



The following images are from our [Neurodiversity in the chemical sciences web page](#).

[Common strengths of neurodivergent individuals in the context of chemistry](#)

[Common challenges for neurodivergent individuals in the context of chemistry](#)

[Wellbeing and accessing support - the challenge of asking for help](#)

[The sensory environment](#)

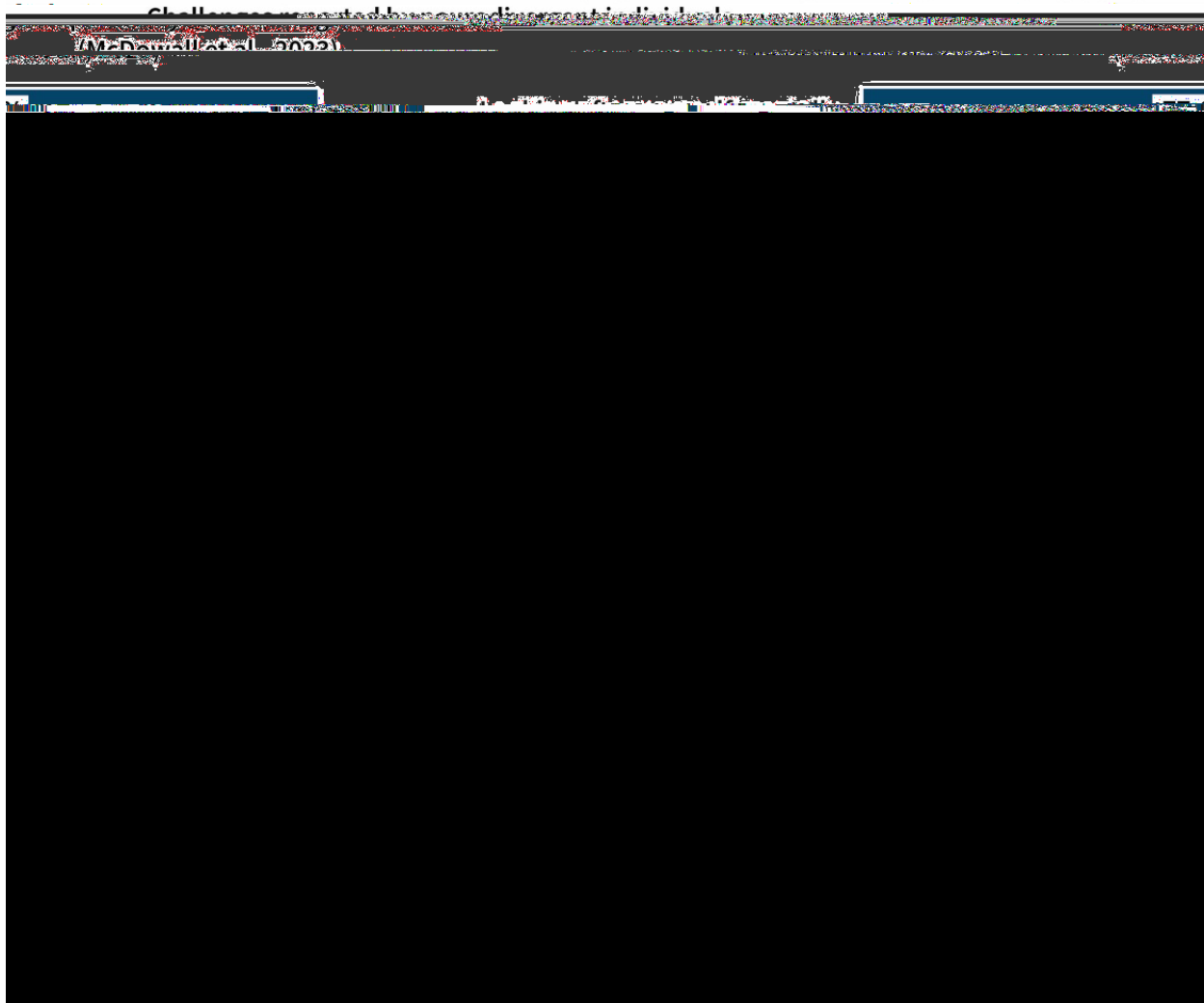
[The seven principles of universal design for inclusive environments](#)





