlinelibrary.com]

Finally, applying UDL principles to academic publishing can further support bringing OSch to diverse groups. Incorporating plain language lay abstracts or community briefs (now standard in journals like *Autism* and *Autism in Adulthood*) makes scholarship more accessible by explaining complex concepts simply. Alongside encompassing alternative communication methods at conferences (e.g., sign language, text-to-speech), and the inclusion of detailed and accessible text descriptions that accompany figures, tables, and models in publications (e.g., alt-texts), these measures would not only benefit neurodivergent scholars, but also reach the wider neurodivergent community, potentially empowering individuals to learn more about their condition(s) and potentially self-advocate (Figure 3).

3 | Conclusions and Future Directions

This position paper has outlined a synergistic framework linking neurodiversity and OSch, emphasizing how both movements can bidirectionally inform and strengthen one another. We have argued that neurodivergent individuals—through their distinct cognitive, moral, and epistemic orientations—bring valuable, often overlooked insights to research processes, peer review, and scholarly communication. Simultaneously, we contend that OSch must evolve to fully include and support neurodivergent scholars, not merely through individual accommodations but through structural reform. Throughout the manuscript, we highlighted several actionable strategies to support this integration, including participatory and emancipatory methodologies, decolonial and intersectional lenses in research, community-based reviewing, social justice in team science, and slow science practices. UDL was presented as one promising framework for accessibility, but its success ultimately depends on deeper institutional commitments and cultural change. Indeed, we argued that through the inclusion of neurodivergent perspectives, OSch can effectively address systemic inequalities that remain insidious in academia.

Beyond accommodations, we stress the value of inclusive community infrastructures. For one example, FORRT's Neurodiversity Team helps maintain a Code of Conduct (forrt.org/coc) that explicitly welcomes neurodivergent participation and promotes access as a dynamic, collective responsibility. We urge other institutions to adopt similarly strong and reflexive policies. Additionally, inclusive publishing must go beyond mere language sensitivity. We advocate for involving neurodivergent individuals throughout the publication process—as authors, reviewers, and editorial board members—with appropriate compensation and influence over content. Such practices democratize knowledge production and reduce epistemic exclusion.

We call on our readers, especially those in positions of power (e.g., principal investigators, managers, governing bodies, and tenured academics), to prioritize inclusive practices that foster constructive and co-participatory dialogue (McVey et al. 2023). Such efforts provide the supportive environments necessary for neurodivergent colleagues and students to thrive, not just survive. In line with OSch principles (Bahlai et al. 2019; Ledgerwood et al. 2022), we encourage readers to selectively adopt and adapt practices at a sustainable pace.

Furthermore, to move OSch (and science) forward, we call on academic institutions, funding bodies, and journal editors to recognize neurodivergent scholarship not as an exception to be accommodated, but as a source of innovation and epistemic richness along the continuum of human diversity. Realizing the full potential of OSch requires a shift in how knowledge is produced, who is involved, and whose perspectives are centered. Creating inclusive, reflexive, and justice-oriented research ecosystems will not only benefit neurodivergent scholars but also foster more robust, transparent, and equitable science. We believe that forging alliances between the neurodiversity and OSch communities is not merely desirable but necessary. By working together, these movements can challenge entrenched academic hierarchies and create conditions for all scholars to thrive—not despite their differences, but because of them.

Author Contributions

Jenny M. Phan: methodology, resources, writing – original draft, writing – review and editing. **Sara L. Middleton**: methodology, resources, writing – original draft, writing – review and editing. **Bethan J. Iley**: methodology, resources, writing – original draft, writing – review and editing. **Magdalena Grose-Hodge**: methodology, resources, writing – original draft, writing – review and editing. **Samantha L. Tyler**: methodology, resources, writing – original draft, writing – review and editing. **Steven K. Kapp**: methodology, resources, writing – original draft, writing – review and editing. **Siu K. Yeung**: methodology, resources, writing – original draft, writing – review and editing. **John J. Shaw**: methodology, resources, writing – original draft, writing – review and editing. **Helena Hartmann**: methodology, resources, writing – original draft, writing – review and editing. **Flavio Azevedo**: conceptualization, methodology, resources, supervision, writing – original draft, writing – review and editing.

