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Neurodivergent Employees: The impact of the disclosure decision and subsequent workplace accommodations

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Abstract

Title: Neurodivergent Employees: The impact of the disclosure decision and subsequent workplace accommodations

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A great deal of organizational investments have gone towards diversifying the labor force as of late. However, the same cannot be said for efforts made towards making newly acquired talent feel included. Neurodivergent individuals in particular have not been sufficiently welcomed in organizations, partially explaining their reluctance to disclose their identity along with feeling excluded. Despite researchers framing the characteristics displayed by neurodiverse talent as natural variations found at the tail ends of the bell curve, many people are incapable of viewing them as such. Discrimination and stereotyping have thus resulted, further dampening neurodivergent employees' work experiences. These two factors are often embedded in organizations' diversity climates which guide the ideologies held by its employees. This work leveraged stigma theory and optimal distinctiveness theory to examine the experience of neurodivergent employees specifically regarding disclosure and feelings of inclusion within the context of their organization's diversity climate. Despite failing to obtain support for the hypotheses in the current study, statistically significant correlations were found between all variables within the model except for disclosure. This was also the case when assessing people who identified as neurodivergent and people who disclosed their identity in the workplace. Neurodiversity literature will be extended as the following was addressed in this study: (1) the cost-benefit analysis associated with disclosure, (2) neurodivergent employees' satisfaction with accommodations, (3) the perception of an inclusive workplace, and (4) the experiences of different subgroups within neurodiversity. This study also cited theoretical and practical implications.

Keywords: *neurodiversity, diversity climate, disclosure, accommodations, inclusion, discrimination, stereotyping*

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Chapter 1: Introduction

"Hiring diverse talent isn't enough – it's the workplace experience that shapes whether people remain and thrive" (Dixon-Fyle, 2020)

In recent years we have seen diversity, equity, and inclusion (DEI) initiatives take organizations by storm. The fixation on broadening the available talent pool can be attributed to the constant and rapid changes that occur in the corporate world, but also to the recent surge in workplace discrimination lawsuits (EEOC, 2023) However, the amount of effort put forth to acquire diversified talent has not been mirrored in making them feel included once hired. According to the Ernst and Young Belonging Barometer 3.0, 75% of employees across the globe have reported feeling excluded at work (Ernst & Young, 2023). The Barometer also revealed that 56% of respondents felt they could not share, or were reluctant to share, aspects of their identity at work as they were worried it would pose a barrier (Ernst & Young, 2023). Feelings of exclusion and fear of disclosing one's identity are experiences that are far too familiar to neurodivergent employees.

Neurodiversity (e.g., ADHD, ASD, dyslexia) is a subset within disability affecting roughly 17% of the US workforce that denotes the natural range of differences in brain functioning and behavior (Szulc et. al., 2021; LeFevre-Levy et. al., 2023). Researchers have maintained that characteristics displayed by neurodiverse individuals are associated with the tail ends of the normal distribution (LeFevre-Levy et. al., 2023). Despite this identity being framed as such, many people are incapable of accepting the differences displayed by neurodivergent people as natural variations, solidifying neurodiverse employees' feelings of exclusion and reluctance to disclose their identity. Aside from their identity, neurodiverse employees cite certain aspects of the workplace environment as being the source of these feelings. For instance, many neurodiverse individuals are entitled to workplace accommodations, however obtaining what they require is often a more arduous process in comparison to the way in which individuals with physical disabilities acquire aids. This is likely due to the fact that organizations are more familiar with implementing physical adjustments (Bruyère & Colella, 2022). Negative perceptions of the accommodation process can deter neurodiverse employees from disclosing their identity and may also lead to feelings of exclusion.

Being neurodiverse can also entail a great degree of stereotyping and discrimination. Stereotyping is the maintenance of a generalized belief regarding

characteristics, attributes, and behaviors about a specific group of people (Priscott & Allen, 2021). Discrimination refers to the prejudicial treatment, unfair treatment or unjustified actions against people on the basis of certain characteristics such as age, ethnicity, gender, and disability (Johnson & Joshi, 2016). Discrimination and stereotyping can partially explain the low employment rates of neurodivergent people, however, there are times when they are incapable of performing the essential functions of a job even when provided with accommodations.

The workplace tends to play a part in the stereotyping and discrimination that takes place as the diversity climate guides the ideologies maintained by its workers. The diversity climate refers to "employees' perceptions about the extent to which their organization values diversity as evident in the organization's formal structure, informal values, and social integration of under-represented employees" (Dwertmann, Nishii, & van Knippenberg, 2016, p. 1137). When the diversity climate is negative, this can allow discrimination and stereotyping to fester, ultimately limiting neurodiverse employees' workplace integration. Moreover, these types of environments include more prominent levels of discrimination and stereotyping which are directly linked to perceptions of identity, explaining the unwillingness to share one's neurodiverse status.

Stigma theory extends the contentions of the diversity climate. This theory maintains that when a stigma, an attribute or behavior that is socially discrediting, is found it leads to a person being classified by others in an undesirable manner usually on the basis of a stereotype (Ragins, 2008). Neurodiverse individuals are often stigmatized as there is a heightened focus on their shortcomings (Grant & Kara, 2021). Despite falling on both ends of the bell curve, neurodivergent people are often described by the characteristics that land them on the lower ends of the curve. The stigma experienced by neurodivergent people tend to differ depending on the type of neurodiversity they identify with, though the psychological process and outcomes associated with stigma as a whole are similar across neurodiversity types. More precisely, it has been maintained that the stigma surrounding neurological disorders is fed by fears and that people with such disorders are perceived to be awkward, unsociable, incompetent and unintelligent (Patton, 2019). This is often followed by counterparts such as employers having low performance expectations for those who have been stigmatized for their neurological differences (Patton, 2019).

Optimal distinctiveness theory suggests that humans have two basic needs to satisfy, the need to be included along with the need to be distinct. This may serve to explain neurodivergent employees' work experiences as it highlights their internal desire to be included as well as remain distinct across groups and situations (Shore et al., 2011). This theory is directly related to perceptions of inclusion in that researchers have found that environments that place an adequate amount of value on both uniqueness and belongingness lead to greater feelings of inclusion (Shore et al., 2011).

The vast majority of literature discussing neurodivergent employees involves assessing the impact of accommodations that are offered to them in various aspects of their lives. Alternatively, this current study is focused on accommodations from a moderating standpoint as we seek to understand how one's satisfaction with the accommodations received may alter the strength of the relationship between the disclosure process and perceptions of inclusion. That is, disclosure of neurodiverse status should be related to inclusion but only if the employee is satisfied with the accommodations received pursuant to the disclosure. In this case it is important to note that individuals may receive accommodations, though it is not guaranteed that the ones obtained will sufficiently tend to their needs, ultimately determining their level of satisfaction with the accommodations. The diversity climate will also be assessed as it is assumed that it is an integral precursor to the disclosure decision.

All in all, little neurodiversity research has explored (1) the cost-benefit analysis that goes into disclosure decisions, (2) neurodivergent employees' satisfaction with accommodations received, (3) the importance of the perception of an inclusive workplace environment, and (4) the experiences of people with different types of neurodiversity beyond that of Autism Spectrum Disorders (ASD). Therefore, the current study will leverage stigma theory and optimal distinctiveness theory to further understand these issues impacting neurodiverse employees. The overall purpose of this study is to make organizations aware of how fostering a diverse work climate can facilitate neurodiverse individuals' decision to disclose their identity as well as bolster perceptions of organizational inclusion.

This study makes a number of contributions and fills gaps in the neurodiversity literature. First, research pertaining to neurodiverse individuals in the workplace often fails to acknowledge the importance of the perceptions of the context, more precisely one that is

inclusive. As the extensive research in this area states, many organizations remain unable to accommodate neurodivergent employees effectively, but what is even more alarming is that some workplaces remain unwelcoming (Patton, 2019). As a matter of fact, there is evidence of this group being actively excluded from the labor force (Bruyère & Colella, 2022). Excluding neurodivergent employees at work not only has negative implications for them, namely lack of well-being, but also for organizations. Organizations that fail to acquire neurodivergent employees miss out on obtaining innovative employees that are capable of thinking outside the box, ultimately hindering their competitive advantage in the long run (Brinzea, 2019; Szulc et. al., 2021, Russo et al., 2022)

Second, information regarding the disclosure decision is limited in neurodiversity research. This is concerning because the decision to or to not disclose is an important step that not only shapes workplace experiences but also allows one to seek and obtain necessary accommodations. Furthermore, research in this area is constricted by the fact that people with ASD gain the most attention and as a result are assessed more than any other neurodiverse subgroup (Hedley et. al., 2018). This means that neurodiversity studies lack a complete picture of what really goes on when neurodiverse individuals are part of the labor force. Participants in this study will represent a broad range of neurodiversity.

Chapter 2: Literature Review

Neurodiversity

Normality is a social construct that, although subjective in nature, has widely been accepted as a means to categorize individuals. People who fall within the bounds of the statistical norm when assessed cognitively and behaviorally are deemed neurotypical (Doyle & McDowall, 2021; Bruyère & Colella, 2022). While we are all differently abled to some extent, there are differences that are flagged for exceeding the accepted thresholds despite resulting from natural variations in the human genome (Austin & Pisano, 2017; Szulc et. al., 2021). Neurodiversity, an umbrella term that encompasses between 15 to 20% of the global population asserts that there are multiple manifestations of a normal brain (Ott et. al., 2022; Russo et. al., 2022; LeFevre-Levy et. al., 2023). Neurodiversity is a category within disability that captures invisible divergence in brain functioning that is displayed in differences in cognition, thinking and intelligence (Doyle & McDowall, 2021; Szulc et. al., 2021; Walkowiak, 2021). As a result, idiosyncrasies may be seen in behaviors, learning, attention, mood, and social interactions (Poonamallee et. al., 2023). The term neurodiversity was coined by Australian sociological researcher and activist Judy Singer in the 1990s (Doyle & McDowall, 2021; Jeffries & Ahmed, 2021; Houdek, 2022). The creation of this term derived from the activist movement which sought to destigmatize ASD as well as support their implementation into foundational institutions within society (Sumner & Brown, 2015). ASD is simply one of many formal diagnoses that falls under the umbrella of neurodiversity. Such diagnoses are made in conjunction with the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), a taxonomic tool allowing for standard classifications. Neurodiversity thus also includes, but is not limited to, Attention-deficit/hyperactivity Disorder (ADD/ADHD), Dyslexia, and Dyspraxia (Priscott & Allen, 2021; Weinbaum et. al., 2023).

