

## Welcome to the GRANN Newsletter

Hello, 2026!

Welcome back. Or welcome for the first time.

Either way, we're glad you're here.

A new year often arrives carrying a lot of noise. Fresh starts.

Big plans. Quick resets. Invisible pressure to be "ready".

At GRANN, we want to begin 2026 a little differently.

With softness.

With curiosity.

With room to arrive as we are.

This time of year holds many transitions, especially for our Neurodivergent communities, families, educators, and supporters. School routines restart. Expectations reappear. Energy shifts. And for many, the work of regulating, adjusting, and recalibrating is already underway long before anyone notices.

This newsletter is not here to add more to your plate.

It's here to slow things down just enough to notice what's happening underneath. To offer language, understanding, and reassurance. To remind you that difficulty is not failure, and that support is something we build together.

As we ground ourselves in 2026, there are no resolutions required.

No "catching up". No pressure to have it all figured out.

Just presence within yourself.

Just care. For you and those you love.

Just community.

Thank you for walking alongside us.  
In Solidarity & with a gusty cool breeze,  
The Collaborators @ GRANN

### Highlights

📢 New member shout out!  
[JRCP Support Services](#).

Visit them on [Facebook](#) for more information, OR  
Contact them directly: [www.jrcp.com.au](http://www.jrcp.com.au)

🌟 For Autistic & Neurodivergent-led Organisations & Resource Providers, [visit our signposting page](#) or [download the list directly](#).



### This is Me: NeuroKind Circles

UPCOMING CREATIVE WORKSHOPS & INTEREST GROUPS

#### Paint With Me: Gelli Plate Art

A gentle, online creative series for Autistic and Neurodivergent adults. No art supplies needed. Participate by watching, choosing, or simply being present as shared artwork is created live.

DATES: Feb - May (To be Confirmed)  
Online via Jitsi  
(Booking link to be released)

#### Hot Wheels Interest Group – EOI

We're gathering interest in a relaxed Hot Wheels group for Autistic and Neurodivergent individuals.

No commitment.  
Register to help us shape times, age groups and format.

# Transitions Back to School More Than a Return Date

As school resumes, many autistic, ADHD, and AuDHD children are navigating far more than new timetables and sharpened pencils. Transitions back into school, home-schooling, or distance education place significant demands on nervous systems, executive functioning, sensory processing, and emotional regulation.

Difficulty with transitions is not defiance or reluctance. It is often the body and brain needing more time, predictability, and safety to shift gears.

This issue invites schools, educators, families, and communities to slow down, listen closely, and offer meaningful support. When we honour how transitions are experienced internally, we create conditions where children can re-engage, reconnect, and belong.

## When the World Shifts

### Why Transitions Can Be Hard for Autistic, ADHD, and AuDHD People

Transitions are everywhere. Waking up. Leaving home. Switching tasks. Ending one thing and beginning another.

For autistic, ADHD, and AuDHD people, transitions are not small moments in between. They are neurological events that require significant internal work, often invisible to others.

Transitions draw heavily on executive functioning, sensory regulation, emotional processing, and predictability-based safety. When these systems are under strain, distress can show up in ways that are often misunderstood as behaviour, avoidance, or resistance.

Difficulty with transitions is not a lack of effort or willingness. It is a mismatch between nervous systems and environments.

Understanding this helps us respond differently, with more patience, clarity, and care.

 Read the full article:

**When the World Shifts: Why Transitions Can Be Hard for Autistic, ADHD, and AuDHD People**  
Available now on [grann.com.au](http://grann.com.au)

## When School Starts Again, So Does the "Invisible" Work

### Supporting Neurodivergent Children Through the Back-to-School Transition

The return to school is often framed as a reset. Fresh start. Clean slate. New year energy.

For many Neurodivergent children, it is anything but clean or simple.

Returning to school involves layered transitions happening all at once:

- Shifts in routine, sleep, and expectations
- Sensory changes in noise, crowds, uniforms, lighting
- Social recalibration with peers and adults
- =Cognitive load from timetables, instructions, and task-switching
- Emotional transitions from safety at home to performance at school

For autistic, ADHD, and AuDHD students, this convergence can feel overwhelming, even when they want to return.

## **What Transitions Can Feel Like From the Inside**

Many children struggle to articulate this, but internally it can feel like:

- Being asked to run before your feet have touched the ground
- Having thoughts move faster or slower than the room expects
- Losing access to words or skills under pressure
- Carrying yesterday's stress into today's demands

When distress shows up, it is often read as behaviour. What it really is, is communication.

