

The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi-wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

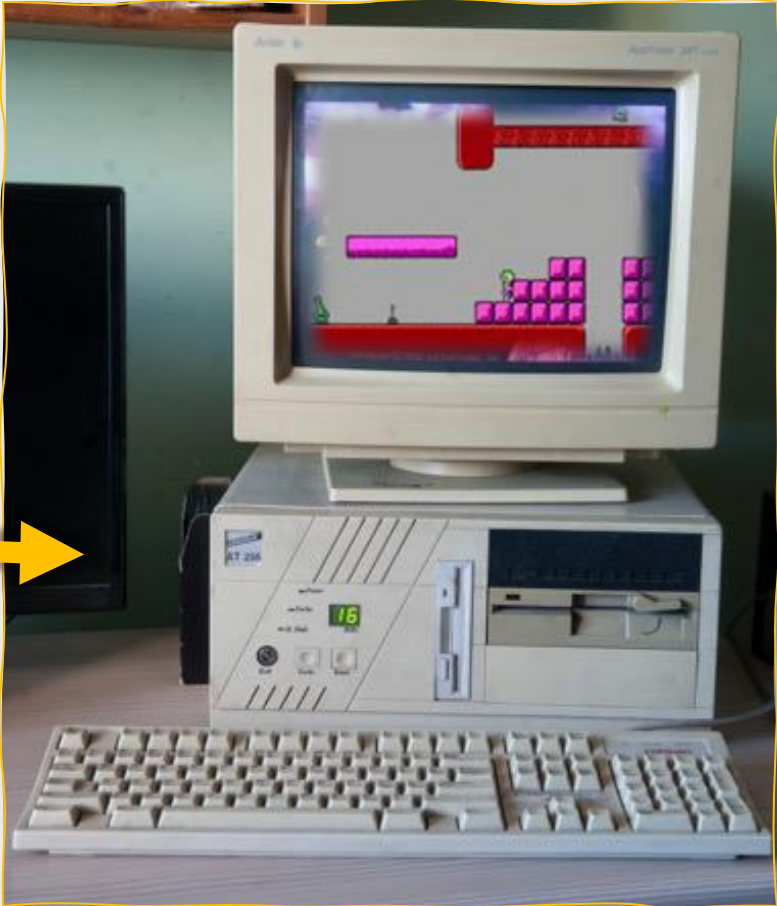
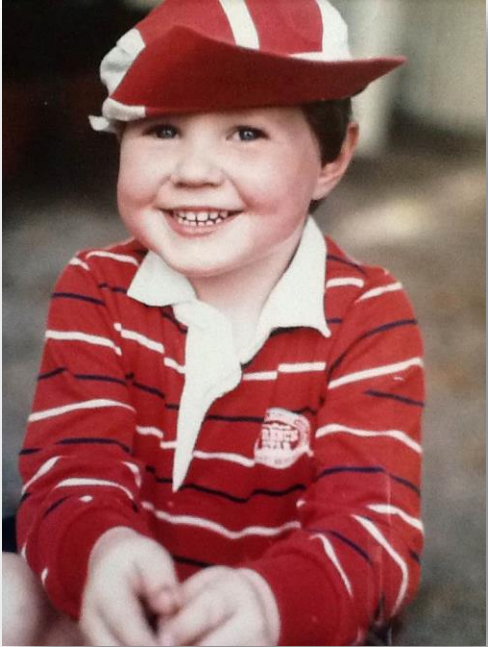
Introducing A/Prof. Matthew Harrison



- **Teacher** (F-12 & tertiary) in Australia, the UK and South Korea in mainstream and Special Development schools
- **Associate Professor** in the Learning Intervention team at the Faculty of Education
- My areas of interest are **neurodiversity**, **digital technologies**, and **inclusive education**
- **CRO** & **co-founder** of Next Level Collaboration
- Co-leader of the **University of Melbourne Neurodiversity Project**