Medical versus Social Model

Neurodiversity is more than an encompassing term, it has transformed into a movement meant to empower individuals who have cognitive disorders that are largely misunderstood (Jeffries & Ahmed, 2021). The neurodiversity movement originally served as a rebuttal to the medical model of disability, a view that framed disability as being a

problematic characteristic (Grant & Kara, 2021). The medical model utilizes language that highlights differences in neurology as health deficits and impairments that require medical treatment (Brinzea, 2019; Doyle & McDowall, 2021; Grant & Kara, 2021). This model also "individualizes both the 'problem' of disability and the scope for solutions" (Grant & Kara, 202, p.590).

In contrast to the medical model, the neurodiversity movement embraces the social model of disability. The neurodiversity movement was created by individuals with disabilities in an effort to reframe the way in which society views the world by instilling the notion that disability is a result of the way society is organized as opposed to the impairments of the individual in question (Brinzea, 2019). In other words, it contends that disability is a social construct, meaning that the context will determine the way in which differences are received, placing the responsibility on society to accommodate for neurodiverse needs (LeFevre-Levy et. al., 2023). When upholding this notion, disability is accepted as a mere component of diversity, another kind of difference that does not prevent one from experiencing growth (McMahon et. al., 2022). In sum, the social model acknowledges that there is still work to be done as it pertains to accommodating the natural human variations in cognitive functioning, as everyone deserves to be recognized and valued (Doyle & McDowall, 2021). This is especially important when considering the exclusion of marginalized groups in work settings, an area warranting additional research.

Employment Rate

A shift in societal ideologies is relevant to the employment rate of neurodivergent individuals as the lack of complete acceptance of the social model is reflected in the low rates of neurodivergent employment. The Bureau of Labor Statistics (2023), reported that merely 21.3% of individuals with disabilities were employed in 2022, whereas 65.4% of people without disabilities were part of the labor force in the same year. Further, the unemployment rate of people with disabilities is roughly twice that of those without disabilities (Bureau of Labor Statistics, 2023). The clear disparity in the employment rate between both groups has been termed the disability-employment gap, a source of great concern worldwide (Doyle & McDowall, 2021). Government data on disability does not distinguish between different diagnoses, that is, statistics regarding cognitive disorders are presented with that of physical disorders (Weinbaum et. al., 2023). However, empirical

research has documented a higher unemployment rate of neurodivergent persons in comparison to general disability statistics (Weber et. al., 2022). There is also evidence of underemployment and exclusion of this group from the workforce (Bruyère & Colella, 2022). Another apparent pattern in neurodiverse literature is that more attention is placed on individuals with ASD, though this is not surprising as their unemployment rate is exacerbated in comparison to all other disability groups (Hedley et. al., 2018; Waisman-Nitzan et al., 2019; Szulc et. al., 2021; Timko, 2022).

Initiatives, Policies and Laws

Several initiatives have been implemented in an attempt to improve the employment of the neurodiverse population. The Universal Declaration of Human Rights of the United Nations started off in 1948 by maintaining the moral argument that "everyone has the right to work, to free choice of employment, to just and favorable conditions of work, and to protection against unemployment" (Waisman-Nitzan et al., 2019, p.482). Most notably, the Americans with Disabilities Act (ADA) was passed in 1990 with the goal of prohibiting discrimination on the basis of disability, including neurodiversity (Ameri et al., 2018). This act is meant to protect individuals with disabilities across various contexts, though it is especially important within the workforce as it has led to specific organizational requirements. It is important to note that while the ADA is meant to prevent organizations from overlooking qualified individuals for having a disability, it does not include recruitment quotas (LeFevre-Levy et. al., 2023). The ADA is also not relevant to companies employing fewer than 15 people, meaning that neurodivergence may be a disqualifying characteristic in some cases, presenting as an additional concern for the disability-employment gap (Ameri et al., 2018). Much has changed over time as a considerable amount of new job opportunities have been made available to neurodivergent employees in the last decade (Krzeminska et. al., 2019). The new job opportunities along with federal and state programs, nonprofit organizations, and corporate hiring initiatives have been meant to aid the situation (Timko, 2022). Although some progress has been made, neurodivergent individuals are still met with inferior employment opportunities and outcomes.

Challenges

The employment or lack thereof of neurodiverse individuals entails a variety of challenges. In other words, not being employed gives rise to many burdens, and being employed is not a seamless transition either. When provided with the opportunity to work, one of the leading complaints is that despite having acquired decent credentials, neurodivergent people were forced to settle for jobs they were overqualified for (Austin & Pisano, 2017). We can attribute this issue not only to our world being created for neurotypicals, but also to the reality that still in this modern day and age, the workplace remains ill-equipped, and in some instances unwelcoming, of the neurodiverse population (Patton, 2019; Bruyère & Colella, 2022). This often leads to them being sidelined in the workplace, meaning they are stripped of their voices, are placed in low visibility positions and eventually excluded (Szulc et. al., 2021; Poonamallee et. al., 2023). The social isolation of neurodivergent employees is in itself problematic, but also serves as a gateway to mental health issues. It is thus not surprising that the perceived mistreatment of this group has led to higher turnover rates, along with lower company loyalty and job satisfaction (Schur et. al., 2009). When neurodiverse individuals choose to stay within the labor force, their careers are met with untimely plateaus, as well as lower job security. In other words, they are passed over for positions they are qualified for, they believe they are denied promotions, and in extreme cases claim to be demoted or fired due to their diagnoses (Sumners et. al., 2018; Brinzea, 2019).

Another challenge consists of factors related to the process of acquiring a job as well as aspects of the workforce that discourage neurodivergent people from applying for positions. The job interview, often a staple in the hiring process, poses a barrier. It presents a barrier because it involves the need to display social skills, an area that individuals with ASD experience great difficulty with (Brinzea, 2019). The ability to socialize is also a deterrent when it is clear that it is a skill that is necessary for the job in question as some neurodivergent individuals fear it will get in the way of their performance (Johnson & Joshi, 2016). The difficulty with social skills coupled with the assumption that characteristics of neurodivergent employees do not align with that of the ideal employee, meaning “someone with the ability to communicate well, network, and demonstrate high emotional intelligence” may become discouraging to neurodivergent individuals (Ott et. al., 2022, p.2).

Another challenge that may contribute to neurodivergent employees' apprehension is the prevalence of unstructured workplaces, as well as the need to be attentive, manage time effectively, and cope with change (Hedley et. al., 2018; Poonamallee et. al., 2023). This is due to some neurodiverse persons' reliance on set routines, predictable outcomes, as well as structured processes that effectively guide them (Poonamallee et. al., 2023).

When this population gives into their fears about workplace challenges, and as a result refrain from joining the workforce, their lack of employment can give rise to a variety of burdens. Unemployment can have detrimental effects on one's well-being, whether it be psychological or physical, as well as on one's overall satisfaction in life, marriage, or family (LeFevre-Levy et. al., 2023). Not being employed also negatively impacts their opportunities for social inclusion (Ameri et. al., 2018). Above all, being unemployed threatens economic safety, and in the case of the neurodivergent population, their low unemployment rates translate to high poverty rates (Schur et. al., 2009; Ameri et. al., 2018).

Strengths and Weaknesses of Neurodivergent Employees

Neurodiverse individuals also have lower employment rates due to the deficit-focused narrative that has been perpetuated. In fact, the majority of research devoted to the experiences of individuals with ASD is deficit-based, meaning that neurodivergence is presented as being an identity that only comes with disadvantages (Grant & Kara, 2021). The deficit-based ideology paired with the narrow definitions of talent, and job interviews which often present as a hurdle to people with atypical interaction skills presents an unfortunate situation for neurodivergent people (Krzeminska et. al., 2019). It has been clear that neurodivergent people have a difficult time following normative social behaviors, especially people with ASD when in work environments with high social and communication demands (Hedley et. al., 2018; Timko, 2022). Neurodivergent individuals also struggle with reading, spelling, self-regulation, attention span, mental processing, recalling instructions, multitasking, rote memory, and organizational skills (LeFevre-Levy et. al., 2023; Poonamallee et. al., 2023). Although seemingly an extensive list, it is important to keep in mind that some of these weaknesses are more characteristic of certain neurodivergent identities than others. For instance, reading and spelling tend to be issues that are more prominently faced by individuals who have dyslexia compared to all other

neurodivergent subgroups. Moreover, there are individuals who may only have one or a couple of these weaknesses, which may also be situationally specific. While the deficits mentioned are legitimate struggles experienced by this population, they possess just as many strengths, if not more.

Research has demonstrated that the benefits neurodiverse employees can bring to the labor force are often overlooked by the majority of organizations (Bruyère & Colella, 2022). By doing so, they are doing themselves a disservice as neurodivergent workers can take on positions requiring specialized skills that are difficult to fill (Austin & Pisano, 2017). Additionally, when such workers are provided with opportunities they generate goods, services and bottom lines with lower defect rates, all while being more productive (Austin & Pisano, 2017). This can be explained by their wide range of skills and abilities which includes, but is not limited to, pattern recognition, problem solving, novel and creative thinking, technological expertise, attention to detail, hyperfocus, strong engagement, memory, and analysis (Walkowiak, 2021; Kim et. al., 2022; LeFevre-Levy et. al., 2023; Weinbaum et. al., 2023). It is important to note that a combination of these strengths is likely to differ strongly from person to person, hence some of them overlap with the weaknesses discussed above (Walkowiak, 2021). For example, memory is a particular characteristic that was mentioned as both a pro and a con for this group, however, it has been shown that having ASD or Dyslexia can lead to specialized skills which allow for superior memory (Austin & Pisano, 2017). In extreme cases neurodivergent individuals are deemed savants, meaning they are extremely talented, knowledgeable, or competent in one or more areas. While this is a rare occurrence, it remains that many people with ASD, Dyspraxia, Dyslexia, and ADHD have higher than average abilities (Austin & Pisano, 2017). These extraordinary abilities combined with their other average abilities can be used to compensate for the areas that present as weaknesses.