# Transitions Back to School More Than a Return Date

## Supporting Transitions at School

### What Schools and Educators Can Do Now

Transitions are not just moments between lessons. They are learning conditions.

Helpful approaches include:

- Predictable routines with visible structure
- Advance notice of changes, even small ones
  - Visual schedules that remain consistent
  - Flexible start-up times in the first weeks
    - Quiet or alternative entry spaces
    - Clear endings as well as beginnings
    - Permission to arrive gradually

Importantly, transitions should not be rushed to meet compliance. Regulation comes before readiness.

A child who is given time to settle will often access learning more deeply than one pushed to perform immediately.

## Supporting Transitions at Home

### What Families Can Offer That Truly Helps

At home, support often looks quieter but is just as powerful.

Helpful practices include:

- Talking through what the school day actually looks like
- Practising routines without pressure to perfect them
  - Allowing extra recovery time after school
  - Reducing expectations outside school hours
  - Validating mixed emotions about returning

Children do not need pep talks. They need to know they are believed.

## Meaningful Resources

Rather than publishing multiple disconnected resources, we have shared one integrated blog that speaks to educators, parents, carers, and school leaders together. We have done this intentionally, because many teachers are also parents, many parents are in constant conversation with schools, and both are navigating the same goal from different angles: supporting children to feel safe, understood, and able to learn.

The blog explores how shared, non-judgemental language strengthens communication between home and school.

At GRANN, we hold a simple belief: families and educators want the same thing. We trust that communication, when grounded in curiosity and respect, is done with the child's best interests held firmly in both heart and hand.

This blog invites us to slow down, listen more carefully, and meet transitions together, rather than from opposite sides.

 Read the full blog, "**Meaningful Resource for Schools & Teachers, Parents & Guardians**" on our website at [grann.com.au](http://grann.com.au)



# Transitions Back to School More Than a Return Date

## When We Admit We Don't Know

### Interoception, Transitions, and Returning to School

Many behaviour-based approaches assume that adults can accurately identify the “why” behind a child’s actions. Labels are applied, functions are guessed, and the focus quickly shifts to changing behaviour.

#### **When We Admit We Don't Know invites a different starting point.**

Grounded in interoception, our new blog on the GRANN website explores what becomes possible when adults step away from assumptions and choose curiosity instead. For many autistic, ADHD, and AuDHD children, behaviour is often the first sign of internal overload, especially during transitions and the return to school. Sensations, emotions, and nervous system responses can arrive long before words or insight are available.

Our blog connects interoception with transition stress, highlighting how school starts and routine changes place heavy demands on children’s internal systems. It encourages families, educators, and supporters to slow down, prioritise regulation over compliance, and respond with relationship rather than control.

By shifting from “What is this behaviour for?” to “What might this body be experiencing?”, we create space for safety, understanding, and change that lasts.

 Read the full blog, "Interoception: When We Admit We Don't Know" at [grann.com.au](http://grann.com.au)

**If this newsletter lands heavy, you're not alone.**

**Transitions take energy. Learning takes energy. Holding space for children takes energy.**

**You do not need permission to move slowly through all of it.**

**Nothing in here is about doing more.**

**It's about noticing differently.**

**Take what's useful. Leave the rest.**

**You don't need to be perfect to be supportive.**

**As the term begins, you might gently wonder:**

**Where do transitions feel hardest right now,**

**and what might be happening underneath?**

**There's no need to answer or answer quickly.**

**Curiosity does not require conclusions.**

**If This Feels Like a Lot**

**You don't need to:**

- change everything
- understand everything
- implement every idea

**Supporting one transition well is enough.**

**Being present for one hard moment is enough.**

**Rest is allowed too.**

**This Helps To Stay Connected.**

**Transitions are not something children should have to “get better at” alone.**

**They are shared moments between people, systems, and expectations.**

**As school begins again, let us measure success not by speed or compliance, but by safety, dignity, and belonging.**

**Because when transitions are supported well, learning follows naturally.**

# Before You Go...

At GRANN,

we believe that more often than not behaviour is communication, safety is relational, and belonging is built in moments that often go unseen. As school begins again, we stand with families, educators, and communities who are choosing understanding over assumption, and relationship over control. This work matters. Even when it's quiet.

