



Minds&Hearts

Together,
we journey towards love with excellence.



Who is Minds & Hearts?

Dr Wesley Turner and Dr David Zimmerman are leading practitioners, accredited supervisors and trainers with extensive experience and expertise in the assessment, diagnosis, and treatment of neurodevelopmental conditions. As Clinical Psychologists and Directors of Minds & Hearts, they have worked with numerous individuals and families affected by conditions such as Autism Spectrum Disorder, ADHD, and Learning Disabilities.

Dr Turner and Dr Zimmerman's clinical expertise is further enhanced by their training under world-leading experts, including Professor Tony Attwood and Dr Michelle Garnett. They have both published in high-ranking peer reviewed journals and collaborate in research with prestigious institutions such as the University of Queensland, Queensland University of Technology, Latrobe University, and The Centre for Autism in Rotterdam, Netherlands.

Their ongoing work in the field of neurodevelopmental conditions has significant implications for the wider community, including the development of new and effective treatment models, improving diagnostic tools, and increasing awareness and understanding of these conditions. As practitioners, supervisors, and trainers, Dr Turner and Dr Zimmerman's work is making a valuable contribution to the Allied Health field and improving the lives of individuals with neurodiverse conditions and their families.



Dr. Wesley Turner
Clinical Psychologist
BPsych, BSocSc,
Clinical PhD, MAPS



Dr. David Zimmerman
Clinical Psychologist,
Board Approved Clinical Supervisor
BPsySc(Hons) Clinical PhD, MAPS

A message from our director s

At Minds & Hearts, we welcome the opportunity to discuss how we can enhance your staff's professional development and support journey. Our partnership with other services is founded on creating environments where parents and children feel understood, accepted, and empowered.

Our professional development course is meticulously designed to equip your staff and team with the confidence to lead, support others, and care for themselves, especially in the area of neurodiversity and beyond. We strive to help school staff develop their knowledge and skills in supporting neurodiversity by providing a safe space where they feel supported, encouraged, and understood through our professional development course.

Please reach out if you want to join us in empowering your staff to become confident leaders and support systems in the ever-changing landscape of neurodiversity.

A place of Love.
A place of Excellence.

Why do we support the education community?




Minds & Hearts is a service that is specifically crafted and designed for understanding, acceptance, and empowerment. We understand the needs of school communities because we engage with parents and children daily.

We know that our clients and their families engage with schools and educational spaces, and we want to help their journey and all the layers of their life. This has led us to opening our focus to personalising professional development, training and workshops for educational communities.

It's a growing team of diverse clinicians working together to create experiences with people and for people, having conversations and interactions that discover and build self- understanding whether they have neurodiverse challenges or not.

Areas of Support

Imagine the confidence within your staff and team if they had the skills and outcome-based conversations and training around what we've identified as some of the key areas of focus and concerns, topics like (but not limited to);


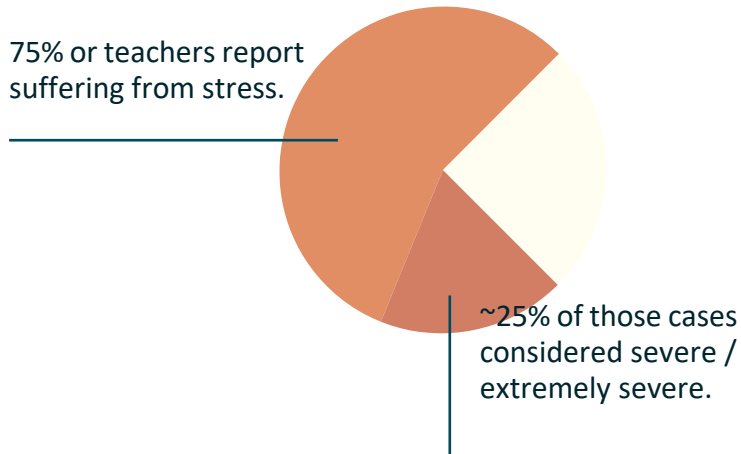
-  Screening Tools for Neurodevelopmental Disorders and Neurodivergence
-  Programs that support and develop self-understanding and understanding of others
-  Managing conflict in a consistent and predictable way
(Educator/Student – Student/Student – Educator/Parent)

What the data says

about Teacher Burnout in Australia

Recent study* shows that concerns regarding the high rates of teacher stress and burnout are present globally but limited research is available regarding the severity of stress, role of intrapersonal and environmental factors in relation to teacher stress and burnout. Common Causes for Teacher Burnout include, Low Wages , Students, Increased Workload and Lack of Support

*Research conducted by Carroll et al. (2022)



It has been reported in previous studies that those working in the teaching profession are reportedly more stressed than the average Australian.