As the nature of work continues to undergo rapid change, especially with the technological advances we've seen as of late, organizations are beginning to realize the necessity of neurodiversity within the workforce (LeFevre-Levy et. al., 2023). That is, when the strengths possessed by neurodivergent people are acknowledged, appreciated, and harnessed by organizations they can contribute to the competitive advantage (Brinzea, 2019; Szulc et. al., 2021). Matching their unique talents to specific job competencies can

further increase the advantage, as well as possibly lead to neurodiverse employees becoming a higher commodity than neurotypicals (LeFevre-Levy et. al., 2023). The competitive edge created by this group stems from their role in widening the candidate pool, the expertise they bring forth, and the diversification they add to the labor force (Russo et. al., 2022). The edge in question refers to a company's ability to produce higher quality goods and services than its competitors.

There is renewed understanding that diversity contributes to enhanced work environments, generates more success, and garners harder working staff, all aspects improving the bottom line (Russo et. al., 2022). Diversity is especially tied to competitive advantage when innovation is the primary area of focus. This is because organizations can gain a competitive advantage that truly separates them from others by presenting novel ideas. Neurodiverse talent is thus advocated for when it is duly noted that they are capable of providing different experiences and perspectives which in turn produce unique outputs that create value for organizations (Austin & Pisano, 2017; Krzeminska et. al., 2019; Russo et. al., 2022). This value-add is manifested in multiple ways such as decreased costs, faster and efficient production, as well as enhanced organizational performance (Houdek, 2022; Ott et. al., 2022).

Disclosure Decision

Another important aspect to consider when entering the labor force as a neurodivergent individual is the notion of disclosure. Disclosure consists of the decision to divulge information pertaining to one's neurodivergent status, meaning sharing the diagnosis itself along with its symptoms. However, disclosure occurs on a continuum, that is, one may choose to disclose to some people and not others, as well as in some situations and not others (Ragins, 2008). In other words, a neurodiverse employee may choose to let everyone know in their personal life about their cognitive status, whereas they may only be comfortable divulging this information to a handful of their colleagues at work. Disclosure can be beneficial for all the parties involved, but it can also serve as a gateway for more detrimental consequences for the person disclosing their identity (Johnson & Joshi, 2016). The decision to disclose versus not disclose one's diagnosis to employers and colleagues is difficult and includes various components. However, there are times when the decision to disclose is stripped away due to the visibility of one's diagnosis. Environmental factors

also need to be taken into consideration when making this decision as it gravely shapes experiences at work.

Neurodiverse employees are mindful of their right to "either conceal or reveal their invisible difference" (Priscott & Allen, 2021, p.1076). Research suggests that this conscious decision takes a lot of energy as it constantly involves measuring the impact they believe it will have on themselves and those in their surroundings (Priscott & Allen, 2021). When it comes to themselves, they may consider whether it will lead people to treat them differently, and whether it will affect their opportunities at work. In terms of others, neurodivergent employees may consider the comfort level of their peers, as well as the possible changes in their peers' workload as a result of them being hired. Although concealment may result from this thought process, it is said that concealment includes misdirected energy that could otherwise be used to achieve company missions when relying on the talents stemming from neurodivergence (Weinbaum et. al., 2023). As a matter of fact, neurodivergent people that choose not to disclose their identity report higher levels of anxiety and related physical afflictions (Priscott & Allen, 2020).

Age is also relevant to the decision-making process as it has been found that individuals who were diagnosed earlier in life were less likely to discuss their diagnosis and the associated weaknesses (Johnson & Joshi, 2016). On the other hand, people diagnosed in their 30s and older were more likely to disclose not only their official diagnosis but the time at which they found out (Johnson & Joshi, 2016).

For some, the decision to disclose lies heavily in their ability to receive workplace accommodations (LeFevre-Levy et. al., 2023). This is because disclosure is a necessary precursor to receiving accommodations as per the ADA (LeFevre-Levy et. al., 2023). The self-verification theory takes things a step further by explaining why some people feel inclined to disclose their invisible disability across different life domains, in this case at work (Ragins, 2008). This theory contends that individuals who are faced with the decision to disclose or not disclose lean into their desire to have their peers see them as they see themselves, in other words, self-verification (Ragins, 2008). Disclosure thus provides the opportunity to clarify one's identity while still connecting with others. This creates a support system filled with opportunities to be mentored, receive strategies and resources, along with protection against role-related stress (Ragins, 2008).

The disclosure decision is also further complicated by the fact that people with invisible disabilities do not tend to be perceived as having disabilities (Ragins, 2008). Additionally, the disclosure process assumes that all neurodivergent employees have the ability to decide whether they would like to disclose their identity or not. However, this decision is a luxury that is not afforded to everyone. While neurodiversity is a term used to describe invisible differences in the brain, it remains that some diagnoses under this umbrella consist of traits and symptoms that are in fact visible to others. Examples of such traits and symptoms include repetitive movements, lack of eye contact, hyperfixation, and strict routines. This ultimately means that regardless of an attempt to conceal, neurodiversity may still be detected. Concealment is especially difficult in some instances due to neurodivergents' physical appearance (Priscott & Allen, 2021). For instance, individuals with Down Syndrome's common physical features include a flattened face, shorter average height, and almond shaped eyes that slant upwards (CDC, 2023).

With the exception of neurodivergent employees who have distinct physical differences, the disclosure decision-making process consists of a cost-benefit analysis which takes one's environment into consideration (Ragins, 2008). It is important for this analysis to consider the environmental factors as the decision is not inherently good or bad, the context will determine the best course of action (Ragins, 2008). In order for disclosure to be a good decision, the environment needs to provide institutional support for the act (Ragins, 2008). Institutional support is displayed through an organization's policies, practices, climate, and overall culture (Ragins, 2008). The employee is thus responsible for assessing those areas to determine whether disclosure will lead to a beneficial outcome. Some environments take it a step further by not only being supportive by nature, but by also sheltering employees from the adverse effects of disclosure (Ragins, 2008). There are even some indicators that candidates may be exposed to prior to taking a job which would make them feel more confident about disclosing in the environment they are about to enter. For example, when an organization provides more support than usual along with career guidance before one accepts a position, disclosure may seem like a more attractive option (Johnson & Joshi, 2016). This is because they are already exposed to part of the process of disclosure.

Allies are recognized for easing the decision through social support and trust (Ragins, 2008). Another group of people who play a key role are those who share the

identity, especially if they have successfully disclosed, as they can support one another, help with emotional regulation and increase self-esteem (Ragins, 2008). Unfortunately, not all work environments contain allies or other neurodivergent employees considering how small this population is in the workplace. This thus allows room for neurodivergent employees to come into contact with other workers who are unfamiliar with their identity and who in turn may stigmatize them. Stigma is a social construct in which characteristics associated with a particular identity become devalued in some social settings (Shore et al., 2011, p.1268). Power relations exert a significant influence on which identities become negative stereotypes as well as when and how the stereotypes are activated (Jeffries & Ahmed, 2021). That is, stigma is relationship and context specific, meaning that people do not need to possess the stigmatized characteristic, the perception that they do based on the social context they are in is sufficient to fuel the stigma (Major & O'brien, 2005; Sumners et. al., 2018).

Stigma theory was coined by Canadian sociologist Erving Goffman in 1963 (Fitzpatrick, 2008). This theory is particularly relevant to neurodiverse employees as stigma theorists have determined that visibility is an important factor in the management of and the reactions to identities that are stigmatized (Ragins, 2008). Beyond visibility, neurodiverse individuals are more likely to experience stigma stemming from the stereotypes associated with their identifying characteristics (Ali et al., 2023). For instance, people with autism may be stigmatized for their difficulties with social interactions, whereas people with dyslexia may be stigmatized for their difficulties with reading (Patton, 2019; Macdonald, 2010). Neurodiversity thus does not tend to be synonymous with exemplary employees given the differences in cognition, thinking, and social interactions. As mentioned, the neurodiverse population is often subject to deficit-based ideologies, meaning their shortcomings are far more highlighted than their strengths (Grant & Kara, 2021). Taken together, stereotyping disability originates from focusing on presumed deficits in comparison to what society constitutes as normal (Priscott & Allen, 2020). This ultimately leaves room for stigma to surface. The stigma surrounding this population can prevent them from disclosing their identities, especially in work environments (Bruyère & Colella, 2022).

Organizations may be facilitating the stigma that is occurring, usually in an unintentional manner. For example, some organizations require employees to identify their

disabilities and this tends to benefit those who have severe needs (Weinbaum et. al., 2023). However, this requirement ends up stigmatizing individuals who have attempted to overcome the challenges associated with working in environments created with neurotypicals in mind (Weinbaum et. al., 2023). The implementation of the ADA by organizations is another source of stigmatization. Even though the legal requirement involves providing neurodivergent employees who have disclosed with reasonable accommodations, the receipt of accommodations may be accompanied with stigma beyond simply disclosing (LeFevre-Levy et. al., 2023). Therefore, neurodivergent employees are challenged by the fact that not disclosing prevents them from receiving necessary accommodations, and disclosing may possibly lead to other unfavorable outcomes such as stereotyping and stigmatization (Patton, 2019).

