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Complicating Research.

       I tried out 3 new tools to find 2 new perspectives for my topic of neurodiversity. I was able to do so. Before doing this research, I was focusing on how neurotypicals would make for great employees, because of their unique skill sets. However, I was intrigued to find out from one of the below sources, that neurotypicals also make for great entrepreneurs. This is a totally new perspective for my discussion on neurodiversity. "As the neurodiversity definition required evenly distributed traits, the goal was to create a heterogeneous set of items. The elimination criterion was to throw out items that were most similar to others, but among those that were similar, the most relevant were selected and the ones that discriminated least well between Aspies and neurotypicals were eliminated." "Our results suggest neurodiversity from ADHD is meaningfully related to aspects of an entrepreneurial mindset. Our results suggest entrepreneurs with ADHD employ a more intuitive cognitive style and demonstrate higher levels of entrepreneurial alertness and RICH, while no significant differences in metacognition were found." Another new perspective that I came across by conducting this new round of searching and research, is neurodiversity in the classroom setting. In my prior research I had one perspective on neurodiversity, and this was how it plays out in the work field. Now, I can see how neurotypicals can show signs of great intellectual ability in the classroom.

       I used the tool of finding seminal publications, by finding journal posts that are also on neurological people, but not all related to the work place. For example, I found perspectives from neurotypicals in the classroom to neurotypicals entrepreneurs. I also, used the SAGE database to search for new research. I also used the tools of "Cited in" searching and Cited Reference Searching With Web of Knowledge. Using these tools was an interesting and somewhat complicated experience for me. Using the tool of finding seminal publications was especially difficult, because it forced me to look into other perspectives on my topic that were still similar.

<u>Sources and Quotes</u>

https://journals-sagepub-com.libezproxy2.syr.edu/doi/full/10.1177/2158244013497722

"The neurodiversity movement emerged as an extension of the disability rights movement to include the those individuals with neurological differences. Micki McGee posits that neurodiversity is also a response to the neoliberalism of the past three decades that has (1) shifted responsibility for individuals with neurological and cognitive challenges back to the family, and (2) fostered a crippling speed-up in our workplaces while simultaneously requiring new levels of sociability and flexibility that render more people debilitated or disabled. The article concludes that demands for the rights of neurologically diverse populations may challenge the very framework of liberal personhood."

https://journals-sagepub-com.libezproxy2.syr.edu/doi/full/10.1177/1536504212456175

"To better understand how neurodiversity (i.e., neurobiological/brain-related differences) is related to entrepreneurial cognition, this study draws on prior research from entrepreneurship and neuroscience to empirically examine the relationship between attention-deficit/hyperactivity disorder (ADHD) and the entrepreneurial mindset. We examine differences between entrepreneurs with and without ADHD in cognitive style, entrepreneurial alertness, metacognition, and resource-induced coping heuristic (RICH). Our results suggest neurodiversity from ADHD is meaningfully related to aspects of an entrepreneurial mindset. Our results suggest entrepreneurs with ADHD employ a more intuitive cognitive style and demonstrate higher levels of entrepreneurial alertness and RICH, while no significant differences in metacognition were found."

https://journals-sagepub-com.libezproxy2.syr.edu/doi/full/10.1177/1042258719890986

When you treat someone as their highest self, you help them become that person. Yet, the challenges associated with autism, ADHD, or dyslexia do not magically melt away just because you affirm that these things also have some benefits. So, instead of presenting our suggestions as "tips" that teachers can apply to "fix" or "help" neurodiverse students, we list them as practical implications: meanings uncovered by living out the realities of our unique designs within and outside the structures of K-12 schools.

https://journals-sagepub-com.libezproxy2.syr.edu/doi/full/10.1177/0031721717708297