

These lands were stewarded for millennia by Indigenous peoples and nations as well as those held captive here.

They raised their children here, created their communities, made sense and meaning for one another and buried their dead here.

We acknowledge our harm to them and their unpaid labor. We pay respects to them by continuing to work to end the persisting inequities and injustices done to them.

When to Say When:

Building Confidence in Supporting
Neurodivergent and Developing Minds

The bud stands for all things, even for those things that don't flower.

For everything flowers, from within, *of self-blessing*.

Though *sometimes* it is necessary to reteach a thing its loveliness.

To put a hand on its brow and retell it in words and in touch, *it is lovely*, until it flowers again from within, *of self-blessing*.

Art by Jaxson Pullen Age 2









PHYSICAL WELLBEING

ACCESS AND OPPORTUNITY TO:

- SLEEP
- REST
- NUTRITION
- WATER
- MOVEMENT- SELFPROPELLED
- HUMAN TOUCH
- WELLNESS CHECKS
- NOISE
- VISUAL



Mental and Emotional Health

ACCESS AND OPPORTUNITY TO:

- TOXIC STRESS
- FRIENDSHIP
- ASKING FOR HELP
- INTERESTS
- SELF-AWARENESS
- QUIET
- SOCIAL MEDIA/DEVICE TIME
- TIME IN THE NATURAL WORLD OR NEAR IT



Spiritual Health

ACCESS AND OPPORTUNITY TO:

- GRATITUDE
- SOLUTION SEEKING
- FAITH BASED PRACTICES
- NATURAL WORLD
- EXPRESSIVE ARTS
- MUSIC and SONG
- COMMUNITY
- QUIET

POLL #1

Your overall assessment of the children in your care in these areas:

- A. The children in my care have most of these needs met fully, with only occasional lapses.
- B. The children in my care have SOME of these needs met fully and they are not getting their needs met in more than three of these areas.
- C. The children in my care have families who are struggling to meet these needs.



EXPECTATIONS/ DEVELOPMENTAL NEEDS

- HISTORICAL VIEWS
- WHAT WE KNOW NOW
- LET'S TALK ABOUT

THOSE MES SAGES DELVE RED BY BEHAVIOR THAT "MISS" US!

Photo by Side by Side Studios Louisville KY

What's ~~W~~ Strong with you?



Art by Alexandria J. Johnson
Ordnery Tumbler Tagline on Dail Press

Much of what we expect is in direct opposition to what children in early childhood are designed to do.

For example:

- learning to use marking materials with a correct grasp
- remember multiple steps in directions
- learn the alphabet and numbers and colors and shapes with no foundation or context
- disconnect from what is interesting to us
- get used to having our play and conversation interrupted
- overvaluing quiet when we naturally need to be expressive
- valuing many ways of expression
- managing our emotional responses
- sharing
- sitting still during large group experiences





Can you imagine if we insisted that kittens and puppies stay still?

It's NOT A Developmental CHECKLIST




Little Red elAcademy
Teachers Pay Teachers



Learn more about looking at unfolding developing skills ! It's not a BOX.

Child-Led Play Leads to Early Literacy



Stacy Denge
Early Childhood
Education Specialist
Stacy Denge

Strong Bodies, Ready Hands: The Playground Path to Handwriting



Stacy Denge

**Opportunities for
PLAY SCHEMA**

Sometimes known as...

Challenging behaviors!
Let's look at that!

ORIENTATION

- HANGING UPSIDE DOWN,
- LOOKING THROUGH THINGS,
- CLIMBING .

HOW THINGS CHANGE WHEN THEY CHANGE THEIR ORIENTATION .