Matters may be worsened when disclosure is perceived as a means to gain special treatment. That is, it may negatively affect others' views of them as well as restrict their access to promotions and other development opportunities (Sumner & Brown, 2015). However, stigma stemming from the assumption that one seeks special treatment is a unique occurrence, what tends to happen is that individuals are stigmatized for their identity alone. It is the fear of stigma, mistreatment, negative attitudes, devaluation, and stereotypes that drive neurodivergent employees to refrain from disclosing (Johnson & Joshi, 2016; Patton, 2019; Russo et. al., 2022). More precisely, some individuals fear that they will be socially isolated, avoided, verbally harassed, experience job discrimination and loss, as well as be victims of physical assault (Ragins, 2008). The cost-benefit analysis that goes into the disclosure decision should thus not be taken lightly.

Accommodations

The implementation of accommodations is a common and familiar occurrence in organizations when it comes to physical disabilities (Bruyère & Colella, 2022). That is, most companies have disabled parking spaces, ramps installed at building entrances and within certain areas of the workspace, elevators, and spacious bathroom stalls, making the work environment easily accessible. Providing accommodations to the neurodiverse population is a much more complicated process as it is not only tied to the disclosure decision, it also involves a case-by-case assessment conducted by the organization to determine whether accommodations are warranted (LeFevre-Levy et. al., 2023). As

discussed prior, part of the disclosure decision is rooted in people's ability to receive accommodations. In fact, the first step to receiving the necessary accommodations is to make one's organization aware of your neurodivergent identity as well as what exactly you will require. For some, this happens well before they are hired as adjustments may be needed during the selection process (LeFevre-Levy et. al., 2023). The ADA serves to protect neurodiverse employees from being discriminated against partly by legally requiring "employers to provide reasonable accommodations for qualified applicants and employees with disabilities to assist employees in meeting essential functions of the job" (Patton, 2019, p.917). However, a caveat to this is that this law does not apply in the event that providing accommodations would lead to undue hardship on the organization (Patton, 2019).

This is where the accommodation assessment comes in. This is a step that is taken by many companies given that the law mandates them to implement accommodations into the infrastructure, as opposed to having employees change (Doyle & McDowall, 2021). Organizations are thus tasked with determining what constitutes essential functions of the job and what accommodations would be associated with undue hardship (Patton, 2019). Candidates must be able to perform essential elements of the job, with or without accommodations, otherwise the organization is legally allowed to refrain from hiring them (EEOC, n.d.). As it pertains to undue hardship, if the organization determines that the accommodations requested go beyond their available resources, this may also be cause for refusal (EEOC, n.d.). In extreme situations, organizations that hire individuals who require adaptations that are deemed expensive may offer them lower wages to offset their costs (Ameri et. al., 2018). This practice is not suggested as it is prohibited by the ADA (Ameri et. al., 2018). Nonetheless, several studies have shown that many reasonable accommodations are inexpensive (Patton, 2019). As a matter of fact, after weighing the costs and benefits related to employing individuals with ASD within the open labor force, it was found that hiring them does not involve additional costs in comparison to other new hires (Waisman-Nitzan et al., 2019; Bruyère & Colella, 2022). This ultimately means that resorting to underpaying neurodivergent employees may likely be unnecessary.

The neurodiversity movement fully supports the idea that formal institutions should actively accommodate neurodiverse individuals (Sumner & Brown, 2015). Having this begin in schools is important as becoming acclimated to accommodations which

support educational performance set the expectations for the workplace (Sumner & Brown, 2015). Organizations that are preoccupied with meeting previously established expectations often acknowledge that accommodations are a basic human right to work. That being said, there are multiple types of accommodations that are available and may be offered in the workplace. The first set of accommodations are unobtrusive, meaning that they involve changes to the environment that are not easily detected nor disruptive. Some unobtrusive adaptations are non-physical and it has been maintained that they tend to be passed over as they are more complex and long-term, necessitating sustained effort that is mainly led by either a supervisor or colleague (Waisman-Nitzan et al., 2019). Accommodations of this sort can be minor and "include ensuring managers use clear communication, appointing a buddy to support the individual, flagging changes in routine in advance and positioning them in a quieter part of the office" (Russo et. al., 2022, p.275). Repositioning employees may also include placing them in close proximity to colleagues, facilitating interactions (Hedley et. al., 2018). Such changes can help with improving productivity and team efficiency, as well as increasing retention (Bruyère & Colella, 2022; Russo et. al., 2022).

Other unobtrusive non-physical accommodations require a heavier organizational lift. Given the issues revolving around neurodiverse employees' ability to process social information, communicate, or adapt to work changes, organizations may need to implement innovative changes to the selection or training processes. In order to circumvent the problems associated with interviews, organizations may employ hands-on skills assessments or project-based assessments instead, as the lower pressure interactions should help candidates to display their capabilities (Szulc et. al., 2021). Organizations may also create unique training initiatives to support their employees (Szulc et. al., 2021). An example of this may be an on-the-job interpersonal skills training where a coach would provide one-on-one support based on individual needs (Szulc et. al., 2021).

The last group of unobtrusive adaptations which are both physical and non-physical are implemented to manage sensory overload, most prominently to address visual and acoustic distractions (Austin & Pisano, 2017; Weber et. al., 2022). Some organizations have the luxury of acquiring technological tools that control and alter sensory information allowing them to quickly adjust parameters such as noise, temperature, and smell (Szulc et. al., 2021). Though the vast majority make subtle changes such as to lighting by simply

including the option of dimming lights or changing their color (Austin & Pisano, 2017; Hedley et. al., 2018; Brinzea, 2019; Walkowiak, 2021). These changes are credited for reducing factors that may be distracting and in turn affect work comfort and efficiency (Szulc et. al., 2021).

Quiet workspaces are also favored in this case and organizations can tend to this need by offering separate offices or compartments (Brinzea, 2019). Providing neurodiverse employees with workstations in areas met with low stimulation presents benefits for concentration, especially for individuals with ADHD (Brinzea, 2019; Walkowiak, 2021). It has also been noted that some people with ADHD are offered flexible work hours in an effort to further manage sensory overload (Brinzea, 2019).

Another unobtrusive accommodation that is commonly provided is noise-canceling headphones. It is one of the few unobtrusive physical adaptations meant to diminish auditory stimulation, otherwise allowing neurodiverse employees to activate and leverage their capabilities (Austin & Pisano, 2017; Hedley et. al., 2018; Brinzea, 2019; Walkowiak, 2021; Bruyère & Colella, 2022)**.** Taken together, research has shown that providing accommodations to diminish sensory overload supports neurodiverse workers' well-being, performance and occupational longevity (Weber et. al., 2022, p.43).

Virtual reality (VR) is a niche within accommodations that has gained attention in recent years. VR is a three dimensional simulated experience which serves to create a sense of immersion. VR falls under what we call obtrusive accommodations that are physical in nature. Obtrusive accommodations are ones that lead to noticeable or prominent changes to the environment. These kinds of adaptations may be offered to neurodivergent employees at different stages of the employment process. In comparison to reality, VR has the ability to expose individuals to desired scenarios in a manner that is gradual and adapted to their needs while simultaneously collecting data on their behavior (Farroni et. al., 2022). An example of this is offering versions of a workplace activity in which the sensory information is individualized in a manner that tends to difficulties faced by some neurodivergent people (Farroni et. al., 2022). VR seems to be valuable when it comes to accommodating sensory overload as it has shown to be promising when it comes to developing and enhancing social and communication skills (Farroni et. al., 2022). It has also been maintained that VR is effective in building empathy, acquiring job-related skills,

and easing transferability of skills to everyday situations (Farroni et. al., 2022; Kim et. al., 2022).

When VR is provided as an accommodation in the workplace it is particularly beneficial to people with ASD. As a matter of fact, it has been deemed a fruitful means of providing vocational assistance to employees with ASD by helping them with job interviews and tasks via social communication training (Kim et. al., 2022). VR is also responsible for offering a controlled and safe environment where this subgroup can work on their social skills without the pressures surrounding face-to-face interactions which often lead to common mistakes (Kim et. al., 2022). It is important to note that such employees fare best in small peer groups, meaning one should limit the amount of people who are utilizing VR accommodations at once (Farroni et. al., 2022).

Perceptions of Inclusion

Organizations that are inclusive are ones that allow individuals of all identities to fully be themselves while contributing to the collective (Shore et al., 2018). In this case, everyone would be accepted as valued and full members of the workgroup (Shore et al., 2018). Organizations are responsible for creating an environment in which all employees feel included and this tends to be displayed by treating everyone fairly, highlighting their value and including them in decision making (Nishii, 2013). However, inclusion is especially important to historically marginalized groups such as people who are neurodivergent. Inclusion essentially provides groups who have historically been excluded with the opportunity to participate and contribute to the workplace by maintaining their authentic identity without fear of their diversity being perceived as a disadvantage (Shore et al., 2018).

There are many positive outcomes that may result from an inclusive work environment. One of the most obvious benefits is that it can provide career opportunities for diverse individuals (Shore et al., 2011). It also generates some health benefits given the connection it can foster amongst colleagues in addition to the overall feeling of being valued (Shore et al., 2011). Some researchers have found that inclusive workplaces improve job satisfaction and decrease the intent to turnover (Shore et al., 2011). Perceptions of inclusion have also been predictive of organizational commitment, organizational citizenship behaviors, and job performance (Shore et al., 2011).

In a 2x2 framework brought forth by Shore et al. (2011) it is proposed that the interaction between high value in uniqueness and belongingness create spaces that generate feelings of inclusion. The notion that employee perceptions of inclusion stems from their assessment of whether their experiences align with their needs for belongingness and uniqueness is further extended by optimal distinctiveness theory (Shore et al., 2011). Optimal distinctiveness theory was brought forth by social psychologist Marilynn Brewer in 1991 and explains the process of identifying with a group by way of balancing the desire to be included yet distinct (Peoples, 2017). In other words, this theory highlights "two competing social needs – the need for inclusion and the need for uniqueness" (Peoples, 2017, p.443; Way et al., 2022). Not only does this assessment allow for us to adequately identify with groups to which we belong, it also helps with the maintenance of our self-concept. Explained further, the former relates to a need to be assimilated which entails group immersion and the latter relates to a need for differentiation whereby immersion is rejected (Leonardelli et al., 2010). When attempting to determine the balance between these competing social needs, ingroup comparisons and intergroup comparisons are made, respectively. In order to achieve optimal distinctiveness, equilibrium is sought between assimilation and differentiation. That is, optimal identities are ones that satisfy in-group inclusion as well as in-group and out-group differentiation simultaneously (Leonardelli et al., 2010; Way et al., 2022). People should thus be most satisfied when they are a part of groups that are inclusive yet adequately distinct, ultimately meeting both of the most basic human social needs.