Our Final Thought before we go...  
Transitions don't need to be mastered.  
They need to be met with care. With partnership.  
We'll keep walking this with you.



This edition of the GRANN Newsletter is intentionally shaped around reflection. Both in its design and its content, we have paused to look back, not to revisit old ground, but to better understand the foundations we are standing on. Our recent blog work asks us to slow down, notice what sits underneath behaviour, transitions, and systems, and to remain curious where certainty is often assumed.

This moment of reflection is purposeful.

As we move into 2026 and prepare for our AGM in March, we are digging deep, listening closely, and building thoughtfully. Fresh and innovative perspectives are emerging, not by rushing ahead, but by strengthening what already holds us together.

We look forward to carrying this work forward with our community, grounded in our values and open to what comes next.

In Solidarity,  
The Collaborators @ GRANN

## Support GRANN!

Donate directly today!  
or visit our website for  
other ways to show your support.

Your contribution supports our ongoing community work, advocacy, and the development of inclusive, neuro-affirming resources and conversations. It helps us continue this work with curiosity, independence, and integrity.



# Your Views Matter We'd Love Your Feedback

★ Share what's working. Tell us what's not.  
Suggest something new.

At GRANN, everything we do is shaped by you, our community.

Your experiences, insights, and ideas help us create spaces that feel safer, more supportive, and more you-shaped.

Whether you've joined one of our sessions, explored our website, or just want to share a thought or suggestion - we'd love to hear from you.

Your feedback doesn't have to be formal or polished. Honest, imperfect, and heartfelt is welcome.

Send us a message directly or use voice, pictures, or dot points. It's your choice. Choose what works for you. Let us know how we can walk beside you.

 Email us at: [info@grann.com.au](mailto:info@grann.com.au)  
 Visit us at Facebook: [www.facebook/grann.inc](https://www.facebook.com/grann.inc)  
 Check out our Website: [www.grann.com.au](http://www.grann.com.au)

## Want to Get Involved? Volunteer with GRANN!

GRANN is powered by community - and we're always grateful for curious, creative, Neurodivergent-leading hands to help shape what we do.

Whether you're looking to contribute your time, skills, ideas, or presence, we'd love to hear from you.

Volunteering with GRANN can look like:

-  Helping behind the scenes with admin, social media or website content
-  Co-creating accessible resources or artwork
-  Supporting events, workshops, or advocacy campaigns
-  Offering lived experience wisdom, gentle peer support, or training

Lived experience needed and a willingness to show up in your own way.

Flexible, affirming, and low-demand roles available.

We'll always work with your access needs and capacity.

 Email us at: [info@grann.com.au](mailto:info@grann.com.au)

OR

## Become a Member!

Download a Brochure [HERE](#)  
& Membership Form [HERE](#)  
or visit our website for more information.

Membership Application Form

Membership:  Individual (\$10)  Family or Group (\$25)  Organisation (no cost)  Business (\$50)  General

Individual / Family / Group / Organisation / Business Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number: \_\_\_\_\_

Email: \_\_\_\_\_

Age Demographic (optional):  15-17  18-34  35-49  50-64  65+

Do you identify as Autistic and/or Neurodivergent (optional)?  YES  NO

Do you have any interests, knowledge, or qualifications that you would like to share with us? \_\_\_\_\_

Do you have a current BLUE CARD (working with children check)?  YES  NO

Would you like to join our GRANN's mailing list and receive updates?  YES  NO

Would you like to communicate with other members, engage in activity planning?  YES  NO

If you are a group, organization or business - do we have your permission to use your business name and/or logo in promoting you locally for free?  YES  NO

Griffith Region Autistic & Neurodivergent Network is a platform to foster partnerships and collaboration among Neurodiverse members. It is a meeting place for connection and support, a biannual gathering for building ideas, and a tool for working more effectively to raise understanding and acceptance of autism and neurodivergence.

GRANN is a community association; a platform for community members to get organised.

Thank you for helping us build a meaningful, inclusive, and proudly Neurodivergent-led community.

We look forward to hearing from you!

