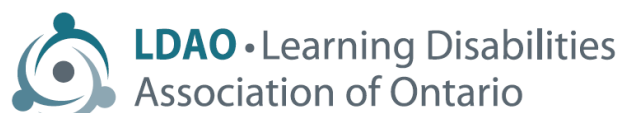


Talk LD Plus: Diagnosed through Bias (Transcript)

Steven

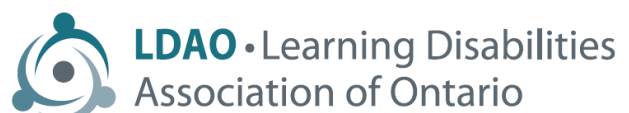
Welcome to Talk LD Plus and to our first episode in this new series, [TalkLDPlus_Episode1_DiagnosedThroughBias](#). At Talk LD Plus, we start from a simple belief. Students and people with learning disabilities and ADHD have unique minds and remarkable potential. That is what this series is all about. It is about getting to the conversations that matter, how systems, schools, and communities can better recognize and support that potential. Today, we're focusing on a literature review, diagnosed through bias, unpacking the intersection of race, disability, and inclusion in special education in Ontario. I'm very pleased to welcome our guests, Dr. Ardavan Eizadirad and Dr. Steve Sider. Both are professors at Wilfrid Laurier University. Dr. Eizadirad's work focuses on equity, race, and decolonizing education, and he brings a strong perspective on how systemic structures impact students and communities. Dr. Sider's research explores leadership and special education with an emphasis on inclusion and equity in school systems. Their writing and public scholarship have helped many of us think more clearly about practice and policy. Thank you, Ardavan and Steve, for joining us today. And thank you for the time, thought, and care you brought to this literature review. And to be clear, this is a synthesis of research. It draws together existing evidence to help us see patterns and take action. This conversation is part of Learning Disabilities Awareness Month. It's a chance to highlight learning differences and to advocate for timely and equitable supports. At LDAO, when we say inclusion, we mean inclusive learning environments with a continuum of supports. Not one classroom for all students, but a continuum of placements and pathways that respond to individual strengths and needs. Now, with that in mind, most students can and should be supported in the regular classroom through strong instruction and tier one supports. Many will also benefit from targeted tier two supports in the classroom. And some students will require tier three supports and more specialized placements to meet their individual learning needs. So we can't misinterpret what inclusion means. It's not about eliminating specialized supports or placements. It's about ensuring that every student has access to the right supports at the right time in the right setting. That distinction matters. When bias shapes who is assessed, who is identified, or who is supported, inclusion becomes uneven. This review helps us name that problem and consider how to fix it. Here's our plan for today. We'll look at how bias and institutional culture influence inclusion. We'll examine barriers to assessment and access for racialized students with LDs and ADHD. And we'll close by asking what genuine belonging looks like when equity and awareness work



together. I'm so looking forward to this conversation, and I know our listeners will take away both insights and practical next steps. So to begin, let's talk about bias and culture in our systems. Ardavan and Steve, what surprised you most about how school and system structures shape inclusion, particularly for racialized students with LDs or ADHD?