Statistics on Australian children verified to have access to a:

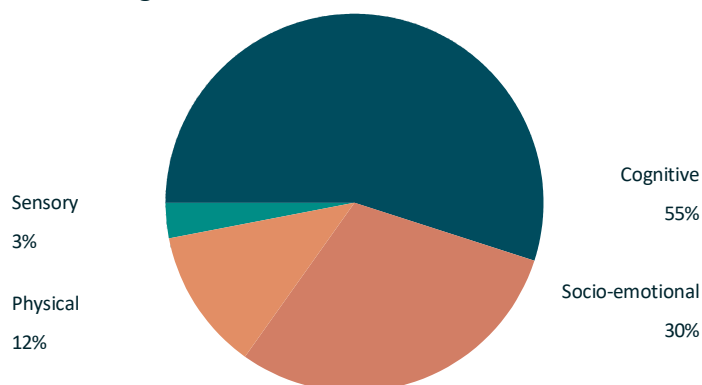
Individualised Education Plan (IEP); Individualised Learning Plan (ILP); or Personalised Learning Plan (PLP)



According to the 2020 (Nationally Consistent Collection of Data on School Students with Disability, NCCD): Around 815,000 students received educational adjustments (i.e., IEP, ILP or PLP) because of disability.

Around 1 in 5 / (20%) students

Students that required adjustments in a learning environment.



Students with disability who receive educational adjustments required.

21% of students attending government schools, 20% attending independent schools, and 19% attending Catholic schools receive adjustments because of disability.

Government schools have a higher proportion of students who receive 'extensive' or 'substantial' levels of adjustment than Catholic or independent schools – 28% of students with disability at government schools who receive adjustments, compared with 21% at Catholic schools and 17% at independent schools (Australian Curriculum Assessment and Reporting Authority, ACARA, 2020).

The NCCD was progressively implemented in Australian schools from 2013, with 2015 being the first year that almost all schools participated. As more years of data are compiled, this collection has the potential to provide more information about trends.

How we can engage and support your team.



Module 1

Screening Tools for Neurodevelopmental Disorders and Neurodivergence



Module 2

Programs that support and develop self-understanding and understanding of others



Module 3

Managing conflict in a consistent and predictable way

- Educator/Student
- Student/Student
- Educator/Parent

We do this through an AGILE METHODOLOGY that engages and integrates all of these modules together so that your team can have a holistic perspective.

These modules can be tailored to the school's needs.

Module 1



Screening Tools for Neurodevelopmental Disorders and Neurodivergence

- 🧡 Common signs of neurodevelopmental disorders, neurodivergence and attachment disruption
- 🧡 Separating individual differences from functional impacts
- 🧡 Balancing inclusivity and group needs
- 🧡 Communicating concerns with students and parents

Module 2



Programs that support and develop self-understanding and understanding of others

- ♥ Co-regulation versus dysregulation
- ♥ Cognitive flexibility
- ♥ Theory of Mind (i.e., perspective taking)
- ♥ Building an understanding of neurodiversity amongst students within the classroom environment
- ♥ Differentiating between controlling and anxiety behaviours
- ♥ Consistency of support

Module 3



Managing conflict in a consistent and predictable way (Educator/Student – Student/Student – Educator/Parent)

- 🤝 Emotion regulation versus dysregulation
- 🤝 Building Empathic attunement
- 🤝 Understanding neurodevelopmental disorders: Strengths & Difficulties
- 🤝 Providing consistency and flexibility within a teaching framework
- 🤝 Adapting teaching pedagogy to foster compassion
- 🤝 Conflict diffusion strategies
- 🤝 Impact of abstract reasoning abilities within neurodiversity

Our School based team



Lizaan Schwartz

BA, BPsych (Hons), MEd (Autism), MAPS
Psychologist

Lizaaan has been part of the Minds & Hearts team as a psychologist since 2018. Lizaan has a passion for working with schools in supporting and understanding children and Neurodiversity.