Optimal distinctiveness theory can easily be applied to the workforce as this setting often requires group immersion. When considering the characteristics and experiences of neurodivergent employees, it is expected that attaining equilibrium between belonging and uniqueness will be optimal. This is because neurodivergent employees have always advocated for their need to be included and treated similarly to their counterparts, though they have acknowledged that maintaining some of their distinctiveness allows for more positive integration in the work environment. For instance, when one discloses and receives reasonable accommodations it should be associated with feelings of belongingness along with
feeling valued for their individuality.

Organizational Culture and Diversity Climate

The environmental context is a factor that needs to be considered when discussing neurodiverse employees as their workplace experiences vary widely depending on the kind of organization they are in. The environmental context encompasses the diversity climate which is particularly relevant for the current study.

The diversity climate is "employees' shared perception that an employer utilizes fair personnel practices and socially integrates underrepresented employees into the work environment" (McKay et al., 2008, p.350). Diversity climates are useful for acknowledging differences that will likely be present amongst employees, and those differences may be leveraged to create learning opportunities and improve organizational processes (Vogus & Taylor, 2018). Well-developed diversity climates present advantages for both employees and organizations. That is, favorable diversity climates can lead to employees feeling as though they belong, and generate respect for uniqueness (Vogus & Taylor, 2018). As for the organization as a whole, favorable diversity climates can improve an organization's competitive advantage, and reduce employee absenteeism and turnover (Bruyère & Colella, 2022).

Further elaborating on the concept of competitive advantage, we know that organizations benefit greatly when they invest in the expansion and preservation of human capital (Priscott & Allen, 2021). That being said, when the human capital acquired is diverse it leads to creativity, a broader range of attitudes, skills, and perspectives, which are all useful for organizational flexibility and adaptation (Priscott & Allen, 2021). In fact, researchers maintained that the various experiences and perspectives that fuel innovation stem primarily from diverse talent (Russo et. al., 2022). All in all, having a diverse employee pool makes companies more industrious and successful, as well as fosters better working environments so long as they are capable of performing essential functions of the job with or without accommodations (Priscott & Allen, 2020).

Diversity climates that have significant inclusion elements such as the encouragement to maintain one's identity, as well as promote elements that help to highlight differences tend to generate positive reactions (Bruyère & Colella, 2022). Thus, a diversity climate seeks to ensure that all employees, regardless of differences in backgrounds, are treated fairly, valued, and have a voice in key decisions (Bruyère & Colella, 2022).

Chapter 3: Hypothesis Development

Disclosure is a particularly difficult decision and process for neurodivergent employees for a variety of reasons. And as we know, it is not an all-or-nothing decision, whereby people simply disclose or not. It is much more complicated in that employees may disclose their identity to some people but not others and in some situations but not others. That being said, when considering stigma theory and optimal distinctiveness theory we can expect that neurodivergent employees may be unlikely to disclose their identities. This is because stigma theory maintains that some attributes may be socially discredited, leading to stereotypical assumptions. When this happens to neurodivergent employees their shortcomings become a major area of focus, explaining their reluctance to disclose their identity. As for optimal distinctiveness, this theory suggests that optimal identities lie at the equilibrium between inclusion and distinctiveness. However, disclosing one's neurodivergent identities could potentially tip the scales as discussing this identity may lead to an increase in distinctiveness.

Taking this all into consideration, this study suggests that a positive diversity climate, that is, an organizational climate that appreciates employees' differences, would increase neurodivergent employees' likelihood of disclosing. This is because an environment that is already accepting of differences should allow neurodivergent employees to feel comfortable discussing their identity without fear of repercussions.

H1: *The diversity climate will be positively related to disclosure.*

Disclosure involves displaying your full identity at work, ultimately letting your colleagues know who you are. Disclosure in this case should lead to perceptions of inclusion as having more diverse identities being openly discussed in the workplace would mean that more identities are being recognized overall. On the flip side, if neurodivergent employees do not disclose their identities, it seems as though there are fewer of them in the workplace, leading to false assumptions about inclusion. Furthermore, disclosure should, in part, explain the relationship between diversity climate and perceptions of inclusion.

H2: *Disclosure will be positively related to perceptions of inclusion.*

H3: *Disclosure will mediate the positive relationship between diversity climate and perceptions of inclusion.*

Lastly, satisfaction with accommodations is expected to moderate the relationship between disclosure and perceptions of inclusion. Satisfaction with accommodations simply

refers to whether one is or is not pleased with the accommodations they have received. The idea here is that when someone is content with the accommodations they are provided with, the relationship between disclosure and perceptions of inclusion should be higher. This is because if one feels like their decision to disclose was met with the acquisition of appropriate accommodations, they are likely to perceive that the organization they work for is inclusive.

H4: *Satisfaction with accommodations will moderate the positive relationship between disclosure and perceptions of inclusion, such that those who are satisfied with their accommodations will have higher perceptions of inclusion*

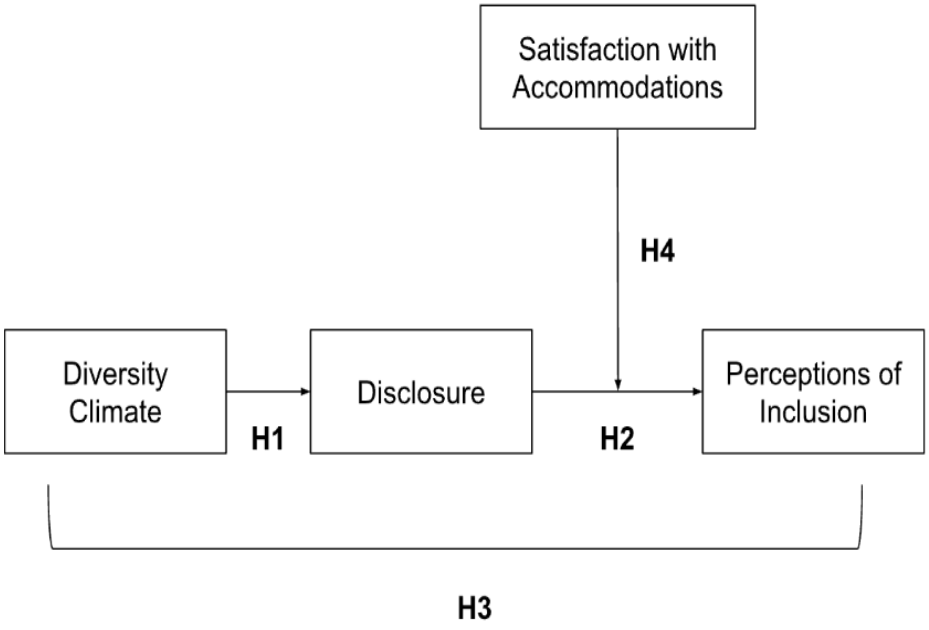

Figure 1. Full hypothesis model.

Chapter 4: Methods

Participants

The inclusion criteria for this study maintained that only people who are neurodiverse could participate, meaning individuals who either have Autism, ADHD, Dyslexia, Dyspraxia or who have any characteristics or diagnoses that fall under neurodiversity. All participants needed to be employed and hold a position that included integral tasks, that is, one that was not stripped down for the purpose of their employment. A total of 83 MTurk participants made up the final sample for this study. 39.8% of the participants were aged 25 to 34 years old, 51.8% being female. In terms of ethnicity 85.5 percent identified themselves as White. Most importantly, the identity breakdown was as follows: 49.4% with ADHD, 28.9% with ASD, 13.3% with Dyslexia, 12% with Unspecified Neurodiversity, and 4.8% with Dyspraxia. By default, all participants were employed and occupations stemmed from a variety of industries such as service, management, public relations, health care, and computer science. Accommodations received varied and included but was not limited to flexible work hours, noise-canceling headphones, quiet workspaces, visual instructions, and sensory rooms.

Data Collection

This study was conducted via online surveys using Amazon's Mechanical Turk (MTurk), a platform allowing for fast and reliable responses. A presurvey was used to qualify respondents as having one form of neurodiversity along with actively being employed. The full survey was then used for hypothesis testing. For the screener participants were rewarded 5 cents, regardless of whether they qualified. As for those who qualified for the full survey, the reward was 1 dollar for each completed survey.

However, prior to using MTurk, there was an awareness that online platforms are criticized for generating threats to validity due to participants' dishonest behavior that is likely associated with access to compensation (Newman et al., 2021). Given that there was a reward associated with each survey in this study, the possibility for robots to respond or for humans to fill out the surveys multiple times and/or carelessly was acknowledged. That being said, the function embedded within Qualtrics called "Bot Detection" was turned on in an effort to protect the study's results from bots. Qualtrics has a function called "Prevent

Ballot Stuffing" that was also used along with attention checks in the presurvey and full survey. Attention checks were an added layer of security that helped to flag participants who were inattentive (Newman et al., 2021). The attention check items that were used in the presurvey were "I have never eaten a meal", "If you are paying attention select strongly disagree", and "I did not pay much attention to this survey" (Newman et al., 2021). The attention checks that were used in the full survey are slight variations of the ones mentioned above "I have never taken a shower", "If you are paying attention select strongly agree", and "I paid close attention to this survey".