Ardavan

Yeah, thanks for inviting us and having us on the podcast. And thanks for the opportunity to lead this scope and literature review. I think what was kind of neat about it is we got to kind of bring some different areas that often work in silos. And so being able to bring in kind of that inclusive lens, then equity lens and supporting students, particularly with disabilities lens. It allowed us to kind of connect the dots and make a map of the big picture around where are some of the barriers in terms of the students' needs not being met. And I want to kind of set the ground and set the stage by saying, you know, Ontario is doing really well compared to many other parts of the world. But if you really want to be the best and help students achieve to their full potential, the small details matter. It's a difference between a student valuing education and their identity and culture and their needs being seen versus them being pushed out of school, becoming disengaged. you know, not wanting to participate due to shame or negative feelings. So having said that, I don't think maybe the findings surprised us, but what was nice for us was to kind of bring this together to be a point of discussion, because I think socio, politically and culturally we're at a critical time in terms of, you know, how ideas are debated about what priorities should be in education. But we strongly feel that special education And as you mentioned, that can be in many forms, whether that's reintegration in the classroom or a more individual support. It shouldn't be something that's optional. That is kind of the rights of the students. And we've identified some of those barriers existing within processes that are already established from identification and placement to what kind of exceptionalities are common. such as black students and racialized students typically being referred for behavioral exceptionalities versus other types. We know there's a big gap when it comes to socioeconomic status and how schools are able to mobilize to actually get the resources and the infrastructure they need. And this is meant to kind of, not to be a criticism, but it's meant to say, here are some of the gaps and really shift the conversation towards solutions and how can we work together as scholars, activists, educators, school leaders to really fill those gaps to then allow our students on schools to achieve to their full potential. With that, I'll pass it to Steve.



Steve

That's an excellent early response. And I think there's a few things I'll add. Even some of the language that we use is indicative of the system that we're in, right? And the struggles that we face in this report, I think, reflects some of that tension. We continue to use language around special education and exceptionalities. You know, these are kind of words and phrases and ideas that are rooted very much in an ableist approach to education. Right, like how we can do a quick little study on the medical model, and we treat students based on how they're different or how they're disabled, and there's a lot of there's a lot of literature around this in the academic world, and certainly as parents. Family members, as educators, sometimes the issues of language maybe aren't so important, but they are. When we think about how students, how bias occurs in our education systems, there's lots of ways that bias enters into education systems. And systems is really an important use of word there. Beyond the individual issues around bias, bias is kind of this really, it's like an elastic, right? There's bias that happens at individual levels. I'm biased in many ways, and many of those things I don't even recognize unless I take a deep dive in unlearning some of the things that I've just kind of grown up in, the stew of life, so to speak. But bias happens also in a systemic way. And so just back to that comment, that not a surprise, but I think I think it's a constant learning for us to think about the ways in which systems can be biased. I don't think, Ardavan, I don't think that anyone sits in their office as a principal or a special education teacher or a classroom teacher and says, what are we going to do today to be biased against racialized students, right, or neurodiverse students? But it happens. And I think your point, Ardavan, is really important there. We know that having an intersectional perspective is really important, that we don't just look at special education or the ways in which students may have disabilities or disabled students, but also recognizing all those other aspects that make up who we are as identities, as humans, gender, socioeconomic background, and certainly race, culture, language, all factor into it. So I think maybe, Stephen, back to your question about any surprises, I think this has not been a surprise to me, but it is a regular reminder that the literature that Ardavan and I looked at as kind of compelling as it is, it's also limited. So we have had literature for decades in the United States that speaks to the over-representation of racialized students in special education settings. We have pockets of that literature in Ontario. So I'll point out to, you know, Gillian Parekh's work, Carl James's work, Robert Brown's work, Ardavan's work. But these bodies of literature are As I said, they're compelling, but they're also limited. We don't have really good, actually, that's not accurate. We have pretty good data, but what we don't have is transparent data in the province of Ontario. And when I'm saying data here, I'm talking about school board-based data. So, you know, the work of Dr. Parekh, Dr. James, Robert

Brown, and others has looked at a number of school systems, Toronto District School Board being one of the most dominant in their work. And so some of the literature that we've drawn on, or all the literature that we've drawn on, is often focused on a number of important and large school systems, but not necessarily representative of all school systems. They might be, but we just don't have the compelling data from school systems across the province. So surprises, just that we don't have, like in an education system that has so many good things and historical things that are working for it, along with the challenging, we just don't have really solid, transparent data that we can say unequivocally across the province, these are issues. There's patterns, and those patterns are really important, and those are patterns that we point to in this report. And those patterns reflect, you know, kind of ableist norms of what it means to be a special education student, or what it means to be disabled, or what it means to be black and have a special education need or disability or an or attention deficit hyperactivity disorder. So surprises, it's more, we just have to do better with regard to having that transparent data that we can we can look to across the province. So rural, northern, suburban, more suburban boards, as opposed to the large urban districts that have done, you know, have made their data open. I'll stop at this at that point on that point.

