



SENIA Parents' Guidebook to Creating Parent Support Groups

A guide for creating parent support groups for parents of neurodivergent and disabled students at international schools

Introduction

This handbook is to create a framework for setting up parent support groups for parents of neurodivergent and disabled students at schools.

In this guide.

- The term neurodivergent is used to denote invisible brain diversities.
- The term disabled is used to denote physical diversities.

If the reader prefers different language use, please copy this document, paste it into a new document, and modify this document to appropriate language for your context.

For reference ease, if viewing in Google docs, choose "View" and then "Show Outline" to see all the sections of this guide in a separate left hand column.

Reasons for a Support Group to Be

The current research shows that parents of neurodivergent and disabled children are more likely to experience marital stress, financial stress, and depression, than parents of other children. Educators know children learn better when they are "ready to learn". A child's readiness to learn will be impacted by stress at home.



Parent support groups help alleviate parental stress, connect parents of neurodivergent and disabled children to parents with similar experiences, and through becoming a community of parents that shares resources with one another, reduces demand on school personnel for advice on where to find appropriate resources outside school walls.

Here is one research-based document on parents of autistic children being better supported parents and improving their well-being by participating in a support group with other parents: <https://escholarship.org/content/qt8hv093kt/qt8hv093kt.pdf> “As evidenced in the literature, a lack of social support is a powerful predictor of parent psychological dysfunction (Boyd, 2002).”

Basic principles

Rule #1 of a parent support group for parents of neurodivergent and disabled children is creating and maintaining a safe space of trust.

Rule #2 is patience and persistence. Building trust takes time.

This guide is written more with the idea of parents leading these support groups. It is also an option for an educator at the school to start parent support groups. For educator-led groups, it is a consideration that the element of trust and the ability to reach parents who wish to remain anonymous will be different.

Categories of Parents

As with anything in the realm of inclusion practices, it is good to be clear on who is included, who is partially included, and who, for whatever reason is not included.

Parents of neurodivergent and disabled students – The most basic category.

Parents who think their child may be neurodivergent or disabled – Parents who are not sure if their child has additional needs or not and are looking for information will want to be a part of your group. It is not obvious to them that they are welcome, make sure they know that a diagnosis is *not* a prerequisite to join the group.

Anonymous parents of neurodivergent and disabled students – There are many parents who for reasons of culture, pride, or personal, do not wish to publicly identify themselves as being a parent of a neurodivergent or disabled child. Can you choose a platform whereby they can participate and/or listen in on some conversations without self-identifying? Can you create resources and information these parents can access without self-identifying? Consider that



these families are in need of support as they do not have a network or interaction about their child's needs. This is a challenging group to include and it's a gift to the parents and children if you can find a way to include them even a little.

Parents of neurodivergent and disabled students that are also coaches/therapists/professionals – (1) some parents develop skills they monetize to help others in learning how to help their own kids; (2) educational coaches and therapists and other professionals also have kids. If parents in your community are also service providers to other families, consider again how both to create boundaries for your support group space; and separately if it's appropriate for those professional parents to use their skills to support the community (maybe by giving a talk about their area of speciality) or if that crosses a boundary for the group or them. With uncertainty, err toward Rule One and what choices for all parties concerned best support a safe space of trust in your support group.

Employee-parents of neurodivergent and disabled students – At many schools, some of the neurodivergent and disabled student's parents are also employees of the school. Is your community comfortable with employee-parents being in the group? What are the guidelines for these employee-parents to keep conversations from the support group discreet and private, as well as address any potential imbalances and dynamics.

Note: Separately, having employee-parents in your group can be a cause for your school administration to think they have oversight over your support group. Seek clarification in this case that your group is a private support space for all. Example, if an employee parent has a child they are being told the school can no longer support, the administration can take that parent venting their frustration to the support group as that parent-educator violating their contract to not speak disparagingly about the school. Clarify your relationship with the administration before a situation like this arises when possible.

Former community members – Families move. Sometimes families that move have developed community relationships they want to maintain at their former school. Will you allow former community members who want to stay continue?

Allies – Parents in your community that have neuro- and physical-typical children may want to join your group as an ally. If they want to join, will you allow it? Will you encourage it? Some groups choose explicitly to invite in anyone who wants to join. Others like to keep the group, or certain spaces or meeting areas of the group, to a narrower profile.