**BECOME PART OF GRANN'S**

ALTRUISTIC AUTISTIC ALLIANCE  
DIVERGENT DEEDS COLLECTIVE  
SUPPORTIVE SPECTRUM SQUAD  
EMPATHETIC ENDEAVOURS ENSEMBLE  
NOBLE NEURO CONNECTORS

GRANN IS LOOKING FOR INDIVIDUALS TO CONTRIBUTE TO OUR DIVERSE LOCAL NETWORK OF COLLABORATORS, CO-DESIGNERS, INNOVATOR VISIONARIES, PARTNERS, & ALLIES

**AND WE WOULD LOVE TO HEAR FROM YOU!**

**CONTACT GRANN TODAY!**

Email: [info@grann.com.au](mailto:info@grann.com.au)  
Web: <http://www.grann.com.au>  
Message: [www.facebook.com/grann](http://www.facebook.com/grann)



**Sign up for our next edition, and don't forget to visit us on Facebook page, check our website, or reach out via email for more updates and resources!**

## Affiliate Members!

# NURTURE LEARNING SUPPORT AMBITION (NLSA)



NURTURE  
LEARNING  
SUPPORT  
AMBITION (NLSA)

Empowering Lives  
Through NDIS Support  
Coordination

At NLSA, we put people at the heart of everything we do. Our small, dedicated team of Support Coordinators are committed to helping you navigate the NDIS with confidence, choice, and control. We are primarily based in the Gladstone and Gold Coast regions and can provide in-person support locally, while also offering remote support to participants across Australia. Our personalised, people-centered approach focuses on supporting your goals, learning, and independence every step of the way.

self-reerrals and professional referrals welcome



**Louise Schultz**  
Director, Support Coordinator, and Psychosocial Recovery Coach at Nurture Learning Support Ambition (NLSA)

Phone: 0407223967  
Email: louise.s@nlsasc.com.au

**About me**  
Hi, I'm Louise, the Director of Nurture Learning Support Ambition (NLSA). I work as a Support Coordinator and Psychosocial Recovery Coach. I have over seven years of experience as a Support Coordinator and more than 15 years working alongside people with disabilities.

My journey in the disability sector began in employment services, supporting people with disabilities to find meaningful work. I also have a background in youth work, and over time developed a strong passion for supporting adults with disabilities to live the life they choose. I am today working closely with individuals to build capacity, strengthen confidence, and create pathways toward a more independent and fulfilling life.

I use a person-centred approach in everything I do. That means I take the time to understand your goals, preferences, and what support can look like for you in a way that genuinely works for you. By collaborating with your support providers, my aim is to help you reach your goals, increase your independence, and ensure you have choice and control over your supports.

At NLSA, I hope to make your NDIS journey empowering, supportive, and as seamless as possible. I look forward to walking alongside you on your NDIS journey.

To refer for support with NLSA please scan the QR code and complete our referral form  
Self-reerrals and Professional referrals welcome



**Roisin O'Malley**  
Support Coordinator at Nurture Learning Support Ambition (NLSA)

Phone: 0455231369  
Email: roisin@nlsasc.com.au

**About me**  
I bring over five years of experience working in specialist Domestic and Family Violence services, with a particular focus on supporting children, young people and their families. Prior to this, I spent seven years in the early education sector, providing wrap-around family supports as well as developing and delivering playgroups for families with more complex needs.

As a Support Coordinator, my goal is to make your NDIS journey feel easier and more empowering. I work closely with you to understand your goals, connect you with reliable providers, and build your capacity to navigate the NDIS more independently over time. I'm approachable, responsive, and committed to making sure your supports work for you.

I'm here to walk alongside you, advocate for your needs, and help you build a strong support network around you. I look forward to supporting you and your family as you work toward the goals that matter most.

To refer for support with NLSA please scan the QR code and complete our referral form  
Self-reerrals and Professional referrals welcome

## BEE - NEURODIVERGENT BUZZ



GRANN are proudly registered with or members of the following organisations or bodies:



# GRANN AGM ONLINE VIA JITSI

## DATE & TIME TO BE CONFIRMED

### March 2026



ALL VOLUNTEER  
BOARD POSITIONS  
ARE OPEN.

NOMINATE  
NOW.



## CONTACT GRANN FOR MORE INFO

[www.facebook.com/grann](https://www.facebook.com/grann) [info@grann.com.au](mailto:info@grann.com.au) [www.grann.com.au](https://www.grann.com.au)



GRANN acknowledges the Bailai, Gurang, Gooreng Gooreng and Taribelang Bunda people who are the traditional custodians of the land on which we reside and pay respect to Elders past, present and emerging. We extend that respect to all Aboriginal and Torres Strait Island people.

Always Was. Always Will Be.  
Sovereignty Was Never Ceded.