Steven

Perfect. Thanks so much for that, Steve and Ardavan. And when I think about disaggregated data, you know, that's discussions that we've been having with our LDA SEAC reps. And so we have SEAC reps that are around that important committee. And sometimes they don't have that disaggregated data with respect. They might have special education students, but not students with learning disabilities. You know, we really want to understand the student. And often when I think of special education, it's one of those words that has a lot of either background or meaning or history to it. And I've been starting to say things like specialized, individualized, and inclusive education instead, just because just to make that broader. So thank you for that for question one. And you know, when I hear about that part of the conversation and what comes clearly in the literature review that, you know, our bias doesn't just shape how we think about students, it also shapes who gets seen. and that directly influences access. So if educators' belief and school culture affect who is referred, and like you said, Steve, it's not that it's not malicious, it's just it's based on bias in our understandings. If school culture affects who is referred, who is believed, who receives supports, then the next question really becomes about gatekeeping. So let's turn to the second important question. Where do you see the greatest barriers for racialized students with LDs or ADHD, and what changes are most urgently needed?

Steve

Maybe I can start this one, Ardavan, and then pass it over to you. I think the important word that you've asked there, Steven, is barriers, plural. So it's hard to say there's a greatest barrier. And so again, I'm thankful that you use the plural here. So greatest barriers. Let me start with a couple as far as gatekeepers. It seems from the literature that there are a number of key people in schools and in school systems who are gatekeepers to assessment access and so forth. Most notably, our school principals and what we call special education teachers or special education resource teachers. Of course, teachers are gatekeepers as well. But They often don't have the same sway or authority to determine who is identified for a formal psychoeducational assessment, as an example. They're part of that, but they're not usually the primary gatekeeper. Usually that is your special education resource teacher or the principal. Obviously, working in multidisciplinary teams, it's not just one person, but those people often hold a lot of sway. It's interesting in a study that we did a number of years ago of school principals, this is across Canada, so not necessarily specific to Ontario, but when we asked school principals about what has influenced or informed their perspective of inclusive education, many of them referred to kind of a two different paths. One was having familial connections to special education or an inclusive education, so a child, a sibling, or whatever the case may be, and the experiences they went through in navigating school systems and developing their own values around inclusive education. And the other set of principals talked about the fact that they had very little exposure, so to speak, to special education. And much of that may have come from their classroom experience, but was much more limited than the really rich experience that comes from being a parent or a sibling of a child with a special education need. So when we think about school principals and special education teachers, being gatekeepers. Race is not just a component of that, but certainly they are the ones who often are the ones who make decisions as to who might be referred, the kinds of supports that are going to be put in place, and so forth. And their own attitudes and their own biases obviously then serve a function of why certain students, in this case racialized students, may not receive the same level of supports or the types of supports that they need. So I'll give you one really quick practical example and turn it over to Ardavan. Most school boards, in fact, every school board in Ontario that I'm aware of, has a process for the identification of students with special education needs. And that process typically is through, you know, referral of teachers and family members, parents, caregivers, and so forth. They're involved with that discussion. Many who will be listening to this, will just sound very familiar. I've gone through this as a parent, so I understand as well. multidisciplinary team, then there's a determination. Who is going to get, we have 1000

students, not every student can be referred for psychoeducational assessments. And so the determination is usually made either by a quota system or some sort of an algorithm that the school board has put into place. What we often don't take into consideration in that assessment or referral process is the interplay of race and special education. So as we report on in this report, this can lead to an underrepresentation of students who are racialized with being referred because they might present as having a behavioral exceptionality. It doesn't fit the kind of the box as far as a learning disability. But that is, that's maybe a factor of what's being presented and not necessarily of what is the root issues, the root issues that child is struggling with. So the determination of who gets referred then becomes based on, well, based on these screening tests or based on the data that we've got without consideration for language or culture and race becomes the determination of how a student gets referred. So that is, that's a gatekeeping function. And again, I mean, no one sits back and says, I'm going to do this deliberately. But if we are not conscious of the fact that students present in different ways, I'm talking now as a special ed teacher or as a principal, that's going to limit who we think should be part of that quota or algorithm that gets forwarded for further assessment. I'll stop there and turn it over to Ardavan.