- 58.3% of participants reported 'visual reasoning' as a strength.
- 55.3% of participants reported 'long-term memory' as a strength.
- 46% of participants reported 'entrepreneurialism' as a strength.
- 44.1% of participants reported 'verbal comprehension' as a strength.
- 40.1% of participants reported 'cognitive control' as a strength.
- 33.4% of participants reported 'visuo-spatial skills' as a strength.
- 30.1% of participants reported 'numeracy' as a strength.
- 14.8% of participants reported 'short-term memory' as a strength.

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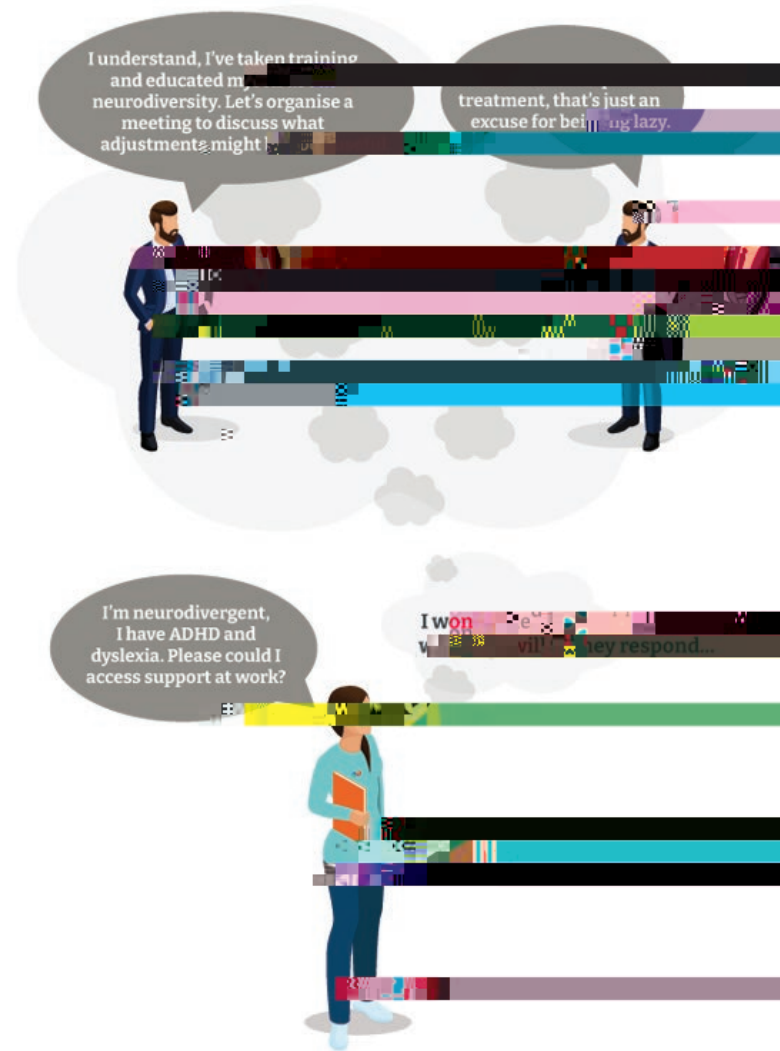
A bar chart showing the percentage of neurodivergent participants reporting specific challenges from McDowall et al's (2023) research:

- 77.6% of participants reported 'looking after yourself mentally' as a challenge.
- 76.5% of participants reported 'concentration' as a challenge.
- 69.5% of participants reported 'asking for help when you need it' as a challenge.
- 67.2% of participants reported 'looking after yourself physically' as a challenge.
- 64.4% of participants reported 'managing boundaries at work' as a challenge.
- 64.8% of participants reported 'working memory' as a challenge.
- 61.2% of participants reported 'understanding others' intentions' as a challenge.
- 60.1% of participants reported 'long-term memory' as a challenge.
- 51.3% of participants reported 'organising tasks' as a challenge.
- 40.5% of participants reported 'fine motor control' as a challenge.
- 34.7% of participants reported 'working with others' as a challenge.
- 32.96% of participants reported 'working with others' as a challenge.

