Questions or Comments?

Type them into the questions box!

"Why am I muted?"

Don't worry. Everyone is muted except the Presenter and the Host. Thank you and enjoy the show.

Chat

Announcements and hyperlinks from our team

Handouts

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Being a part of the ACS Bridge program has benefited me in several ways. I was able to pursue fully independent, fascinating research at a top institution, but even more importantly, I was exposed to a number of opportunities (such as conferences, career events, etc.) I never would have known about otherwise. The best thing about Bridge in my opinion, are the people at ACS who have worked to make it happen. Their dedication to helping me develop professionally and supporting me in good or bad times I will forever be grateful for.

Hanin Sarhan, Bridge Fellow at Indiana University

Group picture from 2022 CKS at ACS HQ in Washington, DC

ACS Scholar Adunoluwa Obisesan
BS, Massachusetts Institute of Technology, June 2021
(Chemical-biological Engineering, Computer Science & Molecular Biology)

“The ACS Scholars Program provided me with monetary support as well as a valuable network of peers and mentors who have transformed my life and will help me in my future endeavors. The program enabled me to achieve more than I could have ever dreamed. Thank you so much!”

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https://www.acs.org/linkedinlearning

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https://www.acs.org/policy
A complete listing of ACS Safety Programs and Resources

Download it for free in the "Projects & Announcements" Section! [www.acs.org/ccs](http://www.acs.org/ccs)

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[ACS Webinars on Diversity](#)

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[ACS Volunteer and ACS Meetings Code of Conduct](#)

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Diversity, Equity, Inclusion, and Respect

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**Equity**
Guides to ensure fair treatment, equality of opportunity, and fairness in assessing information and resources to all. We believe this is achieved through fair representation, buying, programming, recruiting, publications, and other resources, and in response to, feedback and direction.

**Diversity**
The representation of varied identities and differences, including race, gender, sexuality, culture, country, religion, social class, age, political affiliation, and other identities. We celebrate and leverage our diversity and its value.

**Inclusion**
Builds a culture of belonging by actively seeking the contributions of people with diverse identities, experiences, and perspectives.

**Respect**
Respect for each person is essential to the success of ACS and its ability to advance ACS’ core values of diversity, equity, inclusion, and respect.

https://www.acs.org/diversity
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To promote educational and professional opportunities in the chemical sciences and in fields requiring knowledge of chemistry for persons with disabilities. We will champion the capabilities of those persons to educators, employers, and peers.

The committee envisions a time when all individuals, including those with disabilities, will advance the chemical enterprise by drawing on the full range of their talents.

https://www.acs.org/about/governance/committees/chemists-with-disabilities.html

cwd@acs.org
This ACS Webinar® is co-produced with the ACS Chemists with Disabilities Committee and the ACS Office of Diversity, Equity, Inclusion & Respect.

A Different Way of Thinking: How People Who are Neurodivergent can Flourish in Science

CHRISTIN MONROE, PhD
SPEAKER
Assistant Professor of Chemistry, Landmark College

MARIA T. DULAY, PhD
SPEAKER
Senior Research Scientist, Stanford University and Director, Center for STEMM Mentorship, Stanford University

HOLDEN THORP, PhD
SPEAKER
Editor-in-Chief, Science family of journals

RACQUEL JEMISON, PhD
MODERATOR
Assistant Director, Office of Diversity, Equity, Inclusion, and Respect, American Chemical Society

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LANDMARK COLLEGE
Established in 1985
First institution of higher education to solely serve students who are neurodivergent
How familiar are you with the term “neurodivergent?”

- I have never heard the term
- I have heard of it
- I can write down the meaning of the term
- I can give examples of the term
- I’m an expert on this term and can teach someone else

* Please use the radio buttons on-screen to answer!

Neurodiversity - Describes a multitude of naturally occurring variations in the brain that result from the human genome.
Executive Function

The cognitive processes that regulate an individual's ability to sustain self-directed action toward a goal.

Brown’s Model of Executive Function

Organizing, prioritizing, & activating to work
Focusing, sustaining, & shifting attention to task
Regulating alertness, sustaining effort, & processing speed
Managing frustration & modulating emotions
Utilizing working memory & accessing recall
Monitoring & self-regulating action

What do EF Challenges this look like outside of the classroom?

Process of Making Jewelry

- Collecting "rough rocks"
- Polishing Stones
- Metal Work
- Complete Product

Why is the final product not produced?