TRAJECTORY PLAY SCHEMA

- MOVING YOUR BODY,
- MOVING OBJECTS
- SETTING THINGS IN MOTION



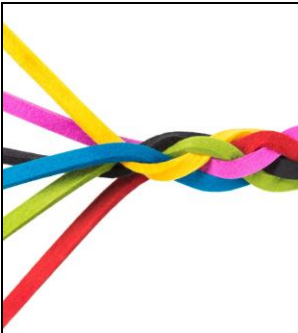
TRANSPORTING SCHEMA

- MOVE THEMSELVES AND OBJECTS,
- COLLECTING AND PACKING THINGS,
- ROLLING THINGS



CONNECTING PLAY SCHEMA

- LINK
- BUILD
- TIE
- TAPE
- DISCONNECT
- KNOCK DOWN
- TAKE APART



POSITIONING PLAY SCHEMA

- ORGANIZE
- LINE UP
- MANAGE THE POSITIONS OF
- EVERYTHING IN THEIR WORLD.

SOMETIMES ASKING THEM TO "CLEAN THESE UP" AND OR SOMEONE TO SHARE CAN BE CHALLENGING.



How prepared are you to understand the child's developing skills and begin "breaking up" with expectations that might be undermining the child?



Photo Credit : Side by Side Studio

Poll #2

Which of these best describes your current circumstance s?

- I can see these might help the child I am thinking of. I need help to know how to begin.
- I have already made some changes in these areas and want to continue to make more and see if they make more of a difference for this child.
- I would love to make some of these changes. It would take a lot of work on my part to educate people in my center. I would need help to get started doing that!
- None of the above



CULTURAL CONTEXT

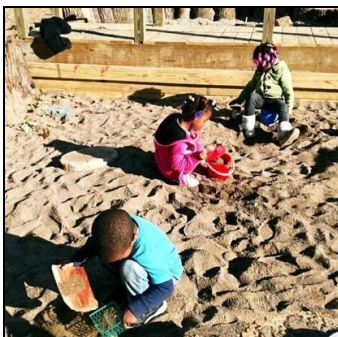
- NOT THEIRS, MINE
- WHAT DO I REALLY BELIEVE ?
- THE DAY THE CRAYONS QUIT
- CULTURE OF BLAME VS. SOLUTION

Art by Oliver Jeffers



CLASSROOM SCHEDULE

- OUTDOOR TIME
- REGULAR NUTRITION BREAKS/ WATER
- BALANCED NOISY/QUIET
- EXPRESSION
- UNINTERRUPTED TIME



Resources Issues

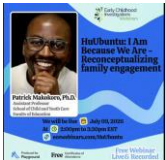


Environment layout and set up issues

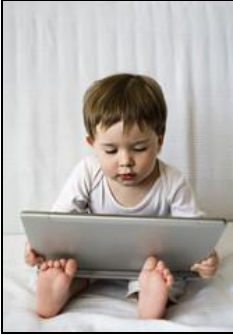
Photo credit : Side bySide Studio



ENOUGH ADULTS Supervision vs Intrusion?



Adults in my life- what relationship does my center /school have to family engagement?



The role of screens

Poll #3

Which of these best describes your circumstances?

- A. I can see these might help the child I am thinking of. I need help to know where to begin.
- B. I have already made some changes in these areas and want to continue to make more and see if they make more of a difference for this child.
- C. I would love to make changes, but my center does not have the resources. For example, the center relies heavily on screens for children during the day. It's frustrating but I am glad to know that these things are also frustrating for the child I am thinking about today.
- D. None of the above



Direct Guidance

Acknowledge
where you
are!

I'm not self-medicating
with fabric. The lady
at the fabric store
wrote me a
prescription. Well, she
called it a receipt.
Whatever.

POLL #4

How does the child you are doing this guide about effect you day to day?

A-Does not cause me to react negatively in any way but puzzles me

B- Bothers me and wish it would not happen and sometimes don't know what to do

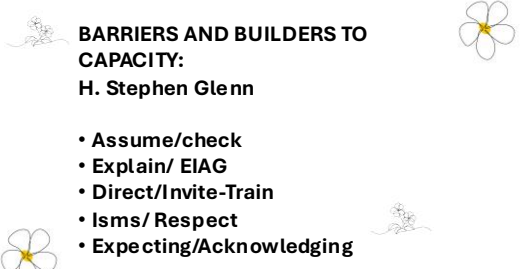
C- RARELY causes me to have a visceral (rapid breathing and tension) response but confuses me-no idea what to do

D--SOMETIMES causes me to have a visceral (rapid breathing and tension) response and really confuses me I have no idea what to do

E--Causes me to have a visceral (rapid breathing and tension) response and react in ways I wish I did not

BARRIERS AND BUILDERS TO CAPACITY:
H. Stephen Glenn

- Assume/check
- Explain/ EIAG
- Direct/Invite-Train
- Isms/ Respect
- Expecting/Acknowledging





“Training” needs- how prepared are the children
for what I am asking them to do?