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We would like to thank all FORRT community members. All of the authors are joint-first authors. The authorship order is based on the scores of the Academic Wheel of Privilege that we developed (Middleton et al. 2025; see Figure S1). Parts of the manuscript are based on FORRT's Educators Corner on navigating Open Scholarship for neurodivergent researchers published at forrt.org/educators-corner/010-neurodiversity (Elsherif et al. 2022). We started writing this Position Statement with reference to that piece and significantly expanded on several areas.

Ethics Statement

The authors have nothing to report.

Consent

The authors have nothing to report.

Conflicts of Interest

The authors are all members of the Framework for Open Reproducible Research Training (FORRT; forrt.org).

Statement of Authorship and Our Positionality

We are a group of neurodivergent and neurotypical academics at diverse career stages, who are a part of the FORRT, which also means that

some of us are in more privileged positions and can publicly self-identify as neurodivergent, along with their other identities. We represent a diverse range of abilities, classes, cultures, ethnicities, genders, races, and sexualities, but we also recognize that our experiences do not encompass all lived experiences within all scientific fields.

The group aims to make academia and the OSch community more open to neurodiversity. Our neurodivergent group consists of anxious, autistic[8], depressive, dyspraxia, plurality, speech–language impairments, dyslexic, and Attention Dysregulation Hyperactivity Development[9] (ADHD) individuals, as well as neurotypical allies who champion neurodiverse voices in academia (see supporting tables). Everyone is welcome. This manuscript is written by a collective of researchers, including incoming graduate students, doctoral researchers, postdoctoral associates, and lecturers from various backgrounds and countries. This allowed us to explore OSch from a neurodiversity viewpoint by bringing together a wide range of perspectives, experiences, and resources to promote improved research, dissemination, and education practices.

The meaning of "neurodiversity"[10] varies slightly among the authors of this manuscript due to our epistemological, ontological, and methodological perspectives and our unique lived experiences (see Dwyer 2022; Stenner et al. 2025). This concept emerged to combat the **ableist** norms within academia and society that have suppressed neurodivergent voices (Armstrong 2011). Academia and psychology are not exempt from these norms and need to be restructured to include neurodivergent voices (Muggleton et al. 2022). We are particularly interested in exploring how neurodivergent researchers navigate OSch in unique ways (see Gourdon-Kanhukamwe et al. 2023; Phan et al. 2025; Zaneva et al. 2024).

To reflect our mission of justice and equity in academia, we created the Academic Wheel of Privilege (see Figure S1) as a framework for reflecting on our intersecting privileges and marginalization across multiple domains (e.g., race and ethnicity, wealth, health, gender, etc.). We encourage readers to use this tool to understand interconnected inequalities, reflecting the intersectionality framework developed by Kimberlé Crenshaw (Crenshaw 2017). We each examined our experiences within an academic context through this system. Authors with fewer privileges were prioritized in the author list. While some of us will publicly self-identify in this section, we remind readers that no assumption should be made about authors who choose not to do so.

Jenny Mai Phan (she/her/hers) is Asian American with Vietnamese ancestry, bilingual, a child of immigrant parents, and a first-generation college graduate. Jenny openly identifies as autistic and neurodivergent and was diagnosed as an adult after recognizing autistic traits within herself from her children receiving a diagnosis of ASD. She attributes her late diagnosis to a lack of access to a licensed provider who can diagnose adults with developmental conditions, to her female presentation of autism, and to her family's lack of awareness about developmental conditions, low SES background, minimal English communication, and pressure to assimilate in a new country. After her diagnosis, she is learning to be a better self-advocate and expanding her comfort zone with disclosure of her neurodivergence.

Flavio Azevedo (he/him/his) is a Brazilian immigrant ensuing from a low-SES background and experienced extreme poverty. He is also a first-generation university graduate. He was able to start his Bachelor's in Psychology, at the age of 26, via a special program aiming to make higher education accessible to older, uneducated, and economically disadvantaged populations. Flavio was informally referred to as a child/teen with learning disabilities in schools by educators, but only well into his adulthood he was formally diagnosed as ADHD and dyslexia during his master's for constantly needing more time to finish his exams. Flavio now identifies as a neurodivergent early career scholar.