Dr. Hugh Walker

BA Psych(Hons I), DPsy(Clinical), MAPS
Clinical Psychologist

Head of Clinical Practice at Minds & Hearts

Hugh has over 10 years of experience providing psychological assessment and therapies in public and private settings to children, adolescents, and adults. Hugh has a general interest in neurodiversity, with a specific interest in clinical assessment of autism.

spectrum conditions and treating co-occurring mental health conditions that impact a person's quality of life.

Deliverables and projected outcomes

Full-Day Workshop:

Understanding the Theory related to Neurodevelopmental Disorders within the School Environment (Approx. 6 Hours)

Attendees:

Head of Year Level; Head of Learning/Student Support;
Teacher aides; Teachers

During the 1 Day Workshop the consultants will provide guidance, recommendations, and practical examples of understanding neurodevelopmental disorders within the school environment.

The workshop will also be addressing the following key topics:

Module 1: Screening Tools for Neurodevelopmental Disorders and Neurodivergence

Module 2: Programs that support and develop self-understanding and understanding of others

Module 3: Managing conflict in a consistent and predictable way (Educator/Student – Student/Student – Educator/Parent)

The consultants will provide brief role-play scenarios for teaching staff to practically apply strategies learnt from the workshop for neurodiverse and neurotypical students.

Focus Training Session

Approximately 3 hours (In-person)

Attendees:

Teaching staff; Teacher aides; Learning support staff

Our consultants will provide the space for teaching staff to attend a focus training group session of 5-10 teachers per group to practically apply strategies learnt from the workshop through role-play on a 1:1 basis.

Consultants will also request teachers to bring student cases to the group to practice empathic attunement and defusing conflict between neurodiverse students within the classroom setting.

Online Support/Supervision

Approximately 1 Hour Session

Attendees:

Teaching staff; Teacher aides; Learning support staff

The consultants will provide the opportunity for teaching staff to receive online support/ supervision where they can have case discussions and receive targeted guidance regarding using the workshop strategies within the classroom environment.

The consultants will also provide a space of safety and attunement where the teachers' can feel supported to focus on their own well-being and self-care.

Additions and optional programs

Neurodiversity Group Program

Approximately 6 Hours (3 hours each)

Attendees:

Teaching staff; Teacher aides; Learning support staff

The consultants can assist your school with developing a neurodiversity group program for the students to understand their difficulties and strengths but also other students within their school and learning environment.

OR

The consultants can guide or supervise your learning support or well-being team to develop a neurodiversity group program that can be implemented within the school environment to understand their difficulties and strengths.

Who we've worked with

We have the amazing privilege of working with leaders from a wide range of industries and disciplines.

Here are just a few...