Steven

Just if I could just add one thing to that, Steve, just because a really, really important part. And so there's different, there's an aspect of some students will present differently. And so I think about female students with learning disabilities often will present differently and not be seen. And then the other is how the individual interprets how a student is presenting, because we know that there's literature that if you have students presenting the same behaviors, they are seen differently based on race, and that's based on, can be based on bias that we may not understand. Thank you.

Steve

That's an excellent point. And we point to some of that literature within the report, Steven. You're absolutely correct. And I think that's where that idea of bias comes in. And Ardavan said this so well, so I'm not gonna be able to repeat it, but it's, bias is one of those. insidious things that it just, it creeps in and often without planning or forethought. We don't go to school to learn how to be biased, right? But it happens through that, I use the analogy of a stew, where we are in with other people and historical events and social events and that that those biases that may be in play in broader society or within our family then kind of get

built or baked into our DNA, often without a recognition of it. Thank you for the clarification on that, Steven.

Steven

Well, thank you.

Ardavan

Yeah, and I'm going to come at it from a different angle. I think if we think about, I mean, it focuses a lot on schools, the report, and particularly the context of Ontario, but the local context is so important because a lot of these factors start intersecting with other root causes and other aspects of identity. So for example, we use the term race or racialized, but that highly correlates with socioeconomic status. And whether the school is in a richer community or a more high poverty rate community makes a big impact in terms of how much they can fundraise, how much influence do the parents have given their networks. extent of the backlog to get those psychoeducational assessments, because if a family can pay for it with their own money privately, they can expedite that process. So when we're talking about something being a barrier, I think we're talking about something being a pattern. And there can be exceptions to the pattern, but if we take many, many cases of particularly schools in low-income communities, which end up predominantly having a very high racialized student population and ratios, we see this backlog in psychoeducational assessment. We see this pattern of minoritized students being referred for behavioral versus being gifted, for example. And that's when we start digging more and see, well, where in this process are we getting it wrong? Because This is not the case where, maybe all of those students are not behavioral or even the referral is for ADHD, but it's just, hey, we need some more inclusive, affirming pedagogies, culturally sustaining that allows us to see the students. And this is also not influenced by things like representations in the media, because if we think about, what kind of representation we see, of Middle Eastern students, black students, of indigenous students. They're often negative. I'm not saying there aren't positive representations, but as a pattern through music, film, right, through different cultural mediums. Now we start seeing, hey, it's actually our indigenous students, our Middle Eastern students, and our black students that have the highest pushout or dropout rates in schools. And we look at the school to prison pipeline, we see the same identities over incarcerated in disproportionate rates. So what I want people to start connecting is start connecting the dots, right? It's not just what happens in a school. It's part of a larger ecosystem that is influenced by the neighborhood dynamics. and the issues impacting it. And then on a larger scale, by kind of, what is normalized in our society, what

is taboo, what kind of deficit representation exists, and then how can we counter that? And that's why the report really tries to give some strategies that, you know, we need universal design for learning. We need inclusive, culturally sustaining pedagogies. And these are not things that will just benefit students with special needs. It actually makes everybody thrive because it creates the conditions to identify those needs and then take strategic steps and timely interventions in ways that are accessible and culturally responsive to then be able to help the family and the student achieve to their full potential.