John J. Shaw (he/him/his) is a White first-generation academic from a working-class background in the north of England. John was diagnosed with ADHD-c and DCD/DCC at the end of his PhD, aged 24, after a chance meeting with an ADHD-c researcher at a conference who, upon seeing him struggle, encouraged him to contact a different GP and see about a diagnosis. Although always struggling to some level academically and labeled an underachiever, when the topic of potential ADHD-c came up, this was never taken seriously under the premise that he was doing "fine" for someone from his background.

The Broader Citation Practices

There is a bias in citation practices where under-represented scholars (e.g., women, gender minorities and disabled individuals) are undercited compared to their peers (Bailey and Trudy 2018; Kwon 2022; Opara 2024; Mensah et al. 2023). To address this limitation and reflect diversity in disability, cognitive ability, gender, race, ethnicity, country of origin, and disability perspective, we aimed to use a citation diversity statement to support equitable practices in science and ensure we best represent minoritized researchers. Although the benefits of a citation diversity statement are considerable, there are potential concerns regarding data protection, missing data (e.g., individuals who left academia or passed away), demographic classification, exclusion of participatory collaborators by default, and the labor-intensive nature of the process. Currently, no automated process exists for citation diversity. However, the authors encourage the use of citation diversity statements in future research.

Endnotes

[1] The use of community involvement statements within journals is somewhat controversial. While there has been a push to include these more frequently, journals which did mandate community involvement statements (e.g., *Autism*) have rescinded the policy, citing concerns regarding engagement with the practice as well as concerns of autistic authors feeling pressured to disclose (Fletcher-Watson 2024).

[2] Additionally, Holbrook (2019) argues that Open Science approaches can democratize science knowledge, improving resource visibility and accessibility visibility and accessibility of resources for low–middle income institutions.

[3] FORRT's own initiatives exemplify this approach, providing open-access lesson plans, multilingual resources, plain-language lay summaries, and reproducible educational materials co-created with and for scholars from historically excluded backgrounds.

[4] Disability is a complex construct. This paper adopts a neurodiversity-affirming perspective, which views neurological differences (e.g., ADHD, autism) as natural variations in human cognition, not as deficits. The social model of disability distinguishes that it is not the individual who is disabled, but the environment that is disabling (Murugami 2009).

[5] The perceived relevance of one's neurodivergent identity to their research area also affects disclosure decisions. For instance, a neurodivergent geographer might view their neurotype as irrelevant to their work and thus see little benefit in disclosure, whereas in psychology or disability studies such identity could be more pertinent (Thom-Jones 2025). We acknowledge that our statement spans disciplines and thus must consider these varying contexts. We offer examples of disclosure reported by neurodivergent scholars in Tables S2 (negative experiences) and S3 (positive experiences).

[6] This dynamic discussion of needs, and the normalization of all adjustments as evolving rather than one-off accommodations, was something we at FORRT's Neurodiversity Team iteratively developed in our group meetings.

[7] However, participatory research should not be the only approach to be used for neurodivergent researchers to take a leadership role. Neurodivergent individuals are capable of initiating, leading, and conducting research without collaborating with neurotypical researchers. As a result, these neurodivergent-only decision-making spaces may inspire innovation (Fletcher-Watson et al. 2019; Pellicano et al. 2014).

[8] We recognize that different people use different terms for Autism, including autism spectrum disorder (ASD), autism spectrum condition (ASC), autism spectrum disability, or autism spectrum development

(Dwyer et al. 2022). Within the manuscript, we decide to use "Autism" or "Autistic People" as this is the least controversial term and well recognized by the vast majority of people. Please see the glossary for more information.

[9] We recognize that this term is different to the original definition of ADHD (Dwyer et al. 2024). Within the manuscript, we decide to use "ADHD" due to the reasons argued by Dwyer et al. (2024). Please see the glossary for more information.

[10] We recognize that individual preferences for language in the neurodivergent community may vary, both within neurodivergent communities and for individual neurodivergent individuals over time. However, in this manuscript, we use ***identity first*** language (e.g., dyslexic person) to reflect the anecdotal general preference of the neurodivergent community.

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Supporting Information

Additional supporting information can be found online in the Supporting Information section.

Supporting Information: josi70035-sup-0001-SuppMat.docx