My interest in social inclusion through digital spaces



Next Level Collaboration

Next Level

Collaboration



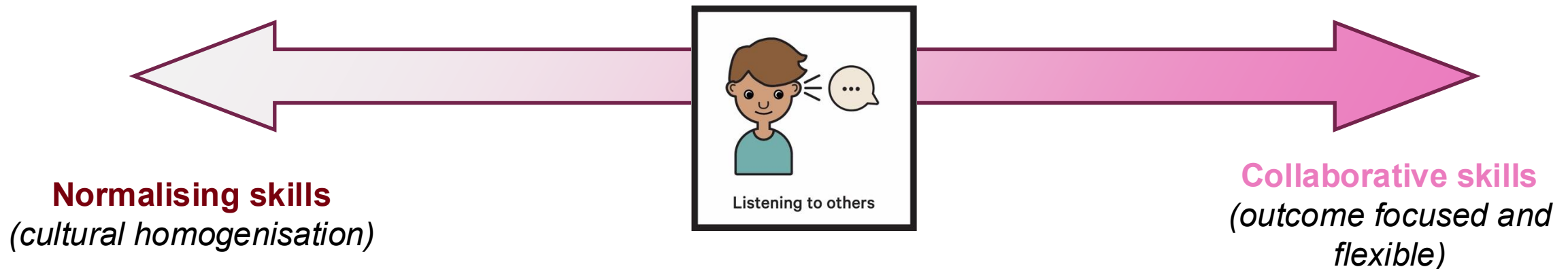
Neurodiversity-affirming social capacity building programs



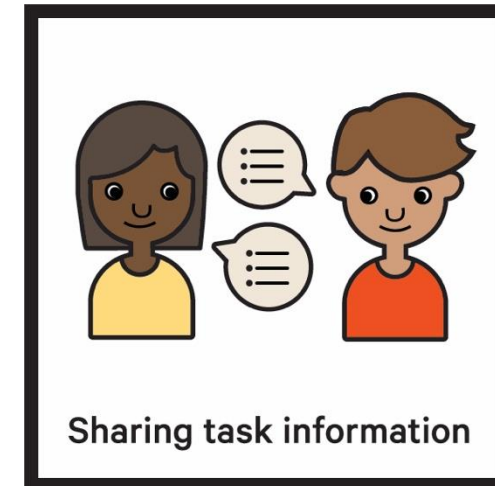
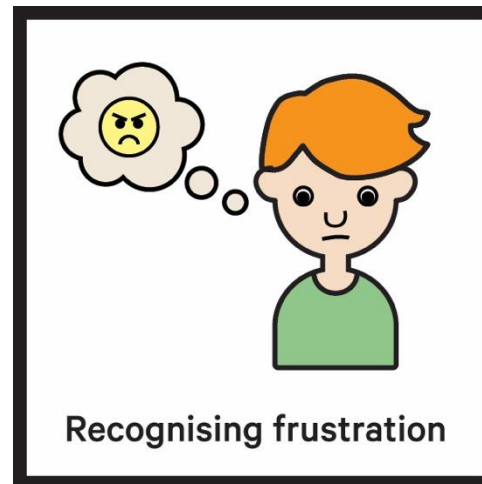
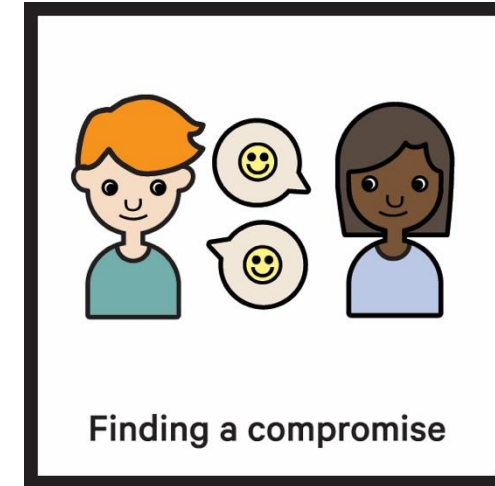
"Differences, not deficits"

- Which skills **really matter**? How can we support all students to develop these skills in a way that celebrates their differences?