Platforms and Meetings

In some locations, in person meetings work well. In some locations, online meetings work well. In any location, having a separate social media network works well too.



Consider what are more popular social hub venues in your region. Also consider if there are ways to anonymously join and participate on that social hub if you wish to include anonymous parents. Some possible platforms include: WhatsApp, WeChat, Discord, Facebook, et cetera.

If doing online or hybrid meetings using Google Meet, Zoom, Skype, Microsoft Teams, et cetera, consider the ability of parents to join with their camera off and screen name different than their own. Your group may prefer to have everyone with cameras on and identified by name to build trust. To include parents that wish to remain anonymous, they need the option to attend with their video off and a different screen name.

Will Your Group be School-based, School-related or Regional?

If your group is school-based and part of your school's parent association (PTA / PA / PTO) groups, what are the guidelines for parent groups at your school? Is there a need to moderate the rules for creating parent groups and your idea of what your support group should look like to ensure your group is in alignment with school rules and values.

If your group is school-related, it's all parents of neurodivergent and disabled students at your school, yet set up outside of the school to sidestep school rules.

In some areas where there are many smaller communities of neurodivergent and disabled students at multiple schools, it may make more sense to set up a regional/city-based support network.

In all three cases, consider how your choice relates to your ability to locate new members and make the community aware that your support group exists. Consider the pathways for joining your group.

Expect Quiet Times

At the start of launching a group, expect quiet days and weeks and sometimes months; and quiet meetings with few or no people showing sometimes. Some groups launch well and fast. Some groups take up to 2 years to build traction in the community. If you stay with it, there is gratitude on the other side of the quiet.



Be Visible

If the individual or core group of people starting the parent support group can be visible in the community, it helps:

- Create community awareness that your school has a community of neurodivergent and disabled students; and that they are part of the fabric of your school and community culture;
- Build trust in your community that is unsure whether to join or not;
- Put a face to your community.

Visibility can occur at events ranging from new parent welcomes, parent association meetings, director meetings, board meetings, et cetera. In mixed community group (e.g. new family welcome events and parent association meetings), it can help to use multiple language forms to identity your group, not just the language you prefer, but the language various people in the room may prefer and know so everyone knows what you are speaking about and that your group is part of the community. Example: "I am one of the co-facilitators of the SENIA Parents Support Group for Neurodivergent and Disabled Students here at Anywhere International School. We have regular conversations and meetings and share resources for parents of neurodivergent and disabled children receiving learning support at our school, and also support families of parents who think their kids may have learning differences or additional needs. You can join us by..."

Expect Unexpected Problems

There's no air-tight perfect system. We do the best we can. When something goes wrong, circle back to how to maintain or re-establish the group as a safe space of trust (Rule #1).

Some examples of what one of the of the authors of this guide has experienced while facilitating a parent support group:

- Someone joining their group via link and posting an inappropriate video as a prank (The outcome was: the video was deleted, poster of video left, protocols for joining group were changed, group discussed issue, facilitator apologized that it happened);
- Members of the group trying to use the group for their personal agendas regarding school, parents campaigning for the board of the school (group rule that school politics are not discussed in this way in the group; however all are encouraged to participate in school in other venues as it is important for families of neurodivergent and disabled children to be engaged with school governance bodies so programs supporting their children are valued and are not cut);
- A group member sharing screenshots of the group's private chat with school administration (The outcome was: a note was sent to administration that this was not



okay in relation to the purpose of the group; a note was left in the group chat that a new group was being formed and to contact one of the facilitators of group to join the new group chat as the old group chat was no longer secure; two group facilitators spoke out at school board meeting that this was not okay and it should not occur again).

Welcoming and Embracing Multiple Points of View

Consider that you are creating a heterogeneous group welcoming multiple cultural points of view, widely varied children's needs, parents of varied experiences and neurotypes with their children's differences, and children of multiple ages. The facilitator(s) of such a group are managing and balancing a supportive community conversation between diverse people that range from: new to the school to at the school for over a decade; from parents who feel student support services received are great for their kids to parents who feel student support services received are not meeting the needs of their kids; parents new to having a neurodivergent or disabled child to parents with over a decade of experience parenting a neurodivergent or disabled child; parents of children with dyslexia ranging from mild to severe; parents of children with autism ranging from mild to moderate; parents of children with ADHD (aka VAST) ranging from mild to severe; parents of children with working memory issues from mild to very significant; parents of children academically behind peer averages multiple years to children that are academically gifted; children from the Early Learning Center to Grade 12. It is at times going to be challenging to keep the group equitable for all.

