

## An overview of wellbeing for Autistic students

**Student Wellbeing Hub** webinar presented by Dr Kathryn Ambrose

Held on July 29, 2025

### Reference list

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The recording of the webinar is published on this page in coming weeks:

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### Strategies suggested by participants in the webinar

Participants contributed strategies they have used to accommodate the physical and sensory fluctuations of students with Autism in their classroom settings.

- I find many of the sensory examples are more accepted in primary settings - are there any ideas for supporting neurodivergent students' sensory needs in High Schools (large classes, less flexible learning spaces, less moving around, less flexibility in learning time inc. opportunities for choices when its one subject in one hour before they move on)?
- fidget toys available at large gatherings
- Loop earplugs and headphones
- Dimmable lighting, different sensory toys
- a sensory assessment by an OT can help identify appropriate accommodations unique to the student's needs
- in my classroom we co-create the space together - move the tables, fidget toys, lights down, headphones, blankets and movement
- go over a whole lot of different ideas and get them to self-identify what works for them - the actual tangible items or activities.
- howda hug chairs
- I use the energy meter on [Autism Level UP!](#)
- Using choice boards, break cards, tents, sensory toolbox, environmental audit.
- an exit room or space to regulate
- Allowing students to sit near the back during assemblies etc. so they can leave/take breaks if it is too loud
- noise cancelling headphones



- wobble cushions, sensory toys, loops, noise cancelling headphones, brain breaks, quiet/safe space to go to when overwhelmed
- Working with infants - slowing down the speed of verbal communication and repeating if necessary, using simple language minimal joining words.
- Quiet room with bean bags, sensory lights, weighted toys.
- We have calm spaces in our classrooms and boxes of fidget tools that students can choose from. We use headphones as well.
- a "do later" box around assessing self-capacity to engage in school work
- the Incredible 5-point scale is great - the "feels like" column, and the student wellbeing hub - Brain Breaks and Interoception
- ready to learn plans (berry st)
- collaboratively develop assessment tasks based on individual interests and preferred communication style.
- setting up a quiet area that contains the sensory accommodations that the student uses to self-regulate, ask for their input
- Normalising and acknowledging their experiences - finding different options to elevate student voice in informing supports (including photo voice) that work for the individual
- Brain Break Bops specifically.... and enjoy what they enjoy - it is so COOL!
- Offering a wellbeing hub where highly trained staff provide a safe, joyful play-based setting that supports neurodivergent students during the tricky parts of their day, e.g transition to school in the mornings, delivers tier 2 Social and Emotional small group support, and creates an inclusive play space available during lunchtime
- REBUS in ACT do a very good play that helps re neurotypical peoples understanding [Rebus Theatre](#)
- Nell Harris has some great books too. [My Creations — Nell Harris](#)
- [The Brain Forest by Sandhya Menon | 9780646856094 | Booktopia](#)