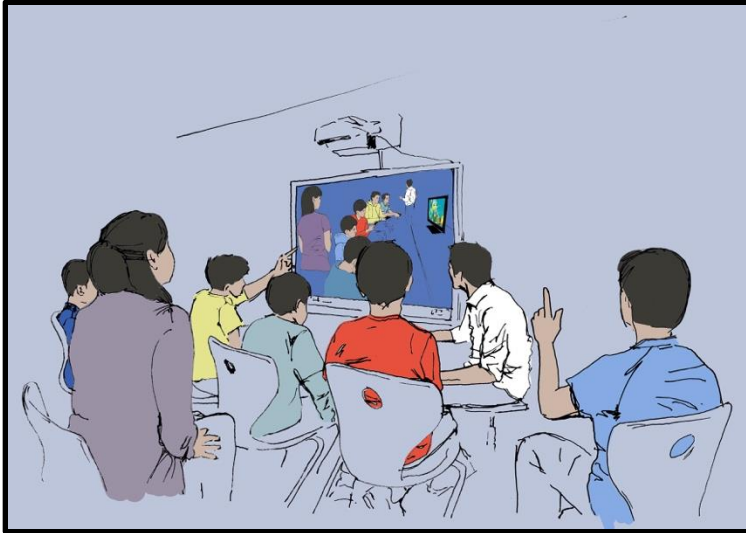
Thinking about the **value** of the **skill** in a **neurodiversity-affirming world**