Find paths to balance. If there's a lot of complaints from parents who feel they are not well served, they need to be acknowledged; and someone can also start a conversation about which classroom teachers have been great with their kids and explain why.

If parents need to vent frustrations, they do, and the group is there for that. And, although not always easy, there needs to be a balance that acknowledges the real experiences and emotions of frustrated families *and* lets other families know, particularly ones new to the school or less experienced parents, there are multiple experiences of school student support services.

There are hot button topics like behavior therapy (ABA) and medication use where there needs to be an established protocol of welcoming multiple views in the spirit of being a support group. It is okay for one family to be against medication and another family to think medication has helped their child immensely: it is not okay for either of them to make anyone else feel not okay about their own personal choices. Consider offering workshops to support parents to develop their communication and other skills.

Expect Intensity and Consider Boundaries



The facilitators of parent support groups become trusted community members. It is better to build a group of co-facilitators of the group when possible, to distribute the workload, foster a sense of interdependence, and build personal capacity and smooth transitions of leadership.

Parents may private message facilitators with:

- Difficult situations they do not want to share with the group;
- Requests for advice on how to manage parent-teacher meetings;
- Requests to review and give feedback on Individual Learning Plans and other documents from the school;

Think about where your boundaries are and reflect once or twice per year on if you need to modify your boundaries. Private conversations that feel okay at the start can escalate and become emotionally burdensome over time. Each facilitator has to find their balance and check in with themselves if the balance is right.

Example Ideas on Group Rules

It is good to offer group members the option to message the facilitators of the group questions that the facilitator in turn posts anonymously in the group.

Sample 1:

Vienna International School Parents Association of Learning Support Students is a group formed by & for parents of Learning Support students to offer a safe, supportive and resourceful community.

Goals: (1) A positive & safe community. (2) Organize social events. (3) Discussion (4) Support for each other.

Guidelines for conduct: (A) Presume positive intentions. (B) Pause before we post. (C) Scrutinize ideas not people. (D) Respect privacy. (E) Know that diversity is the norm. (F) Recognize we all want the best outcomes for our kids. (G) Use messages that begin with “I” (e.g. “I think”, “I believe”, “I have found”, “In my experience”) to always recognize and welcome multiple perspectives in our group. (H) “Safe space” and “Respect Privacy” means: No sharing of any posts in this chat outside of this chat without explicit consent.

Sample 2:

UNIS Hanoi SCO Neurodivergent Families Support Group

Purpose: Provides parent-led support to parents of neurodivergent kids through meetings, education and resources. Examples of neurodivergence include: Dyslexia, Attention Deficit



Hyperactivity Disorder (ADHD), Autism, Dystaxia & Developmental Coordination Disorder (DCD), sensory processing, executive function, self-regulation and social communication issues.

Parent Coordinators: [names and contacts]

One member of the School Community Organization's Executive Committee is a liaison between the parent coordinators and the SCO.

2020-2021 Annual Plan:

1. Hold monthly coffee mornings for parents to connect, provide each other with peer support, and exchange ideas, knowledge and stories. There can also be structured discussions or presentations. If possible, invite external guests, such as local therapists or specialists to attend meetings and give themed talks. (Must be off campus bc of covid regulations)
2. Arrange themed meetings three times a year with resources and support from UNIS Hanoi. Meetings coordinated through the Community Liaison Officer. Suggested ideas include: Introduction to Learning Support, What is Executive Function and why is it important, Improving Parenting Strategies (example: spouses and siblings/strengthening the family – parenting a child with special needs often requires the attention of the whole family. How can caregivers balance familial relationships with their spouse and other children)
3. Use Library resources and request new resources, if needed. Work with librarians to create an online guide of materials available through the Library, as well as curated lists of podcasts and websites useful to parents.
4. Document and archive information on the SCO Portal (Past school and group presentations, curated lists of medical specialists (Doctors, therapists, OTs, etc), information how to navigate the local health care system that are created through parent knowledge and experiences)

2022-2023 Neurodiverse Families Support Group REPORT to the School Community Organisation

Neurodiverse Families is an SCO parent-led group that supports UNIS families with neurodivergent kids. Examples include: Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Autism, Dystaxia & Developmental Coordination Disorder (DCD), sensory processing, executive function, self-regulation and social communication issues.