Steven

Thanks so much for that. And both of you touched upon, and it hit me in this section of the lit review, was how much access still depends on circumstance. Right, that bigger picture. So the kind of assessment a student receives or whether they receive one at all can depend on where they live, which school they attend, and the resources that their family can access. And so, and it reminded me that gatekeeping doesn't always come from bad intentions. Sometimes it comes from systems that are overburdened, undertrained, and where decisions are based on assumptions about behavior rather than learning. And so for me, there's aspects of without that transparent, it goes back to what was stated earlier, without that transparent, disaggregated data, those inequities stay hidden. And so equity in assessment is, at its core, equity of opportunity. And that brings us to our third and final question, one that gets to the heart of what inclusion and belonging means in practice. So if bias and access shape how students enter the system, the next step is understanding what happens once they're there. So how identity, advocacy, and belonging intersect in schools. So let's talk about what genuine inclusion looks like when equity and awareness of LDs and ADHD are both centered. So what does genuine inclusion look like when equity and awareness of LDs and ADHD are both centered, when racialized students with LDs and ADHD see their identities and strengths reflected in school culture?

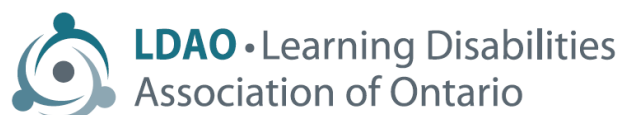
Ardavan

Okay, I'll start with a few things. I think I want to point out the way we wrote this report and the literature, we didn't want it to be too academic. So I think, you know, it's not too long. We set the stage, you know, one important piece is families outside of educators who are trained in this language, kind of understanding how it works. You know, what are the processes? What are their rights? And so I think we really need to be strategic to educate and engage parents to know some of these processes. And some of the resources that we do recommend, you know, by, for example, parents of Black children, the Justice Network, they really break these down because for a lot of newcomers, families who are English

second language or multi-language learners, this is overwhelming language. And they come from a culture where whatever the teacher or the school administrators say goes. so, that advocacy piece, not all parents come into it the same way. And we know parents from higher socioeconomic status do a really great job advocating for their children to ensure they get the right resources, and they should. But it's also important that we also help other parents recognize their rights and connect them. If it's not them, connect them with the others who can advocate for them. So for me, I think given my experience doing work with nonprofits and community agencies, I think they're great intermediaries that are sometimes missing in the conversation, because a lot of these children spend a lot of their evening outside of school hours in programs, if they're accessible and within their community that are offered after school and on weekends. And so how can schools work with community agencies, how can they share information to create this continuity of care? And if this care is non-existent, then how can they share information? Because I think so much of it, going back to your question, is about relationships, right? When somebody can be their authentic self and be vulnerable and even share the exceptionality that they have or they can't articulate at a certain stage, they will often do it with someone who they think is non-judgmental and really cares for them. And so I think something in the school system, being an educator myself, is that we don't do a good job, is we often assign teachers or administrators, and they really do it, they really work hard, whenever someone goes to a new community to build those relationships, and then after two years, we ship them to a new school. And then there's a new administrator who's going to start from scratch to rebuild those relationships. And I think for me, being a teacher in the system, this was one of the things I thought, you know, as a systemic thing, you know, I get promotions and things, but if we're really thinking about belonging, I think we have to be a little bit more intentional around, hey, you know, if someone's really having an impact, Maybe we need to keep them there. Like, what is our criteria for moving people, right? And I think that's important. And a great example was, I think, there was a principal, I believe it was at Rosedale, that got moved. And the students and the families did so much advocacy that the school board actually brought the principal back, right? Which spoke to the strength of the relationship this principal had cultivated over many, many, many years. And so I think those are just some things to think about.

