

Session 1 Summaries

Learning Support Specialists (Inclusion)

Date: October 28, 2024

Hosts: Bronwen Jones, Sarah Emberger

Communication Builds Community

Communication makes community. Committing to communication can make a huge difference to the progress of a young person with additional needs. Communication, means listening to the voice and opinion of the young person too, and the concerns of parents and guardians. What do they want communicating to others about their learning styles, their interests and strengths?

Respecting Parent Perspectives and Offering Support

To assess or not to assess, what difference will it make for my child? Advising for external assessment with parents may bring all sorts of responses to the discussion and all must be respected and listened to, even if the response might not be the one that you want to hear for your student. Offering support throughout the process can make a huge difference.

Community Support for Caregivers

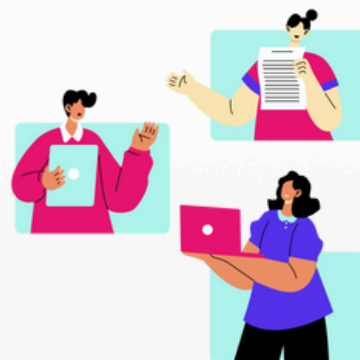
You are not alone... This community platform helps those that are providing huge services and support to others, but often need support and validation themselves. We are there for you...community communication cares



Additional Resources

- * [Session 1 Slide Deck](#)
- * [Session 1 Recording](#)

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Session 2 Summaries

Learning Support Specialists (Inclusion)

Date: November 25, 2024

Hosts: Bronwen Jones, Sarah Emberger

Positive Behaviour Support: A Journey for Growth

Supporting positive behaviour is a journey. The group discussed the merits of a more positive attitude toward supporting behaviour, especially for young people who may be going through highs and lows with medication

Behaviour as Communication: Understanding Triggers

If behaviour is a means of communication, why are we not always paying attention? So often, young people fall foul of a behavioural policy or framework because of a lack of comprehension as to what may have triggered the behaviour

Bravely Challenge the Narrative

Be brave to respectfully challenge the narrative.

Addressing Behaviour: Understand, Respect, Empathise, Respond

When challenging behaviour raises its ugly head :seek to understand, show respect, show empathy and respond in an equitable manner.

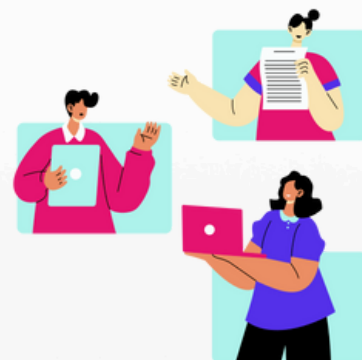


Additional Resources

- * [Session 2 Slide Deck](#)
- * [Session 2 Recording](#)
- * [When the Education System and Autism Collide](#)

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Session 3 Summaries

Learning Support Specialists (Inclusion)

Date: February 24, 2025

Hosts: Bronwen Jones, Sarah Emberger

ADHD Diagnosis: Growing Awareness or Overdiagnosis?

Participants explored the increasing prevalence of ADHD diagnoses and debated whether this rise reflects better awareness or potential overdiagnosis. While improved recognition benefits students who need support, concerns were raised about potential misdiagnoses and access to medication. The discussion also highlighted how different regions approach ADHD assessments, with some making diagnosis easier than others.

The Stigma and Student Experience

The session examined how ADHD students are often perceived in schools. While students with autism may receive more understanding, those with ADHD are frequently seen as disruptive or lacking effort. Participants shared strategies for shifting this narrative—emphasising student strengths, supporting executive function, and fostering inclusive environments where teachers recognize diverse learning needs.

Best Practices for Supporting ADHD Students

Educators exchanged ideas on effective strategies, from flexible classroom accommodations to empowering student voices. Many emphasized the importance of structured support, such as executive functioning strategies, movement breaks, and clear instructions. Collaboration with parents and external professionals was also seen as crucial in ensuring students receive appropriate support tailored to their needs.

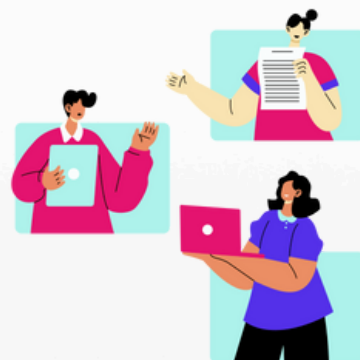


Additional Resources

- * [Session 3 Slide Deck](#)
- * [Session 3 Recording](#)
- * [ADHD Diagnostic Trends: Increased Recognition or Overdiagnosis?](#)
- * [Are ADHD/ADD students labelled as troublemakers?](#)

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Session 4 Summaries

Learning Support Specialists (Inclusion)

Date: 24 March 2025

Hosts: Bronwen Jones, Sarah Emberger

Inclusion Journey Successes

In the Mentimeter activity, the key words that emerged were advocacy, voice, and empowerment, reflecting the importance of fostering an inclusive environment where all differences are celebrated. Words like safe spaces and challenging biases highlighted the need to create environments where students feel supported and heard. Sarah shared their success in celebrating different minds across various school levels, emphasizing that inclusion goes beyond neurodiversity. The activity encouraged reflection on how to continue advocating for diversity, equity, and inclusion within schools.

Keeping resilient to challenge ongoing barriers

The second discussion session gave the opportunity to share some of the ongoing barriers related to systems, attitudes, values and resourcing on the ongoing journey of inclusive practice and the importance of there always being at least one trusted adult.

Supporting Students Through Personalized Approaches

Hajime's story illustrates the power of personalized support and understanding in fostering a student's growth and confidence. Despite struggles with ADHD and past challenges, Hajime reflects on how surrounding himself with supportive, understanding teachers helped him thrive. Through a collaborative approach, where teachers implemented strategies tailored to his needs, he learned to understand his ADHD better. Hajime's journey highlights the importance of acceptance and individualized support in helping students feel safe and succeed, particularly for those with learning differences. Hajime's story, a rallying call for continued effort, action and advocacy.



Additional Resources

- * [Session 4 Slide Deck](#)
- * [Session 4 Recording](#)
- * [The Irregular Wheel Video](#)
- * [Student voice on Teacher Attributes](#)

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