Examples of functional (collaborative) skills



Three stage structure



Stage A: Skill instruction through *video modelling* and *video review*



Stage B: *Coaching* during play



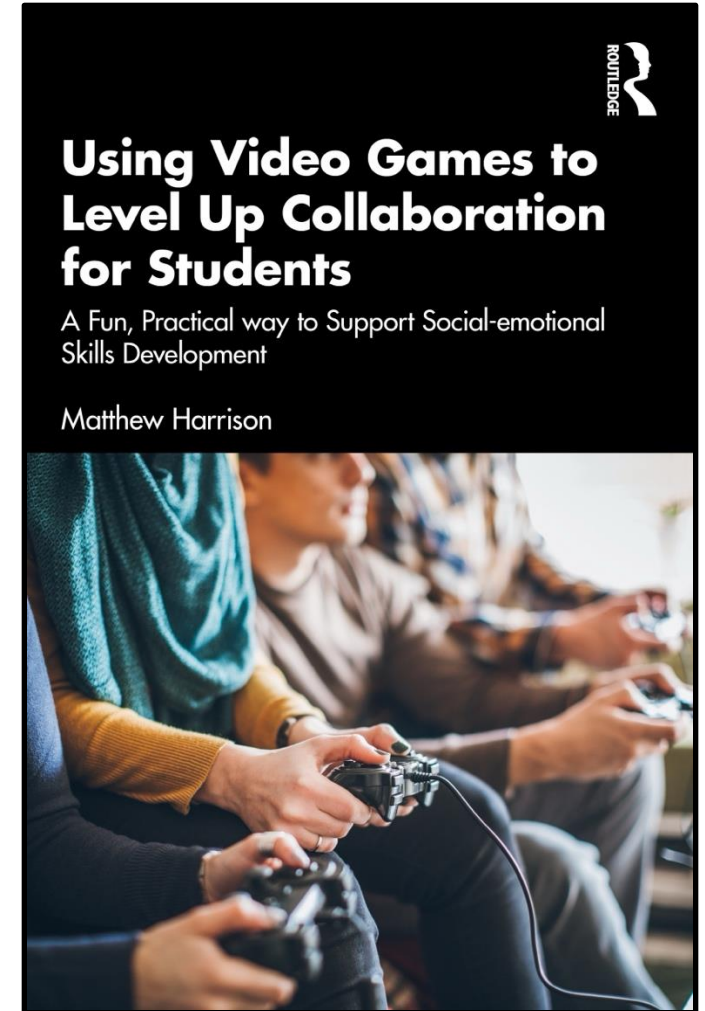
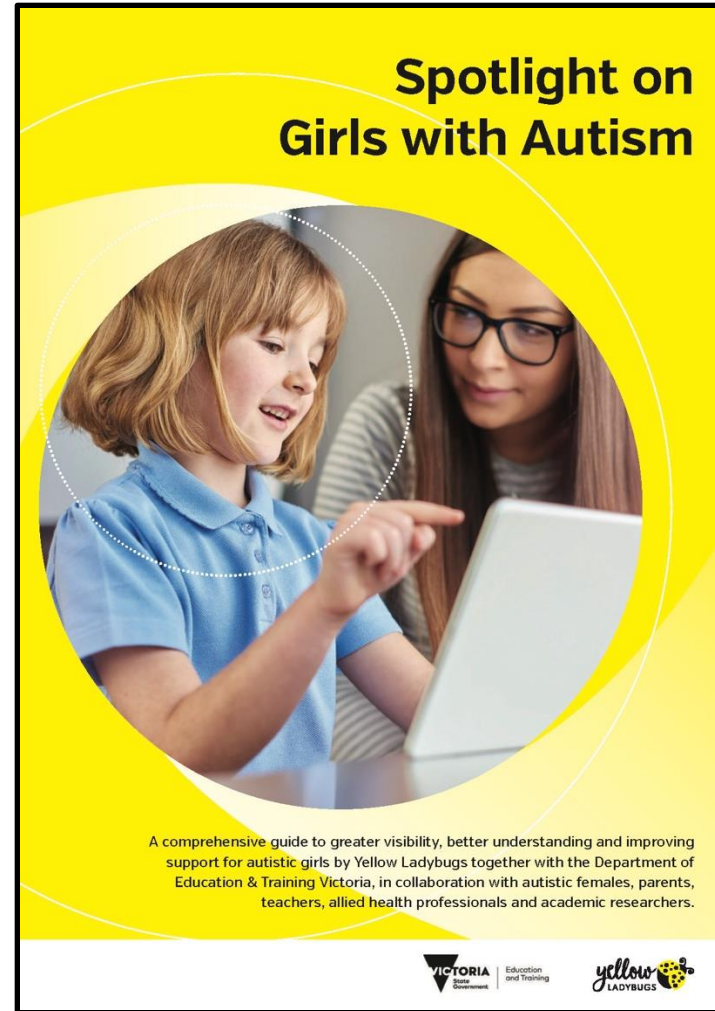
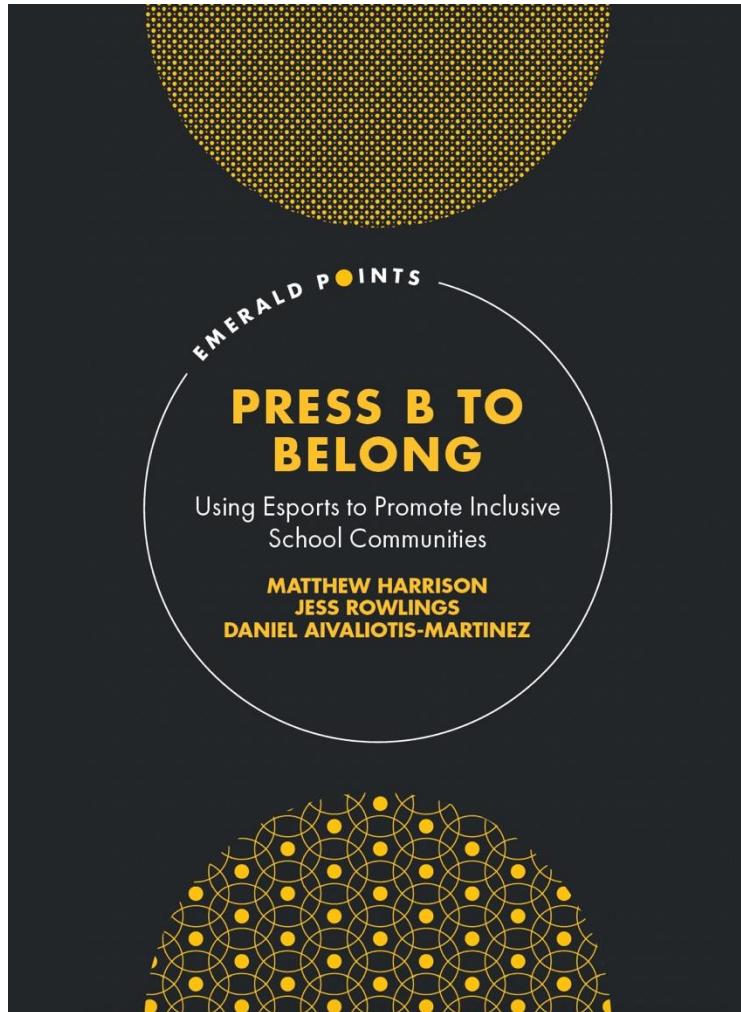
Stage C: *Guided* reflection





At the end of the day,
what really matters?

Next steps and additional resources



Press B to Belong: Using collaborative gaming as a space for neurodiversity-affirming social inclusion



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