Steve

I'll piggyback on that last comment, Ardavan. That's really good. You know, we think about inclusion, and I want us to emphasize that here in this last part of the podcast, that when we talk about belonging, if we really mean inclusion, it means inclusion for everyone. And



that's children, absolutely. But it's all, and it's also inclusion where teachers feel like they belong, educational assistants feel like they belong, principals, vice principals, the person who works in the office, the person who cleans the floor, the person who might do yard duty or lunch duty or whatever it might be, all need to feel like they belong. When we all feel like we belong, there's a reciprocal aspect, right? It's like, you know, when things are going badly, the things, things continue to go badly. But when things are going well, when we're all working together, when we all feel like we belong, there's a positive energy that comes from that. So for students who are racialized, you know, neurodiverse, when they see that their teachers love being there, the educational assistants love being there, all the people who work in that school love being in that school, that they treat each other well, they will pick up on that as well. And that idea of belonging, Arteman used the word flourishing a lot, and I love that concept, right? A school should be a place where everyone belongs, where everyone flourishes. And I think some of this comes back to professional learning. So how do we as educators learn about the over-representation of racialized students, for example, in congregated or special education settings? How do we learn about our own biases? It starts with professional learning and ongoing professional learning. A number of years ago, I worked with the three principals' associations in Ontario with a number of other colleagues on a series of podcasts and resources. And I was so impressed when those groups of leaders who are helping to kind of formulate what this professional learning would look like didn't just start by saying, well, let's do some professional training. We'll build a resource that everyone can do. And, you know, but they started by saying, we have to know ourselves as school principals, as school leaders before we can. And that also is about learning about our biases and unlearning certain kinds of behaviors before we can help others in in our school, i.e. educators, office staff, and so on and so forth, learn in a similar way. So for us to really nourish flourishing schools where everyone belongs, students predominantly, but everyone means everyone, we also have to be in this constant process of thinking about whose voices are being heard, whose voices are not being heard. Thinking about the things, the structural things that we encounter as principles and what can we do to push back against some of those structural aspects. You know, seeing family members and I want to say not just parents and caregivers, but siblings as really key allies in this work that we do to support inclusive education so that everyone really belongs, everyone authentically belongs. Of course, like any environment, there's going to be... There's gonna be times when that breaks down, but then what do we do when it breaks down? How do we, back to Ardavan's comments, how do we restore the relationships so that trust is restored when, you know, conversations go in a way that we didn't mean for them to go, when practices break down, when the supports aren't necessarily there that we

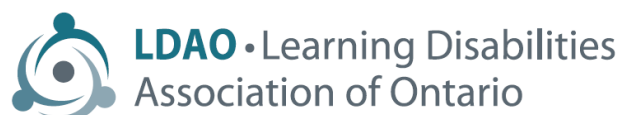
think should be there? So again, back to Ardavan's comment, partnerships with community organizations to build those relationships in schools and for trust to be built is difficult. We all know that. We live and work in a context that there's lots of tensions. But if we're going to work for the betterment of the students in our schools, we've got to get beyond those tensions. And as one of my mentor principals when I first became a leader said, you know, always come back to the question, what's in the best interest of the child? If we can keep the focus back on what's in the best interest of the child, then issues around neurodiversity and race and language and socioeconomics, those kind of, we recognize them. We can't just imagine that those don't exist, but we can then say, okay, what is it that we need to do to support this child in an inclusive environment?

Steven

Perfect. Thanks for that. And so you first started talking, Steve, about that belonging at the school and everyone who works there and students, and then later you brought in the family, which is so, so important when we think about belonging and that community. So really, really important. And when I think about the lit review, it reminded me that inclusion is not a destination or a single classroom. It's a system that adapts to the learner. And that's complex, right? When we think about Ontario and its diversity, adapting to the learner. So that's important, important work. And for LDAO, that means building inclusive learning environments with a continuum of supports and placements, where specialized programs are part of an equitable continuum, not an exception. And belonging grows when students, families, and educators work within systems that value both identity and ability. And so as we come to the end of our conversation, I'd like to give each of you just a chance to share just one takeaway, short takeaway, something that you hope listeners will carry forward from this discussion. Then I'll close with a brief summary of what we heard today. So perhaps we could start with Steve and then we'll move on to Ardavan.