SCO NDF holds monthly meetings designed for caregivers to connect, exchange ideas, knowledge and stories, and provide each other with support. All members of the UNIS



community are welcome, particularly parents of children with learning or thinking differences. We also have a private FB group and What's App chat.

Coordinators: names **Activities**

NOTE: All slides from presentations given are accessible in the parent portal or through our announcements in the school newsletter. Most are in English, but some have been translated into Vietnamese, Korean or Japanese. We will continue to source translations.

September 20 2022	Positive Advocacy workshop designed to help parents build their advocacy skills to increase positive communication and have effective partnerships with school, co-led with a learning support teacher
October 12 2022	Presentation on how Executive Function skills impact kids at school, home and in social situations, as well as how all adults, whether neurodivergent or neurotypical, use them
November 2 2022	Presentation on ADHD and medication available in Hanoi , and parents' lived experiences
November 14 2022	A student's perspective about ADHD, learning support and UNIS by 12th grader
December 7 2022	SENIA watch party , where we watched and discussed a presentation by a former UNIS teacher about her personal experience with autism, and her advice for parents and students.
Dec 4 2022 - June 4 2023	SCO NDF registered 49 parents to participate in the pre-recorded SENIA "Inclusion Revolution" virtual conference, available for 6 months and has been an amazing opportunity that was provided by UNIS admin to any interested parent, to hear from experts and practitioners in the education field from around the globe
January 18 2023	Presentation on Gaming and the effects on neurodivergent kids + parents' lived experience talk
February 15 2023	Library tour and overview of resources and information literacy session , organized by the HS librarian
February 20 2023	Inaugural Monthly Monday Meet up Lunch for parents to connect informally Non-UNIS parents attended (off campus and pay your own lunch)
March 11 2023	Participated in the March 11 UNIS Learning Together Conference for Vietnamese educators, by providing 5 inclusion-focused workshops, both online and in person, from members of SENIA Vietnam.
March 19 2023	Collaborated with Learning Support teachers and HS Librarian to organize a booth at Spring Fair with physical and online resources for families to learn more about inclusion, and with the HS "Peace and Justice" student group on a ND awareness space (shared resources, materials, planned some activities, and provided a chilled/quiet zone)
April 10 2023	2nd Monday Meet up Lunch . Non-UNIS parents attended
April 19 2023	Positive Advocacy workshop designed to help parents build their advocacy skills to increase positive communication and have effective partnerships with school, co-led with a learning support teacher
May 10 2023	Presentation All about Dyslexia , and parent lived experience talk
May 22 2023	3rd Monthly Monday Meet up Lunch Non-UNIS parents attended



Posting Links and Resources

It is helpful to periodically share some reputable links and resources to foster conversation. Particularly when a group starts, these posts may not be replied to, but they generate a space of welcome. Depending on location, there are different social media venues that may have more resources and pages to follow where you can find this type of information. Balancing posting to the diversity of differences in the group is challenging (autism, ADHD/VAST, Dyslexia, hearing impairment, et cetera) and there are other issues that many differences may share in common you can find posts about too (slow processing time, working memory challenges, executive function and organization, sensory issues, et cetera). There is a lot of bad information out there, and it is important to ensure the information shared is of high quality.

Here are some examples:

The OT Toolbox & their section on Executive Function has some good free resources (I follow them on FB, but as that isn't a great option in your locale. here's the site with the searchable list of free resources):

<https://www.theottoolbox.com/category/free-resources/>

&

<https://www.theottoolbox.com/executive-functioning-skills/>

A lot of parents like Bright & Quirky and their conferences, there's good things for all kids, particularly good for 2e kids

<https://brightandquirky.com/>

Dr Ross Greene books and videos are popular. Here's "All Kids Do Well If They Can"

<https://www.youtube.com/watch?v=jvzQQDfAL-Q&t=8s>

&

<https://drrossgreene.com/>

The Holderness Family did this funny video about the name of ADHD which has led to popularizing Dr. Ned Hallowell's new suggested name of VAST (Variable Attention Stimuli Trait)

<https://www.youtube.com/watch?v=ugKm0iTbF4Q>

&

https://www.youtube.com/watch?v=6PcY_BFbE2o

TED Talks on Executive Function skills

<https://engagingandeffective.com/ted-talks-to-teach-executive-functioning-skills/>