Co- regulation Plan
What training have I had
or do I need ?





What other supports and training do I need and what is
available to me in my community?
**In the United States your Child Care Aware Professional
Development coach can support this research.**

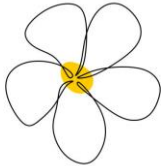


Supports for all topics from this webinar:

- Harvard Center for the Developing Child: Free resources for all ages to develop necessary skills for healthy development in all areas we have discussed today.
- [Classroom Connections](#) - webinars, online classes and trainings
- Kiss Me X - PlayLab Foundation, Author of [The ABCs of Why We Wait for Transgender Children to Change Infants' Gender](#)
- [The Choice to Lead and The Choice to Follow](#) - resources for all we have discussed and guide at home and school sites and experiences with high school students
- Is the Nelson Post Live Discipline - practical ideas and ways of organizing responses - free resources
- Consolidate Discipline - practical ideas and ways of organizing responses - free resources
- Training in working with neurodivergent children to build my confidence: *Where are they available in my community?*
- Complement any Curriculum Approach: The Settled Classroom - online course and book
- Exchange Press - daily newsletter - free membership to the e-newsletter - videos for training and article submissions
- [Safe Place](#) - resources
- Stacy Bengtson author of [The Whole Child in the Classroom](#) - website with resources for creating a child-led environment
- [Understanding Louisville's and Children's Rights to Respite Care](#) - PDF to review
- Ron Grady, Childologist



What are the policies and processes where I work??



Poll #5

When I have to decide what to do next, when to say when, this is what I know:

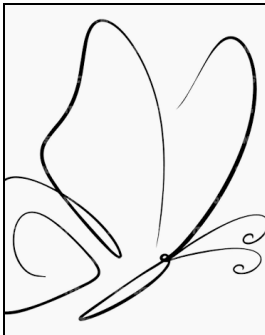
- I know my center's policy and I can use this guide to share all I have learned so far and need to find out.
- I do not know my center's policy on this work with families.
- My center does not have a policy on what to do when a teacher is at a loss with a child.
- None of the above.



Can we tell a new story for and about this child?

- **Rewriting the story**
- **Letter writing to the child**

Photo Credit Side by Side Studio



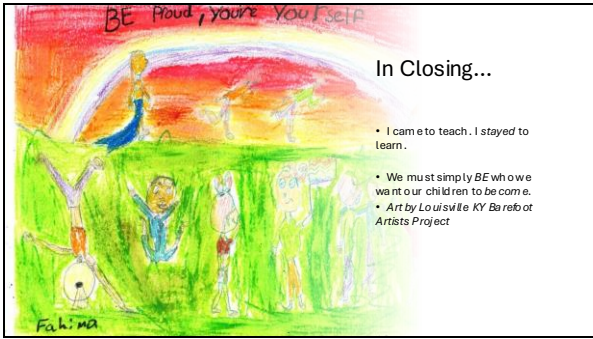
Whose help do we need to do that?

WHEN TO SAY WHEN

- Use this checklist of questions and practices to see what, if any, of these can be looked at differently.

If you are still at the point of asking :

- **What is my school or center policy and Who is needed?**
You have arrived also at the point of sharing with the family.
- What is your center/school policy on **who does this and how is it done?**
- Use this checklist to show the family- here's what I have looked at and checked so far. Work with the family to begin a new chapter in this child's story!



In Closing...

- I came to teach. I stayed to learn.
- We must simply BE who we want our children to become.
- Art by Louisville KY Barbers of Artists Project