Steve

Yeah, this has been so good. And I just, I think my big takeaway is Ontario has been often looked at as a high caliber education system. We have lots of challenges in this province. What do we need to do to become that global gold standard for inclusive education? We have amazing organizations. Steven, I want to point to the work of LDAO. When I was a principal, LDAO was a wonderful companion to the work that we did and the resources. I was in a meeting just last week with international people and someone, not me, but someone else pointed to LDAO. So we have great organizations, People for Education, we reference in the literature review as well. Great organizations in this province. How do we



get back to that point of being a gold standard? I think the gold standard is it's all about inclusive education where every student, no matter what their identity is and all those things that contribute to identity, that every student is part of a healthy, nourishing, flourishing classroom and school environment. And maybe on a practical end, that's kind of like, you know, blue sky thinking that, but I wish we could be at that point where people around the world would say, you want to see a great example of inclusive education. patient look to Ontario where we recognize diversity, we celebrate diversity, and we do everything within our power to make sure every student is successful and belongs. And I think part of the journey to that is back to what we were saying earlier, Steven, is we've got to have better data. or at least more transparent data in this province to help us know what are effective practices. Ardavan mentioned enabling, I think that was the word you used, Ardavan, enabling practices or those things that can contribute to inclusive environments. There are schools and there are school systems in the province who are doing relatively good work in this space. What can we learn from those? How can we share the stories and the data that's helped them get to that point? Thanks for having me.

Steven

Perfect. Thank you, Steve. Ardavan.

Ardavan

Yeah, I would add, I think the data piece is super important, so I'll come at it from a different lens. I think we have to do a better job as school administrators, particularly the teachers, to map out who is in the circle of care of the student that we're serving. And if we can map that out and see there's a gap in terms of a caring adult being in their life, That's our job, outside of the educators themselves. The more caring adults we can place in a student's life, particularly if they need a range of support services due to being in vulnerable circumstances. that can offset that and facilitate belonging and create engagement. So the caring adult can be in school, it can be connecting them with social services that have been vetted and provide affirming services or target specific identities. Because I think you cannot claim to be equitable if you don't know the needs of the students. And I don't know if we really spend time thinking about how do we actually know the needs of our students, because a lot of times we rely on historically biased tools like IQ testing to figure out what category should we place the students. And I think as Steve has mentioned and the report outlines, we have to rethink some of these processes. Yes, they've been around, they've been ingrained in actually some of the school policies, but for this student, is that the best tool to give you the best data to map their need? And I think

there is wiggle room. And that's the difference between a good and a great educator is saying, this tool doesn't work for this student. Let me try something else and try to kind of triangulate the data and see what it tells me. And I think that's kind of what we need more educators to do, particularly when they're in a low-income, under-resourced school. And another thing is I would say is, you know, we have to try to be creative. Is there a way a family of schools can work together to pool resources? Is there a way to pair a more resource school and a less resource school, but in the same community to learn from each other and be a community of practice? I think there is room to be innovative, but sometimes we just got to try it and see. It's a bit of trial and error in terms of how we support students. Accommodations and modifications are a bit of a trial and error as we teach our teacher educators. to find the right thing that works to bring the best out of students.

Steven

Awesome. Thank you both, Ardavan and Steve, for joining us today for such a thoughtful conversation. We started by looking at how bias and institutional culture shape inclusion, how beliefs and assumptions about students influence who is supported and how. We then explored assessment and access and the need to make sure that every student, regardless of background or circumstance, has an equitable path to identification and support. As we said, equity in assessment is, at its core, equity of opportunity. And finally, we talked about belonging and advocacy and how genuine inclusion depends on trust, collaboration, and systems that adapt to the learner, not the other way around. These are the conversations that matter, and they are only beginning. We'll continue to share through Talk LD Plus new episodes that connect research, lived experience, and practice. I'm really looking forward to having you both on back again, taking a deeper look at some of the themes in the months ahead. For more information about Learning Disabilities Association of Ontario and our resources for educators, parents, and the community, visit LDAO.ca. Thank you for listening, and we'll see you next time on Talk LD Plus.