Publications and Conference Proceedings From Our Team

- Beaumont, R., Walker, H., Weiss, J. & Sofronoff K.A. (2021). Randomized Controlled Trial of a Video Gaming-Based Social Skills Program for Children on the Autism Spectrum. *Journal of Autism and Developmental Disorders*. 2021 Oct;51(10):3637-3650. doi: 10.1007/s10803-020-04801-z. Epub 2021 Jan 3. PMID: 33389304; PMCID: PMC7778851. -
- Schwartz, L. Presented at the Autism Society for Autism Research (ASfAR) Conference (2021): Understanding Social-Emotional Reciprocity in Autism: Viewpoints Shared by Teachers.
- Walker, H.A., Silva, J., Sofronoff, K.V., & Beaumont, R. (2015). Supporting families with limited-service availability to access child social-emotional skills training: A randomised controlled trial of a parent-directed variant of The Secret Agent Society programme. Oral presentation and poster presented at Asia-Pacific Autism Conference: Brisbane, Australia.
- Den-Kaat, S.J. & Walker, H.A., (2017). Broaching the diagnosis. Commissioned presentation to the members of the Asperger Syndrome Partner Information Australia (ASPIA) Group, Sydney, Australia.
- Walker, H.A., (2020). Overview of autism-spectrum conditions and behaviour management. Commissioned presentation to the Sydney Conservatorium Highschool as part of their Staff Development Day, Sydney, Australia.
- Walker, H.A., (2021). Understanding, Identifying and Managing Mental Health Conditions at School. Commissioned presentation to Teachers from Fairvale Highschool as part of their Staff Development Day, Sydney, Australia.
- Walker, H.A., (2021). Working with Autism Spectrum Conditions.Oral presentation to Postgraduate Clinical Psychology Students at Macquarie University as part of their training, Sydney, Australia.
- Walker, H.A., (2021). Assisting adults with autism in a crisis.Commissioned presentation to Lifeline Telephone Counsellors national training.
- Walker, H.A., (2022). Working with Autism Spectrum Conditions.Oral presentation to Postgraduate Clinical Psychology Students at Macquarie University as part of their training, Sydney, Australia.
- Walker, H.A. & Baldock, P.A. (2019). Transition to school strategies for children with ASD. Cerebral Palsy Alliance. Website. <https://cerebralpalsy.org.au/sstposts/StoryId1576208025218>
- Doctoral Thesis: Walker, H.A. (2015). Computer-based social and emotional skills training for high-functioning children with an autism-spectrum condition: A randomised, controlled trial of "The Secret Agent Society" as a parent-directed intervention. PsyD Thesis. School of Psychology, University of Queensland. (Primary Supervisor Associate Professor Kate Sofronoff and Secondary supervisor Dr Renae Beaumont).
- Zimmerman, D., Ownsworth, T., O'Donovan, A., Roberts, J., & Gullo, M. J. (2017). Associations between Executive Functions and Mental Health Outcomes for adults with Autism Spectrum Disorder. *Psychiatry Research*, (253), 360-363. doi.org/10.1016/j.psychres.2017.04.023
- Zimmerman, D., Ownsworth, T., O'Donovan, A., Roberts, J., Gullo, M.J. (2016). High-Functioning Autism Spectrum Disorder in Adulthood: A Systematic Review of Factors Related to Psychosocial Outcomes. *Journal of Intellectual and Developmental Disabilities*. doi: 10.3109/13668250.2016.1262010.
- Zimmerman, D., Ownsworth, T., O'Donovan, A., Roberts, J., Gullo, M.J. (2016). Independence of hot and cold executive function deficits in high-functioning adults with autism spectrum disorder. *Frontiers in Human Neuroscience*, 10 (24), 1-14. doi: 10.3389/fnhum.2016.00024.
- Zimmerman, D., Ownsworth, T., O'Donovan, A., Roberts, J., & Gullo, M. J. (2015) High-functioning Autism Spectrum Disorders in Adulthood: Investigating Factors that Influence Psychosocial Outcomes. *Australian Clinical Psychologist*, 1 (2), 30-42.
- Turner, W. A., & Casey, L. M. (2014). Outcomes associated with virtual reality in psychological interventions: where are we now? *Clinical Psychology Review*, 34(8), 634–644. <https://doi.org/10.1016/j.cpr.2014.10.003>
- Turner, W. A., Thomas, B., & Casey, L. M. (2016). Developing Games for Mental Health: A Primer. *Professional Psychology, Research and Practice*, 47(3), 242–249. <https://doi.org/10.1037/pro0000082>
- Turner, W. A. (2022, September 17). Negative Self-Beliefs and the Neurodiverse: Healing Shame and Social Isolation through Compassion. The University of Queensland Compassion Symposium 2022.
- Milic, J., Lohan, A., Petch, J., Turner, W., & Casey, L. (2022). The Effectiveness of a Motivational Interviewing Treatment for Help-Seeking Problem Gamblers in a Community Organization. *Journal of Gambling Studies*, 38(2), 607–626. <https://doi.org/10.1007/s10899-021-10045-y>
- Schwartz, L., Beamish, W., & McKay, L. (2021). Understanding Social-Emotional Reciprocity in Autism: Viewpoints Shared by Teachers. *Australian Journal of Teacher Education*, 46(1). Retrieve from: <http://dx.doi.org/10.14221/ajte.2021v46n1.2>

We would love to connect more if you have any questions. Please know that we are here to build a long and sustainable relationship that will grow alongside your team and organisation – so if we need to discuss this proposal in greater detail please reach out via our email

Professional.Development@mindsandhearts.net.

We are looking forward to hearing from you as we journey towards love with excellence.





If you would like to explore whether
Minds&Hearts is the right service for
you, please reach out to us.

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mindsandhearts.net