Understanding Dyslexia

<https://childmind.org/article/understanding-dyslexia/>



&

<https://www.bbc.com/future/article/20230302-can-dyslexia-change-in-other-languages>

Talking to your child about ADHD

<https://chadd.org/adhd-weekly/talking-with-your-child-about-adhd/#:~:text=Try%20saying%2C>

&

<https://psychcentral.com/childhood-adhd/how-to-talk-to-your-kids-about-adhd#adhd-defined>

Helent Trethewey's website. She does free online talks on topics like executive function and working memory during the school year

<https://www.twiceexceptionalleaders.com/>

Kristy Forbes talks about Pathological Demand Avoidance (a term she coined) in a way that can provide some different ideas on parent language use:

<https://www.youtube.com/watch?v=aI9INo0hiX0>

A program recommended for learning typing that has less distractions than many other options of programs for learning to type.

<https://www.typingclub.com/>

Posting Candidly and Personally

Periodic candid and personal posts in a WhatsApp/WeChat or other social media conversation can build community and trust even when not replied to. Even if no one replies, try to post once every week or two weeks. If they're still in the group, they're listening.

Examples can be:

- Feeling nervous about our parent-teacher conference/ILP/evaluation this week.
- Things went well/poorly this week. The good thing is...
- Something funny your kids did (getting a smile or laughter emoji is a great start when trying to build a trusting community).

Building a Local Resource Guide

SENIA is working on building an international parents resource guide for online services worldwide that can be a baseline and backup to local services available.

Below is a framework for setting up resources for your local chapter followed by an "in-progress" list of international sources of online resources.



With the sample frame below, it's not important to fill in every blank. What is useful is once there's an online document that can be accessed and updated, over time the document will become more robust.

Of note, some group members will post great resources in a group chat or mention them in conversation, yet will not add those resources to the online document. The group facilitators should keep track of these mentions and try to add resources mentioned to their group resource document when they have time.

Our Group's Template Resource Bank

Wording for the template:

Please add topics and information to this resource guide with information you would want any family newly relocated to OUR SCHOOL to know. These should be services you know and/or with whom you have had good experiences with your child. Please add new topics as you would like.

If you feel strongly about the recommendation and are comfortable with it you can put your name for being contacted after the recommendation. This is not obligatory; just an option.

All listed people speak English well unless otherwise indicated.

Activities:

Summer Programs

Swimming instructors

Dance

Football / soccer

Ice skating



Ice hockey

Horseback riding

Gymnastics

Circus school

Academic and learning resources:

English

English for Language Learners

Math

Language instruction/tutoring (in local language of country your school is in (e.g. German, Chinese, Swahili, Spanish, et cetera)

Science

Study Skills

Medical:

Doctors - General

Eye Doctors



Specialists in children's eyeglasses, and myopia control

Dentists

Orthodontists

Doctors - Specialists (e.g. orthopedics, etc)

Hospitals

Local Therapists:

Speech Therapists

Occupational Therapists

Learning and Executive Function Coaches

SEL / Focus Coaches

Behavior Therapists

Psychologists (who can also do evaluations/reports for school)

Psychiatrists



International Therapists and Academic Support (Online)

Summer Programs

All Special Kids (ASK Camps) in Geneva and Zurich - inclusive camps -
<https://allspecialkids.org/how-we-help/camps/>

High Ability Collaborative - Gifted International Summer Academy online -
<https://www.hagtcollaborative.org/gifted-international-academy>

Multiple Therapy and Academic Support Provided Online

Linden Global Education - <https://www.linden-education.com/> - based in Berlin and work online -
info@linden-education.com. Speech & occupational therapy, psychologists, ed psych evaluations, all possible with Linden.

Behavior Solutions, Lab - <https://www.behavioursolutionslab.com/> - based in Switzerland and work online - hello@behavioursolutionslab.com. Behavior solutions, Executive Function, Working Memory, Planning, Autism, ADHD, etc.

International Diagnostic Solutions - <https://www.idsalliance.com/ourservices> - based in Washington, D.C., and a preferred provider for the U.S. State Department. Possible to all things online (speech therapy, occupational therapy, tutoring, psych), also does school visits (e.g. a professional visit to your school to upskill school staff on supporting your child), and specializes in matching students with home language based evaluation support (e.g. in Urdu, Japanese, et cetera).

