

Our Neurodiversity Eco-System in Early Childhood

“All ways of being are valid and contribute to an early childhood community”

Early educators recognise that neuroaffirming knowledge leads to opportunities to unravel deficit systems.

Humanising language used to describe children's lived experiences. Language should empower not stigmatise.

Neurodiversity affirming practice is rooted in allyship where parents, carers, specialists and educator collaborate to dismantle barriers and system that do not work

Children are enabled to pursue their diverse play patterns recognising that there is no ideal or right way of playing. Rather play serves many functions including learning, regulating, resting and processing.

Environments are designed with diversity in mind recognising that emotional, physical, sensory and social spaces empower different ways of engaging and interacting.

Unhurried childhoods are advocated for where children can have time to enter flow states.

Self-regulation exists within the context of relational and environmental co-regulation. Children are understood to have a repertoire of regulation responses including regulating up and down.

All forms of communication are valid and lead to a multi-modal environment where each child's communication identity is respected including speaking, non-speaking, echolalia, sign, visuals and AAC

Early attunement is used to ensure that children have a good quality of life and affirming outcomes. Every opportunity is taken to ensure children feel a sense of community which embraces their differences and supports needs

Autistic

ADHD

Dyslexia

Altered States

Altered States

Stammer

Down Syndrome

Emerging Neurodivergent