Brown's Model of Executive Function

Flexible Deadlines

- Suggested Deadline
- 2-Week Deadline: "Zero" in Gradebook; Assignment can still be submitted
- Mid or End Semester Deadline

“Soft” Deadline

Consequence or Penalty

“Hard” Deadline
Tactile Bohr Model

Monroe, Christin B.; Stein, Andrew B.; and Tolman, Cindy (2022) "Implementing Tactile Learning to Aid Students Understanding of the Bohr Model," *Journal of Science Education for Students with Disabilities*: Vol. 25 : Iss. 1, pp. 1-14, Article 3. DOI: 0.14448/jsesd.13.0003

Breaking Down Laboratory Assessments

These are examples of “reasonable” accommodations.
Sci-Voice Talking Labquest (TLQ) 2

Reads data off in real time
Reads instructions to students as they perform the lab
A tool that can be useful both for blind/low vision and dyslexic science students

Monroe, Christin B. (2023) “B/LV Laboratory Accessibility Technology Adapted for Neurodiverse Chemistry Students”, Journal of Science Education for Students with Disabilities. Vol. 26 : Iss. 1, pp. 1-9, Article 5. DOI: 10.14448/jsesd.15.0004. Available at: https://repository.rit.edu/jsesd/vol26/iss1/5.

Scaffolded and Strengths Based Career Preparation

Program Elements Catalyzing Success

Financial Literacy
Mentor Maps
Field Trips
Career Development
Internships/Research
Conference Attendance
Peer Mentoring
Volunteering
Presentation/Publication

Cohort Class
Mentors
Career Advisor
Academic Advisor

STEM Mentor
Expertise in field of interest, research opportunities, guidance with career goals and grad school professional school

Academic Advisor
Help research industries and companies, develop resumes, LinkedIn, and cover letters, academic advisor

Career Connections
Internship coordination, job offer evaluation

New Directions in Higher Education, Under Review

NSF DUE S-STEM Award #2129912
## Graduate School Accommodations

<table>
<thead>
<tr>
<th>Approach a Disability Resource Office</th>
<th>Approach Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>- When you are taking a class</td>
<td>- Accommodations related to be a teachers’ assistant</td>
</tr>
<tr>
<td>- Before you take your generals exam</td>
<td>- Accommodations related to being a research assistant</td>
</tr>
<tr>
<td>- When you are writing your dissertation</td>
<td>- Essentially any role you are being “compensated” to perform</td>
</tr>
</tbody>
</table>

Disclosure is a very personal thing, but with the right graduate advisor, students may not need to request formal accommodations.

What can you do to make your environment more accessible?
A Different Way of Thinking: How People Who are Neurodivergent can Flourish in Science

CHRISTIN MONROE, PhD
Assistant Professor of Chemistry, Landmark College

MARI A. DULAY, PhD
Senior Research Scientist, Stanford University and Director, Center for STEM Mentorship, Stanford University

HOLDEN THORP, PhD
Editor-in-Chief, Science family of journals

RACQUEL JEMISON, PhD
Assistant Director, Office of Diversity, Equity, Inclusion, and Respect, American Chemical Society

Which accommodations should ACS focus on at the next ACS meeting? (You may choose more than one)

- Wheelchair accessibility
- Clearer signage in the meeting rooms
- Alt text options for images on screens
- Choice of colors that are accessible to visually impaired persons

*If other please let us know using the questions panel!
THE LIVE Q&A IS ABOUT TO BEGIN!

Keep submitting your questions in the questions window!

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Resources

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- Quick Guide Inclusivity Moments
- Quick Guide How to Host Inclusive in-person Events

Diversity, Equity, Inclusion, and Respect

- Equity**: Ensures fair treatment, equality of opportunity, and fairness in assessing information and resources to all. We believe this is a key tool in deepening and broadening our understanding.
- Diversity**: The recognition of equal values and differences in terms of culture, age, gender, disability, sexual orientation, gender identity, national origin, and more. It also acknowledges the role of race and ethnicity.
- Inclusion**: Builds a culture of belonging by actively involving the contributions and perspectives of individuals; values different contributions and views.

https://www.acs.org/diversity
ACS Committee on Chemists with Disabilities

E-Book: Teaching Chemistry to Students with Disabilities
The 4th edition is now available in PDF format. This informative tool helps students and educators understand how to identify and address the needs of students with disabilities to ensure an inclusive and accessible chemistry education experience.

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https://www.acs.org/about/governance/committees/chemists-with-disabilities.html

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Bridging the Skills Gap Between the CHIPS and Science Act and Chemical Technical Professionals
Co-produced with ACS Science Policy

Wednesday, July 31, 2024 | 2-3:15pm ET
Avoiding IP Own Goals in Drug Discovery: Best Practices for Obtaining (and Keeping) Your IP
Co-produced with the ACS Division of Chemistry and the Law

Thursday, August 1, 2024 | 2-3pm ET
Tax-savvy Donations: How to Benefit While Making a Big Impact
Co-produced with ACS Office of Philanthropy

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