Remfrey Education Consulting - <https://www.remfrey.com/> - consults both schools and families, does audits of school inclusion programs, provides individual consultation on relocations, has proprietary software to track student practice, IEP/ILP reviews, individual family full-service consulting.



Global Education Therapy (formerly Worldwide Speech) -

<https://www.globaleducationtherapy.com/> - multiple therapists in speech and occupational therapy, academic tutoring, website has free asynchronous webinars, GET has been providing online support for 15+ years, originally founded to serve children of US Embassy employees around the world.

iLabSchool - <https://www.ilabsch.com/programs> - Reading, Writing, Math, and English intervention - established by experienced international school educators, led by Ms. Fi Santos most recently working as a Learning Support teacher at International School of Tanganyika.

Virtually ConnectED - <https://www.virtuallyconnectedu.com/> - Speech Therapy, Occupational Therapy, Academic Tutoring.

[Outschool.com](https://www.outschool.com) platform for live, online educational tutoring (group or individual). Use search terms: dyslexia, Dysgraphia, 'reading support', multisensory. Filter classes by day, time to select tutoring that fits your family's schedule. (*recommended by a PALSS member*). Also, for math tutoring, life skills (ie financial concepts, shoe-tying lesson (!)), book clubs, and special interest (edu-tainment) classes.

Speech Therapists Online (to Google search, use keywords "speech teletherapy" in locale you want service, e.g. if you want someone based in the UK, go to www.google.co.uk first, then use keywords)

Maureen Harper, Global SLP Therapy - solo practitioner - <https://www.globalslptherapy.com/> - harper.md@globalslptherapy.com

See Multiple Therapy and Academic Support above.

Occupational Therapists Online (to Google search, use keywords "occupational teletherapy" in locale you want service, e.g. if you want someone based in the UK, go to www.google.co.uk first, then use keywords)

See Multiple Therapy and Academic Support above.

Dyslexia & Dyscalculia Specific Tutoring



Summit Resource Center - online tutoring -

<https://thesummitschool.org/summit-resource-center/tutoring/>

Dyslexia, Dyscalculia, Dyspraxia, Dysgraphia ADD/ADHD & ASD Specific Tutoring

[Outschool.com](https://www.outschool.com) platform for live, online educational tutoring (group or individual). Use search terms: dyslexia, Dysgraphia, 'reading support', multisensory. Filter classes by day, time to select tutoring that fits your family's schedule. (*recommended by a PALSS member*). Also, for math tutoring, life skills (ie financial concepts, shoe-tying lesson (!), book clubs, and special interest (edu-tainment) classes.

Dolores Gage Diaz-Caneja - offers Davis Maths Programme for Dyscalculia online -

thrivingwithdd@gmail.com - +34 637 522 698 - based in Madrid, Spain and member of Expat Kids Learning Differently

See Multiple Therapy and Academic Support above.

International websites and Facebook pages

Expat Kids Learning Differently - great Facebook page of parents of kids receiving learning support at international schools around the world -

<https://www.facebook.com/groups/expatkidslearningdifferently>

Bright and Quirky - great summits and free webinars - <https://brightandquirky.com/about/>

MARIO Framework (Measured, Ambitious, Research-informed, Innovative, One-to-one Framework) - <https://marioframework.com/> - international special needs educators developing new systems to serve learning support needs (core group from Int'l School of Bangkok), Facebook page and newsletter offer readable summaries of academic research-based articles, coming out with some software soon, rapidly influential group in international special needs education worth following

OT Toolbox - here's a sample of their work, books about executive function -

<https://www.theottoolbox.com/books-about-executive-functioning/>



Raising Dragons - Activities for Kids - for kids 2 to 7 - <https://www.facebook.com/raisingdragons>

Line up the books, reviews and recommendations on books from a mom of twin ASD boys - <https://www.lineupthebooks.com/>

Executive Function Summit - <https://executivefunctionsummit.com/>

Dyslexia & giftedness - <http://beingtwice-exceptional.blogspot.com>

SENIA - Europe - SENIA is a network predominantly of educators, but also families and other professionals, for international schools around the world - <https://www.facebook.com/groups/227963294812774>

SENIA International Facebook page - <https://www.facebook.com/senia.International>

SENIA International website - www.seniainternational.org

For further support, please contact your local SENIA chapter or SENIA International and we will connect you to parents with experience forming parent support groups at their schools to support you.