Measures

Presurvey Qualifier. In order to ensure that data collected only included information from individuals who are neurodiverse, a presurvey was administered. This survey contained 11 generic demographic questions such as "Which of the following genders do you most identify with? Select one." The qualifying question was hidden amongst the demographic questions and asked "Which of the following disabilities do you have? Select all that apply" (Drive Research, 2023). By embedding the previous question within the demographic questions it ensured that respondents did not become aware of the intended qualifier, further preventing individuals who do not qualify from taking the full survey. The Mini-International Personality Item Pool (IPIP) generated by Donnellan et al. (2006) was also a part of the presurvey. This survey was adapted from Goldberg's 1999 50 item survey and includes 20 items, each of which measures one of the Big 5 personality elements (openness, conscientiousness, extraversion, agreeableness, neuroticism). Only 7 of the IPIP items were used in the presurvey. An example item is "I am not interested in abstract ideas" (Donnellan et al., 2006). A 5-point Likert scale (where 1 = Very Inaccurate, 5 = Very Accurate) was used to answer these items. All of the items included in the presurvey qualifier may be found in Appendix A.

Diversity Climate. The Perceived Organizational Diversity Climate Scale created by Pugh et al. (2008) was administered to measure the diversity climate. It assesses employees' shared perceptions regarding the policies, practices, and procedures "that implicitly and explicitly communicate the extent to which fostering and maintaining diversity and eliminating discrimination is a priority in the organization". This measure includes 4 items and responses are provided by using a 5-point Likert scale (where 1=

strongly disagree and 5=strongly agree). An example item is "Managers demonstrate through their actions that they want to hire and retain a diverse workforce" (Pugh et al., 2008, p.2). All four of the items are listed in Appendix B. This measure produced a reliability of α = .87.

Disclosure. The Disclosure scale that was utilized was modified by Johnson and Joshi (2016). The original version of the scale was used to gain information pertaining to disclosure within the lesbian, gay, bisexual, and transgender (LGBT) community and was created by Ragins and Collins (Johnson & Joshi, 2016). The modifications thus led to the ability to assess individuals with autism. The Disclosure Scale serves to determine whether one decides to express or suppress their stigmatized identity (Johnson & Joshi, 2016). More specifically, the question asked was: "At work, have you disclosed your autism diagnosis to (Please check one option): (1) no one (2) some people (3) most people (4) everyone" (Johnson & Joshi, 2016, p.440). In order for it to be relevant to this current study, the question was slightly altered to "At work, have you disclosed your neurodivergent identity to (Please check one option): (1) no one (2) some people (3) most people (4) everyone" (Refer to Appendix B).

Satisfaction with Accommodations. The existing scales that have been created to assess accommodations in the workplace do not include a wide range of options, making it easy for researchers to miss out on key information pertaining to neurodivergent employees. Thus, in order to measure satisfaction with accommodations participants were provided with a series of items developed specifically for this study. To begin they were asked whether they currently receive accommodations for their neurodiversity in the workplace. The response options for this question were "yes" or "no". For those who responded with "yes" the following open ended item was administered: "List the accommodations you currently receive for your neurodiversity at work". Participants were then prompted with an additional 7 items to measure the satisfaction with accommodations received. An example item is "The accommodations I receive meet my expectations" and the remainder of these items may be found in Appendix B. The items were placed on a 5-point Likert scale (where 1= strongly disagree and 5=strongly agree). This measure produced a reliability of α = .78.

Perceptions of Inclusion. In this study we focused on inclusion from an organizational perspective. That is, we assessed the individual-level experiences of the

people within the organization (Shore et al., 2018). The Perceived Group Inclusion Scale (PGIS) created by Jansen et al. (2014), is meant for the purpose of assessing the extent to which participants perceive to be included in their group. This scale includes 16 items, four of which are dedicated to group membership, another four for group affection, four for room for authenticity, and a final four items to capture value in authenticity (Jansen et al., 2014). The items in this scale were rewritten to reflect an organizational perspective as opposed to a work group one. An example item that was edited is "This group encourages me to be authentic" to "This organization encourages me to be authentic" (Jansen et al., 2014, p.374). Responses were provided by using a 5-point Likert scale (where 1= strongly disagree and 5=strongly agree). For further details on this scale refer to Appendix B. This measure produced a reliability of $\alpha = .96$.

Chapter 5: Results

Table 1 summarizes the descriptive statistics and correlations between all major study variables for the complete sample. After gathering basic information about the key variables, a series of analyses were conducted. This included two correlation analyses to test Hypotheses 1 and 2, along with three PROCESS macro analyses to test Hypotheses 3 and 4. Additional exploratory analyses were also performed.

Hypothesis 1 predicted that the diversity climate would be positively correlated to disclosure. In particular, it was expected that an organizational climate that supported and highlighted employee's differences would increase neurodivergent employee's willingness to disclose their identity. This hypothesis was tested by conducting a simple Pearson's correlation coefficient. Pearson's r allows us to determine whether a significant linear relationship exists between two variables. More precisely it measures the strength and direction of the relationship between two continuous variables. The correlation generated by this analysis leads to a value that is between -1 and 1, where a correlation of 0 denotes that there is no relationship between the two variables, and +/-1 meaning there is a perfect relationship between the variables. A negative correlation means that the variables move in opposite directions, whereas a positive correlation means that the variables move in the same direction. As shown in *Table 1*, the correlation between the diversity climate (M = 3.73, SD = .84) and disclosure (M = 1.64, SD = .78) r = .05, p<.68 was not statistically significant. Therefore, Hypothesis 1 was not supported.

Another Pearson's correlation coefficient was run to examine the relationship between disclosure and perceptions of inclusion. More precisely, Hypothesis 2 stated that disclosure would be positively related to perceptions of inclusion, as it was assumed that the more employees would disclose that they were neurodivergent, the more employees would perceive that the organization was inclusive. The results of this test were also included in *Table 1*. Hypothesis 2 was not supported as the relationship between disclosure (M = 1.64, SD = .78) and perceptions of inclusion (M = 3.52, SD = .77) was r = .11, p<.35, meaning it was not statistically significant.

Hypothesis 3 suggested that disclosure would mediate the positive relationship between the diversity climate and perceptions of inclusion. It was thus assumed that disclosure could explain the relationship between the diversity climate and perceptions of inclusion. To test this hypothesis, the PROCESS macro in SPSS that was brought forth by

Hayes was utilized (2015). The mediation in this current study is referred to as Model 4 by Hayes, this specific model was therefore selected when conducting the analysis. For this mediation analysis the outcome variable was perceptions of inclusion, whereas the predictor variable was diversity climate, and the mediator variable was disclosure. As seen in *Table 2*, the indirect effect of the diversity climate on perceptions of inclusion was not statistically significant because the confidence interval contains zero, *indirect effect* = .07, *SE* = .07, 95% CI [-.07, .21]. Hypothesis 3 was not supported.

Hypothesis 4 maintained that satisfaction with accommodations would moderate the positive relationship between disclosure and perceptions of inclusion. This moderation was tested by also referring to Hayes' PROCESS macro in SPSS, specifically Model 1 (2015). This analysis involved 3 steps. Keeping in mind that perceptions of inclusion is our dependent variable, the first step required us to enter the independent variable, the diversity climate. The second step involved entering the moderator, satisfaction with accommodations. The third step required us to enter the product of the independent variable and the moderator, meaning the diversity climate multiplied by satisfaction with accommodations. The indirect effect of disclosure on perceptions of inclusion was not statistically significant because the confidence interval contained zero. As shown in *Table 3*, effect size for the interaction term was = -.05, *SE* = .35, 95% CI [-.82, .71], meaning Hypothesis 4 was not supported.

The PROCESS macro was employed once more using Hayes' Model 14 in order to test the full model. That is, an analysis of the moderated mediation was run where the predictor variable was the diversity climate, the mediator was disclosure, the moderator was satisfaction with accommodations, and the outcome variable was perceptions of inclusion. The index of the moderated mediation was *conditional indirect effect*=.15, *SE* = .24, 95% CI [-.37,.68], and was not statistically significant (see Table 4).

Unfortunately, none of the hypotheses were supported in this study. Exploratory analyses were thus performed to further understand the ways in which the variables in this study interact with one another. One of the analyses consisted of changing the mediator variable from the decision to disclose to one of the reasons for disclosure; to receive support from one's supervisor. A PROCESS macro analysis was run where the outcome variable was perceptions of inclusion, the predictor was the diversity climate, and the mediator variable was choosing to disclose to receive supervisor support. As seen in *Table*

5, Hayes' Model 4 was used and the indirect effect of the diversity climate on perceptions of inclusion was statistically significant, *indirect effect* = -.20, *SE* = .09, 95% CI [-.37, -.03].

Another analysis that was explored involved conducting a Pearson's correlation coefficient to assess the relationship between the diversity climate and perceptions of inclusion. As shown in *Table 1*, the diversity climate (*M* = 3.73 , *SD* = .84) and perceptions of inclusion (*M* = 3.52 , *SD* = .77) generated a statistically significant, strong and positive correlation of $r = .78$, $p<.01$.

Further exploratory analyses were conducted for specific groups within the sample. The first group assessed was participants who identified as neurodivergent. Despite respondents qualifying for this study based on having selected or described disabilities that fall under the neurodivergent definition, some participants did not feel as though they fell under the umbrella term. Therefore, descriptive statistics and correlations were run for people who identified as neurodivergent to determine whether they differed from the whole sample. As a result, the statistically significant correlations found amongst this group were similar to that of the whole group. Satisfaction with accommodations and diversity climate $r = .79$, $p<.01$, satisfaction with accommodations and perceptions of inclusion $r = .58$, $p<.05$, along with diversity climate and perceptions of inclusion $r = .83$, $p<.01$ (refer to *Table 6* for additional details).

The other group assessed was individuals who disclosed their neurodivergent identity within the workplace. The statistically significant correlations produced for this group were similar to that of the whole sample as the statistically significant relationships were between satisfaction with accommodations and diversity climate $r = .89$, $p<.01$, satisfaction with accommodations and perceptions of inclusion $r = .67$, $p<.05$, along with diversity climate and perceptions of inclusion $r = .80$, $p<.01$(see *Table 7*).