x

An image of an employee with a speech bubble saying "I'm neurodivergent, I have ADHD and dyslexia. Please could I access to support at work?". The same individual has a thought bubble thinking "I wonder how they will respond...". The thought bubble splits off into two visualisations of two different possible responders from a manager. One manager has a speech bubble saying "I understand, I've taken training and educated myself about neurodiversity. Let's organise a meeting to discuss what adjustments might be useful". The other manager has a speech bubble saying "You don't need special treatment, that's just an excuse for being lazy".

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A mind map showing five sensory differences often experienced by neurodivergent individuals:

Visual – an image of a cluttered office with patterned walls.

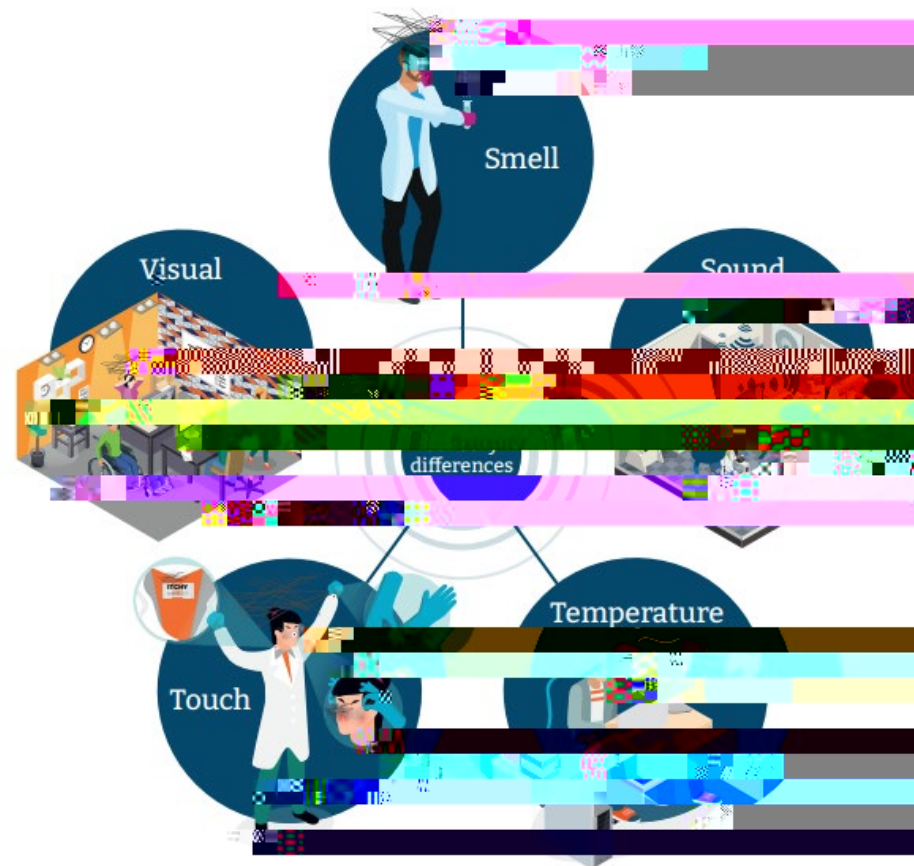
Touch – an image of an individual experiencing sensory overload from the feeling of itchy labels in their lab coat, the goggles, and gloves.

Temperature – an image of individual sat at a desk with a fan blowing air on them.

Sound – an image of a noisy lab environment, with fans whirring and people talking.

Smell – an individual holding their nose while carrying a strong smelling chemical in a test tube.

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A mind map showing 7 universal design principles:

- Equitable
- Flexibility in use
- Simple and intuitive to use
- Perceptible information
- Tolerance of error
- Low physical effort
- Size and space for approach and use

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