**Neurodivergent at Oxford**

Text of written on-screen information

0.58

**Masking**

Concealing traits or anxieties that deviate from neurotypical norms to avoid social exclusion or stigma;

Personal spaces, quiet rooms, and trusted companions can provide necessary relief from the exhaustion of performing ‘normality’.

1.31

**Time perception**

Many neurodivergent people struggle to measure bureaucratic minutes, hours, and days – especially in the abstract or distant future;

Segmented tasks, flexible deadlines, and alternative course requirements or assessments can help them honour ‘routines’, time-intensive commitments, and key milestones.

2.04

**Stimming**

Self-stimulating movements or activities can help neurodivergent people soothe their emotions, process information, and direct their focus in overwhelming situations;

They often carry familiar objects or ‘stim toys’ as an aid.

2.48

**Executive (dys)function**

Neurodivergence often impacts functions such as attention, working memory, or cognitive flexibility;

Specific learning disability (SpLD) tutors, intellectually nurturing supervision and mentoring, and assistive technology can help with complex tasks that involve intensive prioritisation and information processing.

3.13

**Emotional (dys)regulation**

The brain’s difficulty to control or manage emotional signals can lead to stark mood shifts, including irritability, despair, or anger;

Therapy and medication may help but pastoral support and an empathetic learning environment is essential.

3.37

**Rejection sensitivity**

Experiencing anxiety, shame, and fear in the face of ongoing or anticipated setbacks, criticism, or vague, neutral and indifferent feedback;

Constructive input that encourages and works with a student’s specific strengths can help avert disillusionment.

4.00

**Sensory overload**

Neurodivergent people can be markedly sensitive to certain lights, sounds, scents, flavours, or textures that cause them extreme distress or overwhelm;

They need controlled environments (e.g. quiet spaces) and physical tools (e.g. noise-cancelling headphones) to block unwanted stimuli.

4.37

**Demand avoidance**

Feeling a persistent resistance to direct or indirect demands and avoiding essential tasks, even against one’s own will or desire;

Demand-free personal time, projects driven by personal interests, negotiable instructions or deadlines, friendly accountability or peer support, and positive reinforcement can help alongside therapy.

5.20

**Burnout**

A nagging sense of emotional, mental, and physical exhaustion resulting from prolonged academic or work stress that results in low motivation and low self-esteem;

Open communication and work adjustments (e.g. via Disability Advisory Services or Occupational Health) are necessary to avoid further distress.