Once again, only considering participants who did disclose their neurodivergent identity, additional analyses were run. More precisely, frequencies were generated by neurodiversity type to determine the percentage of individuals who identified as neurodivergent and reasons cited for disclosure. 88% of participants with ADHD identified as neurodivergent, and the most prevalent reason for disclosure was "to be authentic at work". 93% of participants with Dyslexia identified as neurodivergent, and the most common reasons for disclosure were "to receive support from one's coworkers", "to be

authentic at work", and "because others have disclosed". 100% of participants with Dyspraxia identified as neurodivergent, and all of the options provided for reasons for disclosure were equally cited, except for "to receive support from one's coworkers" which was the least common option. 90% of participants with ASD identified as neurodivergent, and the most prevalent reason for disclosure was "to be authentic at work". 100% of participants with unspecified neurodiversity identified as neurodivergent, and the most common reasons for disclosure were "to receive support from one's coworkers", "to be authentic at work", and "because others have disclosed". Please refer to *Table 8* for more information.

Lastly, there was an attempt to run analyses for the main model tested in the current study only with people who did disclose their neurodivergent identity, though nothing significant came of it.

Chapter 6: Discussion

The objective of the current study was to help organizations become aware of the importance of fostering a diverse work climate in the hopes of facilitating neurodivergent employees' disclosure decisions, in turn improving overall organizational perceptions of inclusion. As per Valpone et al. (2022), strengthening diversity, inclusion, and ethical climates to allow for increasing support of neurodiversity has benefits for employees who identify as neurodiverse as well as for organizations overall. More specifically, researchers report that accommodations that were offered to neurodivergent employees improved the overall functioning of organizations (Austin & Pisano, 2017). Although the cited research did not explicitly mention the disclosure aspect investigated in the current study, it served as a good foundation as it clarified the connections among key variables of interest in relation to neurodivergent individuals. Previous studies have demonstrated that a lack of neurodiversity awareness can quickly lead to stigmatization and ultimately deter employees from disclosing (Ali, 2023). This lack of stigmatization should be associated with greater perceptions of inclusion of neurodivergent people (Ali, 2023). Despite there not being prior studies examining the aforementioned variables together, prior research led to the prediction that neurodiverse individuals will be more likely to disclose in a favorable climate for diversity and if they are satisfied with their accommodations, they will report greater perceptions of inclusion. Unfortunately, the current study was unable to provide support for the full model, nor any of the hypotheses.

This study failed to provide evidence of a relationship between the diversity climate and disclosure. This finding is surprising considering that prior studies have found that there is a need for organizations to have climates that are supportive of neurodiversity in order to allow employees to feel comfortable to disclose their status (Valpone et al., 2022). Other studies have also maintained that strong diversity climates could encourage workers to display rather than mask their neurodivergent traits (Kidwell et al., 2023). These findings are in line with the logic that served as the basis for the first prediction, however, results did not support this claim. It is possible that our disclosure variable was too concise to allow for a relationship to be detected. This variable was a single item that inquired about how many people employees disclosed to, whereas other studies have gone as far as measuring both reactive and proactive disclosure (McIntosh, 2023). Furthermore,

few people reported actually disclosing their neurodiversity at work suggesting a floor effect.

The present study was unable to provide support for the second prediction which suggested a relationship between disclosure and perceptions of inclusion. This finding was not in line with previous studies as positive disclosures have been said to possibly indicate organizational inclusion, encouraging future disclosures made by people who are neurodivergent (Santuzzi & Keating, 2022). The self-verification theory is also relevant in this case as it explains that some people's disclosure decision is tied to their desire to be seen by others as they see themselves (Ragins, 2008). In other words, disclosure occurs as a means to feel seen and ultimately included. Though, due to the limitation the disclosure variable presents in this study, our result is understandable.

When conducting analyses pertaining to the expected mediation and moderation in this study, predicted effects were not found. In terms of the former, disclosure did not mediate the relationship between the diversity climate and perceptions of inclusion. In contrast, organizational practices such as those that align with a strong diversity climate have been tied to establishing trust in an organization’s commitment to include people with disabilities, as well as serve as a factor in their decision to disclose (Von Schrader et al., 2014). It was also stated that organizations that desire to benefit from the effects of diversity and inclusion may want to track disability status (Von Schrader et al., 2014). Taking prior research into account, mediation effects seemed promising, though we would be remiss in failing to acknowledge that the disclosure variable in this study should have been expanded.

In terms of the predicted moderation, it was anticipated that satisfaction with accommodations would moderate the relationship between disclosure and perceptions of inclusion. The disclosure variable remains an issue. Nonetheless, studies in the area of education pertaining to people with disabilities acknowledged that the inclusion of such individuals through the provision of accommodations is seemingly an afterthought as they seek only to address their issues in a way that satisfies the law and not their spirits (Dunn, 2019). Additional research is thus warranted in the area of employment, particularly with regard to people who are neurodivergent.

Limitations

One of the main limitations of this particular study is the small sample size acquired. Despite having had 560 individuals complete the screener for this survey, only 95 of them qualified. Ultimately only 83 were selected based on responses to attention checks and bots detected. Having a small sample size can present issues for generalizability, however, research has shown that merely 15-20% of the population is neurodivergent (Doyle, 2020). Therefore, based on the number of people we had access to, the sample acquired is representative of the percentages seen at large.

Another limitation of this study is that 85% of the participants were White. Although this finding also presents concerns for generalizability, it was not surprising given that participants stemmed from MTurk. According to a variety of studies, roughly 75% of MTurk workers are White, meaning that having a sample that is majority White is to be expected when using this platform (Huff & Tingley, 2015). That being said, it is strongly suggested to explore other means of obtaining participants for studies targeting the neurodivergent population. This is especially important given that neurodiversity affects all races and ethnicities equally, though is identified in White people more than any other demographic group. This is particularly true for ASD diagnoses (CDC, 2023).

In terms of the variables included in the study model, the disclosure variable in particular presents as a limitation. This variable merely consisted of one item, “At work, you have disclosed your neurodivergent identity to”, to which respondents had the following options: “no one, some people, most people, everyone”. This item was slightly modified and stemmed from a study conducted by Johnson and Joshi (2016) which sought to understand whether people with autism express or suppress their stigmatized identity. This particular item has been featured in other research seeking to understand the disclosure process. Even though the current study collected additional information about the reason behind participants’ disclosure decision, those reasons were not taken into account during the official analyses. This greatly limited the ability to understand how all the variables in the model interact with one another. Moving forward, the reasoning should be included within the disclosure variable as well as other information such as how long it took one to disclose (Johnson & Joshi, 2016) and whether the decision was proactive or reactive, as seen in more recent studies (McIntosh, 2023) .

Another variable that was limiting in this study was accommodations. Only 19.28% of the sample received accommodations at work. This means that the data pertaining to the moderator in this study, satisfaction with accommodations, was restricted to a very small sample size of 16 participants. Smaller sample sizes can be alarming as they can limit generalizability, lead to low statistical power, as well as the overestimation of effect sizes. In the future this can easily be addressed by having a larger sample and possibly including more qualifications in the screener. For instance, studies that focus on the receipt of accommodations may only select individuals who indicate that they receive accommodations during the screener, while ensuring that the sample obtained is large enough in early stages.

However, since a large portion of participants who disclosed in this study did not receive accommodations it is possible that receiving formal accommodations is not the ultimate goal. The emphasis here is on accommodations being formal, that is, ones that require the organization's assistance. This distinction is important as oftentimes it is possible for employees to easily bring other kinds of accommodations to the workplace such as noise-canceling headphones or relocating to a quieter area without the help of their organization. Therefore, disclosure may instead occur as a way to obtain support and be treated adequately in the workplace. Future research can thus replace the accommodation variable with any number of variables that address stigmatization in the workplace such as microaggressions and incivility.

Future Directions

Considering the limitation surrounding the disclosure variable used in this study, it is clear that future research should explore the reasons provided for disclosing versus not disclosing one's neurodivergent identity. Some of the options provided to participants included supervisor support, coworker support, opportunity to be authentic, and the receipt of accommodations. Gaining insight on the reasons why neurodivergent employees feel comfortable, or not, to disclose their identity in the workplace can allow organizations to find the best ways to cater to this population. For instance, the exploratory analyses conducted show that supervisor support led to statistically significant indirect effects when it served as the mediator between the diversity climate and perceptions of inclusion. Supervisors may thus actively work on being supportive in an effort to facilitate the

disclosure process. Further research in this area is warranted, especially since this is an area within the literature that has not been explored much.

Satisfaction with accommodations was found to be related to perceptions of inclusion. This exploratory finding is interesting as it leads us to reflect on whether it may be just as important to provide employees with accommodations as it is for them to be satisfied with what they are receiving. It could be useful to conduct an experimental study with perceptions of inclusion and satisfaction with accommodations in an attempt to gain causal support for this interaction. Such a study could also provide greater insight on the implications of satisfaction, especially for employers that care about fostering perceptions of inclusion within the workplace.

Despite having acquired a sample that is reflective of the portion of the population that is neurodivergent as well as obtaining a respectable proportion breakdown of the neurodivergent types, more can be done. More precisely, researchers should try to acquire larger sample sizes when conducting neurodivergent studies to allow for effective comparisons between types of neurodiversity. Doing so would also help to strengthen the claims made about each of the types of neurodiversity as it relates to the process of disclosure and perceptions of inclusion.

The current study found a strong positive relationship between the diversity climate and perceptions of inclusion. Both of these variables have been found to present advantages for both employees and employers such as generating feelings of belongingness, improving one's competitive advantage, improving job satisfaction, and decreasing turnover (Shore et al., 2011; Vogus & Taylor, 2018; Bruyère & Colella, 2022). That being said, researchers and employers alike should leverage this finding in upcoming neurodiversity research as diversity and inclusion are both characteristics that this population values.

Lastly, differences were found across neurodiversity types as it pertains to the reasons provided for disclosure. These differences present a unique avenue for new research as it allows us to gain insight into the varied thought processes of people with ADHD, Dyslexia, Dyspraxia, ASD, and Unspecified Neurodiversity. It also helps to fill an important gap in the literature as the majority of neurodiversity research is about people with ASD.

Conclusion

This study attempted to highlight the importance of creating a strong diversity climate as a way to encourage employees to disclose their neurodivergent identity and to improve perceptions of inclusion. Satisfaction with accommodations was also of interest as it is an aspect of the neurodivergent person's experience that is often overlooked. Unfortunately, the hypotheses generated in this study were not supported and the study itself was met with some limitations. However, the exploratory analyses performed proved to be promising and can serve as the foundation for future research. Of particular note, this study generated some interesting information about the different types of neurodiversity, meaning it attained the goal of extending research beyond the focus on autism. Practically, a comparison amongst the different identities may serve useful for organizations that have employed or intend to employ people with different types of neurodiversity and seek to understand their disclosure decision. Theoretically, the current study provided further evidence for the relationship between the diversity climate and perceptions of inclusion, which can be used to create neurodivergent targeted research as they are two variables that are highly valued by this group.

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Appendix A

Pre-survey Qualifier

Attention Checks (these will be inserted into the survey at random)

1. I have never eaten a meal
2. If you are paying attention select strongly disagree
3. I did not pay much attention to this survey

Demographics (Drive Research, 2023)

1. How old are you?
    a. 18-24 b. 25-34 c. 35-44 d. 45-54 e. 55-64 f. 65 or older
2. Which of the following genders do you most identify with?
    a. Male b. Female c. Non-binary d. Prefer not to say
3. Which of the following best describes your ethnicity?
    a. White b. Black or African-American c. American Indian or Alaskan Native d. Asian e. Native Hawaiian or Pacific Islander f. Other (open-ended text)
4. Which of the following disabilities do you have? Select all that apply.
    a. Attention Deficit Hyperactivity Disorder (ADHD) b. Dyslexia c. Dyspraxia d. Autism Spectrum Disorder e. Unspecified Neurodiversity f. Other (open-ended text) g. None of the above
5. What is the highest level of education you have completed?
    a. Some High School b. High School c. Some College d. Bachelors e. Master's f. Doctorate g. Professional Degree (JD, MD, etc.)
6. Which of the following best describes your employment status?
    a. Employed b. Unemployed c. Self-Employed
7. How many hours do you typically work in a week?
    a. 20 or less b. 21-29 c. 30-39 d. 40 or more
8. What is your primary field of work or area of study? Open ended.
9. What is your job title? Open ended.
10. Which of the following best describes your marital status?
    a. Single b. Married c. Divorced d. Widowed
11. What is your primary language spoken at home?
    a. English b. Spanish c. French d. Other (open-ended text)

12. What is your political affiliation?

    a. Republican b. Democratic c. Independent d. Prefer not to say

Personality Scale

Mini-International Personality Item Pool (IPIP) (Donnellan et al., 2006)

Select the extent to which the following statements accurately represent you. (5 point Likert scale where 1 = Very Inaccurate, 5 = Very Accurate)

I…

1. Am the life of the party.
2. Sympathize with others' feelings.
3. Get chores done right away.
4. Often forget to put things back in their proper place.
5. Am relaxed most of the time.
6. Am not interested in abstract ideas.
7. Do not have a good imagination.

Appendix B

Full Survey Measures

Attention Checks (these will be inserted into the survey at random)

1. I have never taken a shower
2. If you are paying attention select strongly agree
3. I paid close attention to this survey

Verification

1. Do you identify as neurodiverse?
    a. Yes b. No

Diversity Climate

Perceived Organizational Diversity Climate Scale (Pugh et al., 2008)

Select the extent to which you agree with the following statements regarding your company's climate. (5 point Likert scale where 1=strongly disagree and 5=strongly agree)

1. My company makes it easy for people from diverse backgrounds to fit in and be accepted.
2. Where I work, employees are developed/advanced without regard to the gender or the racial, religious, or cultural background of the individual.
3. Managers demonstrate through their actions that they want to hire and retain a diverse workforce.
4. I feel that my immediate manager/supervisor does a good job of managing people with diverse backgrounds (in terms of age, sex, race, religion, or culture).

Disclosure

Disclosure Scale (Johnson & Joshi, 2016)

At work, have you disclosed your neurodivergent identity to:

1. No one
2. Some people
3. Most people
4. Everyone

Select the extent to which you agree with the following statements regarding the reason you decided to disclose your neurodivergent identity at work. (5 point Likert scale where 1=strongly disagree and 5=strongly agree)

1. To receive accommodations.

2. To receive support from my supervisor.
3. To receive support from my coworkers.
4. To be authentic at work.
5. Because others have disclosed.
6. Other (open-ended text).

Select the extent to which you agree with the following statements regarding the reason you decided not to disclose your neurodivergent identity at work. (5 point Likert scale where 1=strongly disagree and 5=strongly agree)

1. No one else has disclosed.
2. I would be respected less.
3. I worry about how my supervisor would treat me.
4. I worry about how my coworkers would treat me.
5. Other (open-ended text).

Satisfaction with Accommodations

1. Are you currently receiving accommodations for your neurodiversity in the workplace?
    a. Yes b. No

2. List the accommodations you currently receive for your neurodiversity at work. Open ended.

Select the extent to which you agree with the following statements regarding the accommodations you currently receive in the workplace. (5 point Likert scale where 1=strongly disagree and 5=strongly agree)

1. I am receiving the correct accommodations for my neurodiversity.
2. The accommodations I receive are helpful for conquering my daily struggles.
3. The accommodations I received are helpful but they are not sufficient.
4. I would like to receive additional accommodations for my neurodiversity.
5. My organization provided me with the accommodations I requested.
6. Overall, the accommodations I receive meet my expectations.
7. Overall, the accommodations I receive exceed my expectations.

Perceptions of Inclusion

Perceived Group Inclusion Scale (PGIS) (Jansen et al., 2014)

Select the extent to which you agree with the following statements regarding your experience in the workplace. (5 point Likert scale (where 1= strongly disagree and 5=strongly agree))

This organization…

1. Gives me the feeling that I belong
2. Gives me the feeling that I am part of this group
3. Gives me the feeling that I fit in
4. Treats me as an insider
5. Likes me
6. Appreciates me
7. Is pleased with me
8. Cares about me
9. Allows me to be authentic
10. Allows me to be who I am
11. Allows me to express my authentic self
12. Allows me to present myself the way I am
13. Encourages me to be authentic
14. Encourages me to be who I am
15. Encourages me to express my authentic self
16. Encourages me to present myself the way I am

Appendix C

Table 1

Means, Standard Deviations and Correlations of Complete Sample

Variable	*M*	*SD*	1	2	3	4	5
1. Neurodiversity	1.31	.47					
2. Disclosure	1.64	.78	-.34**				
3. Accommodations	1.80	.40	-.24	.19	.78		
4. Diversity Climate	3.73	.84	.27*	.05	.76**	.87	
5. Inclusion	3.52	.77	.01	.11	.57*	.78**	.96

Note. M and *SD* refer to the mean and standard deviation, respectively. Alpha reliabilities are on the diagonal (neurodiversity and disclosure are single-item measures).* indicates that the correlation is significant at the p<.05 level, while ** indicates that the correlation is significant at the p<.01 level. *Neurodiversity = whether or not they identify as neurodivergent, Accommodations = satisfaction with accommodations, Inclusion = perceptions of inclusion.*

Table 2

Results of Mediation Regression Analysis Predicting Indirect Effects of Disclosure

Variable	*Indirect Effects*	*SE*	*Lower CI*	*Upper CI*
Inclusion	.07	.07	-.07	.21

Note. N = 76. *p<.05.

Table 3

Results of Moderation Regression Analysis Predicting Indirect Effects of Satisfaction with Accommodations

Variable	*Indirect Effects*	*SE*	*Lower CI*	*Upper CI*
Inclusion	. -.05	.35	-.82	.71

Note. N = 15. *p<.05.

Table 4

Results of Full Model Regression Analysis

Variable	*Indirect Effects*	*SE*	*Lower CI*	*Upper CI*
Inclusion	.15	.24	-.37	.68

Note. N = 15. *p<.05.

Table 5

Results of Mediation Regression Analysis Predicting Indirect Effects of Supervisor Support

Variable	*Indirect Effects*	*SE*	*Lower CI*	*Upper CI*
Inclusion	-.20*	.09	-.37	-.03

Note. N = 76. *p<.05.

Table 6

Means, Standard Deviations and Correlations of Participants Who Identify as Neurodivergent

Variable	*M*	*SD*	1	2	3	4
1. Disclosure	1.81	.83				
2. Accommodations	3.94	.53	.18	.78		
3. Diversity Climate	3.58	.89	.21	.79**	.87	
4. Inclusion	3.47	.76	.21	.58*	.83**	.96

Note. Note. N = 57. Alpha reliabilities are on the diagonal (disclosure is a single-item measure). *p<.05 and **p<.01 level.

Table 7

Means, Standard Deviations and Correlations of Participants Who Have Disclosed

Variable	*M*	*SD*	1	2	3	4
1. Neurodiversity	1.13	.34				
2. Accommodations	3.84	.54	-.23	.79		
3. Diversity Climate	3.66	.75	.02	.89**	.86	
4. Inclusion	3.53	.63	-.02	.67*	.80**	.94

Note. Note. N = 39. Alpha reliabilities are on the diagonal (neurodiversity is a single-item measure). *p<.05 and **p<.01 level.

Table 8

Reasons for Disclosure for Each Neurodiversity Type (Percentages)

Reasons	ADHD	ASD	Dyslexia	Dyspraxia	Unspecified
To receive accommodations	56%	50%	64%	70%	58%
For supervisor support	48%	45%	64%	70%	58%
For coworker support	48%	60%	71%	60%	67%
To be authentic	68%	75%	71%	70%	67%
Others have disclosed	44%	55%	71%	70%	67%
N	n = 22	n = 15	n = 6	n = 3	n = 3

Note. ADHD = Attention Deficit Hyperactivity Disorder, ASD = Autism Spectrum Disorder, Unspecified = Unspecified Neurodiversity. Frequencies presented in this table are reported as percentages of people from each neurodivergent group who selected either "Agree" or "Strongly Agree" for reasons provided for disclosure.